

Term 4 Newsletter (Tiger Class)



Dear Year 5 families,

Well done again to all the Y5 pupils so far on the great progress we've seen this year. It was great seeing you all for parent consultations and thank you for your on going support at home. We have another fantastic term lined up so let's take a look below!

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. If you have any questions I am available via e-mail at (info@somerdaleet.org.uk).

The Year Five team:

Jim McLaughlin
Class Teacher
Monday - Friday

Sonia Skuse
Learning Support Worker
Monday – Wednesday

Lisa Garasto
Learning Support Worker
Thursday - Fridays

Enquiry Question this term: Who were the Mayans?

This term we will be having a geographical focus on South America, a historic focus on the Mayans and a Learn Together focus on 'Ethics and the environment'. We will be covering topics such as carbon footprint, how we as individuals can make informed decisions to address the issues facing the climate and further develop an understanding of conservation projects. This will also tie into our computing lesson where we are busy developing slideshow presentations based off of our own enquiry questions around the Mayans themselves.

Learn Together

Become aware of the impact of air, water, waste, and litter pollution on natural and man-made environments locally, nationally, and globally.
Participate in an environmental project.
Participate in drawing up a school environmental charter.
Discover ways to move towards an environmentally friendly lifestyle e.g., turning off lights/electrical appliances after use, walking/scooting to school.

Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 6 - the right to life, survival and development.

Article 24 - the right to health, clean water, food and a safe environment.

Article 27 - the right to food, clothing and a home.

English

Our focus book this term is *The Explorer* - a story about four children who crash land in the middle of the Amazon rainforest. The four children must work hard to survive the harsh environment they have found themselves in whilst trying to find a way home.

Our writing curriculum targets for this term are:

- Use devices to build cohesion within a paragraph using tense choices e.g. he had seen her before.
- Select varied and effective vocabulary with figurative language (similes and metaphors).
- Use relative clauses using with who, which, where, when, whose, that.
- Understand the following terminology - relative pronoun/relative clause.

Our Guided Reading texts this term are 'The Last Wild' by Piers Torday and 'Stig of the Dump' by Clive King. (Please avoid reading these texts ahead of the class as it puts pupils in an awkward position to practise prediction skills - thank you!)

The National Curriculum reading targets we will be focusing on this term are:

- Distinguish between statements of fact and opinion.
- Predicting what might happen from details stated and implied.
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.
- Making comparisons within and across books (e.g. comparing characters or books by the same author).

Maths

We have consolidated our fractions knowledge last term and polished up a few gaps this first week leading us to move onto decimals and percentages.

Decimals and percentages Week 2-4

Step 1	Decimals up to 2 decimal places
Step 2	Equivalent fractions and decimals (tenths)
Step 3	Equivalent fractions and decimals (hundredths)
Step 4	Equivalent fractions and decimals
Step 5	Thousandths as fractions
Step 6	Thousandths as decimals
Step 7	Thousandths on a place value chart
Step 8	Order and compare decimals (same number of decimal places)

Perimeter and area Week 5

Step 1	Perimeter of rectangles
Step 2	Perimeter of rectilinear shapes
Step 3	Perimeter of polygons
Step 4	Area of rectangles
Step 5	Area of compound shapes
Step 6	Estimate area

Statistics Week 6

Step 1	Draw line graphs
Step 2	Read and interpret line graphs
Step 3	Read and interpret tables
Step 4	Two-way tables
Step 5	Read and interpret timetables

Our PE days will still be Mondays and Thursdays with a view to being weather dependant on what we cover. We will prioritise aiming to have Yoga on a Monday and Cricket on Thursdays.

As geographers and historians we will cover:

- Children will aim to locate the world's countries with a focus on North and South America.
- Children will aim to understand similarities and differences through the study of a region with a focus on physical aspects-volcanoes and earthquakes.
- We will aim to study the Mayan and Aztec civilisation circa CE 900, make links between Romans Egyptians work back in LKS2 and draw on similarities and differences between Mayans and Aztecs.
- We will aim to place on a timeline previously taught time periods.

<p>As designers, artists and creators we will observe the work of artist Oenone Hammersley:</p> <ul style="list-style-type: none"> • Begin to use simple perspective in their work i.e., by using single focal point on horizon • Begin to develop an awareness of composition, scale and proportion i.e., foreground, middle ground, background. • Develop a painting from a drawing. • Experiment with different media and materials for painting. • Create imaginative work from a variety of sources e.g., observational drawing, music, poetry. • Mix and match colours to create atmosphere and light effects <p>Identify, mix and use primary, secondary, complimentary and contrasting colours.</p>	<p>In computing alongside our presentations, children will learn to:</p> <ul style="list-style-type: none"> • Learners are introduced to the concept of a system. They begin to understand that components can work together to perform a task. • Learners are introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. • Learners take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. • Learners explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching.
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Important Info for parents

This is a working link to our Year 5 Googledrive folder, where you can access weekly timetables, a select range of photos and other useful documents:

https://drive.google.com/drive/folders/1bkzGtptDk6P2IFUad0ZzsAH_A3ViF0fb?usp=sharing

PE and Wet Weather

We ask that all items are clearly labelled with your child's name and year group so that it does not get lost.

PE kit list

- Short sleeved free moving top
- Jumper (if weather appropriate)
- Shorts or leggings (no denim)
- Trainers suitable for running
- Hair tidied up
- No jewellery

Morning/Afternoon Routines

In the mornings and afternoons, when waiting for the doors to open/your child to come out, please wait on the playground by the Year Five classroom.

The door opens at 8.40am and closes at 8.50am. Within this ten minute window, children will be practising their handwriting, spellings, maths questions and completing marking challenges in their books before the register at 8.50am. Pick-up is at 3.10pm.

Please call the office or e-mail info@somerdaleet.org.uk before 2pm if there are any changes to pick-ups at home time.

Reading Records & books

When your child reads at home you, or them, can record this in their reading record. Please date each time your child reads at home, however you only need to leave a comment if needed. For example, if you find your child found a book or certain keywords tricky, found tricky or showed strength in answering questions or if they read fluently. Jim will check for comments once a week and reply to any if required.

Family Helpers

We are still keen for any and all help from adults who'd be willing to:

- listen to children read across the year groups
- develop our reading resource packs

Or perhaps you have another skill you think would be useful? If you are interested then please fill in the online form via the link below: <https://forms.gle/HcSTVaKetKyasohZ7>

Volunteers will need to have a DBS check completed for safeguarding reasons. Amy in the office will organise this and there is no cost. Once you've indicated your interest, Sam will get back to you.

A couple of requests...

- Please ensure your child's meal options are completed online even if they regularly have a home packed lunch.
- Please bring a named water bottle into school – filled with plain water only.
- Please name all clothes! Last year we had lots of unnamed lost clothes, please label them, and check periodically that the name is still visible.
- This year your child needs to bring their bookbag into school every day. Inside their bookbag should be their reading record, spelling journal and reading books.