

Dear Year 5 Parents and Carers,

We would like to start this letter by saying how proud we are of all the children in Class 5 at this tricky time. They have been sensible, helpful, supportive and co-operative at all times and are a real credit to their families!

Our school packs are now available and we have tried to include a range of Maths, English and other topic-based activities, along with a few interesting projects. As ever, focus on the quality not quantity of what your child produces, allowing your child time to edit and improve their writing. (In class we often use a green pen to do this.)

Below is just a little guidance about some of these activities, but we should also direct you to the **school website** where Mr Bass has kindly added a number of direct links to the Year 5 Curriculum page that provide not only these activities, but additional resources too.

You also have the links to educational providers that are opening up their resources to parents for FREE and these are definitely worth looking at. Please enjoy supplementing our pack with your own choices from the huge range of resources available on line, as well as your own expertise. Share your passions to inspire their learning.

#### Recommendations to support your child's learning

In a normal day, the children will have about 4  $\frac{1}{2}$  hours of lessons. This does, of course, include things like PE, Art, DT, Jigsaw and Music. It is important to keep the balance of learning right for the children and we usually teach in blocks of 40 to 50 minutes which is about right for most children's concentration levels. Of course, you will know your child better than anyone and what would suit them best so would adapt this accordingly.

We would suggest dividing up the day and breaking it up with a range of activities - some reading, some writing, some maths, some research, some physical exercise, some art or music etc (The school day also includes at least 1.25hr of active play!). If possible, try to set up a working space which is separate from their relaxing space and to avoid using technology (unless for research or online activities). Marking their work with them and going through misconceptions together