

Term 5 Newsletter (Tiger Class)



Dear Year 5 families

It's hard to believe that we are now in Term 5. Looking back on all the amazing effort our children have put in, it's wonderful to see what they've achieved.

We will be starting a digital art project where the children will choose a favourite photo or image and then create digital artwork around it. It should be a photo of a person (any background is fine) or a prop ideally against a plain background so that we can learn how to cut out just the image using our software. The children will have chosen their prop/image/person by the time you receive this newsletter.

Using an image from the internet is fine (please respect intellectual property rights). See the example below:



Please send in a copy of your child's chosen photo/image by Wednesday 24th April either the original photo (which we will duplicate) in your child's bag or a digital image via email to info@somerdaleet.org.uk Y5 ART FAO – Jim so that they can get creating!

The Year Five team:

Jim McLaughlin
Class Teacher
Monday - Friday

Sonia Skuse
Learning Support Assistant
Monday – Wednesday

Lisa Garasto
Learning Support Assistant
Thursday - Fridays

Enquiry Question this term: Will AI one day take over? (Current technology)

This term we will be exploring the ideas behind the most advanced technology on the time – we will be thinking about AI and other similar technologies. We will be passionately discussing the amazing prospects it can offer us and the implications we have to be aware of.

Learn Together

Exploring Moral Development

Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying discrimination, stereotyping, cyber bullying, 'trolling' prejudice-based language).

Activating Equality through Positive Action

Discuss, debate, and analyse age-appropriate, controversial issues both at local and global level, offer their own recommendations.

Rights Respecting Schools

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

Article 2 - the right to be treated equally.

Article 16 - the right to privacy.

Article 19 – the right to being protected from harm.

English

Writing

Our focus book this term is *The Lost Thing* (by Shaun Tan) – a story about a young man who whilst busy collecting bottle-tops comes across a large machine-like creature that nobody seems to know much about. After further inspection it seems to be lost and so they go on a journey together to try to find it a new home.

Our writing curriculum targets for this term are:

- Use devices to build cohesion within a paragraph using a variety of adverbials of time, place and manner.
- Use of modal verbs to indicate possibility and obligation.
- Use of possibility adverbs such as perhaps, maybe, certainly and probably.
- Use parenthesis to include specific detail (choosing appropriate punctuation to suit).
- Use a wider range of punctuation including colons and semi-colons.
- Reviewing perfect past and perfect present tense.

Fiction outcome: Writing to entertain. To write an alternative ending to the lost thing.

Non-Fiction outcome: Writing to explain. To write a care guide for looking after a lost thing.

Reading

Our Guided Reading text this term is 'Beetle Boy'.

(Please avoid reading these texts ahead of the class as it allows the children to practice their prediction skills)

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

- Retrieving, recording and presenting information from non-fiction.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages).
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).
- Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views.

Spellings

Quiz T5W2 Mon	Quiz T5W3 Tue	Quiz T5W4 Tue	Quiz T5W5 Mon	Quiz T5W6 Mon	Quiz T6W1 Mon
<ol style="list-style-type: none"> geography physics telegraphy physical biography trophy 	<ol style="list-style-type: none"> consign signatory resign signal assign design 	<ol style="list-style-type: none"> affect (verb) effect (effect) morning mourning father farther 	<ol style="list-style-type: none"> who's whose cereal serial guessed guest 	<ol style="list-style-type: none"> affect (verb) effect (effect) they're there their they are 	<ol style="list-style-type: none"> weight women through thought possible probably
<ol style="list-style-type: none"> aggressive conscience existence interfere privilege suggest 	<ol style="list-style-type: none"> develop forty twelfth sincerely occupy language 	<ol style="list-style-type: none"> apparent conscious frequently guarantee immediate signature 	<ol style="list-style-type: none"> dictionary lightning prejudice soldier stomach vegetable 	<ol style="list-style-type: none"> cemetery parliament restaurant secretary shoulder awkward 	<ol style="list-style-type: none"> profession nuisance yacht muscle physical equipment

Maths *Below is an outline of the intended progression of learning – this may be altered where needed.*

Statistics (Week 1)

- 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

Geometry: Shape (Weeks 2 – 4)

- Step 1 Understand and use degrees
- Step 2 Classify angles
- Step 3 Estimate angles
- Step 4 Measure angles up to 180°
- Step 5 Draw lines and angles accurately
- Step 6 Calculate angles around a point
- Step 7 Calculate angles on a straight line
- Step 8 Lengths and angles in shapes
- Step 9 Regular and irregular polygons
- Step 10 3-D shapes

Geometry: Position and direction (Weeks 5 – 6)

- Step 1 Read and plot coordinates
- Step 2 Problem solving with coordinates
- Step 3 Translation
- Step 4 Translation with coordinates
- Step 5 Lines of symmetry
- Step 6 Reflection in horizontal and vertical lines

Wider Curriculum

As scientists and designers we will:

- Carry out research, using surveys, interviews, questionnaires and web-based resources
- Identify the needs, wants, preferences and values of individuals and groups
- Develop a simple design specification to guide their thinking
- Generate innovative ideas, drawing on research
- Make design decisions, taking account of constraints such as time, resources and cost
- Produce appropriate lists of tools, equipment and materials that they need
- Formulate step-by-step plans as a guide to making
- Accurately measure, mark out, cut and shape materials and components
- Accurately assemble, join and combine materials and components
- Accurately apply a range of finishing techniques, including those from art and design
- Use techniques that involve several steps
- Demonstrate resourcefulness when tackling practical problems

In computing, children will learn to:

- 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.

As artists we will observe the work of artist Kristjana S Williams:

- Use a sketchbook to collect and develop ideas.
- Develop drawing using tonal contrast and mixed media.
- Present recorded visual images using the freeform software package.
- Use a graphics package to import or create/manipulate images.
- Create digital layered images from original ideas in sketchbooks.
- Use different techniques, colours and textures when designing and making pieces of work.

As Spanish linguists we will learn:

- say hello and goodbye
- introduce themselves
- say how they are feeling
- count to ten
- say how old they are
- use vocabulary they have learnt elsewhere to develop their sentences
- use different greetings for different situations
- ask and answer simple questions for each topic area

PE

On Mondays, we will have tennis.

LESSON 1	To return the ball using a forehand groundstroke under pressure.
LESSON 2	To return the ball using a backhand groundstroke under pressure.
LESSON 3	To use a variety of shots to keep a continuous rally going.
LESSON 4	To develop the underarm serve and understand the rules of serving.
LESSON 5	To develop the volley and understand when to use it.
LESSON 6	To apply rules, skills and principles to play against an opponent.

On Thursdays, we will have athletics.

LESSON 1	To understand pace and apply different speeds over varying distances.
LESSON 2	To develop fluency and co-ordination when running for speed.
LESSON 3	To develop technique in relay changeovers.
LESSON 4	To build momentum and power in the triple jump.
LESSON 5	To develop throwing with force for longer distances.
LESSON 6	To develop throwing with greater control and technique.

Music

Children will continue to have music taught by professional musicians from Preludes on Fridays.

The music this term will be themed around modern technology and robots!

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Home Learning

Reading

It is our recommendation that children should be reading daily where possible. The expectation is that children read **a minimum of 4 times a week**.

Spelling

Each Monday, the children will be given new spelling words to learn which will be stuck in their spelling book. Children will have a spelling quiz to check their progress each Monday. Placing these spelling words somewhere visible, like on the fridge will also help as children will be able to see them regularly.

The list of spellings are listed above for each week.

For more advice on practising spellings at home, see the year group Google Drive folder.

Maths

Children are expected to practise key number facts at home.

Key Stage 2

In Key Stage 2, the expectation is that children practise their time tables at home. In Year 3 we learn 36 facts, in Year 4 we learn 21 more facts.

Year 3: 2x, 5x and 3x.

Year 4: 4x, 6x, 8x, 7x, 9x, 11x, 12x

In upper key stage 2, children should continue to practise these facts to help with automaticity.

Your child has a log-in for Times Table Rock Stars so that they can practise their time tables at home.

White Rose has a parent section with resources you can use at home, including free printable workbooks.

<https://whiterosemaths.com/parent-resources>

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter. <https://whiterosemaths.com/homelearning>

Other important information/notes for the time ahead

Google Drive

Class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:

[Year 5 Google Drive Link](#)

Reading Record Expectations

Please date and sign yellow reading record when your child reads at home. Children reading over 4 times get a golden ticket for a chance to win a book.

What does my child need to bring into school every day?

- Reading Record
- Reading level book
- Spelling Journal
- Waterbottle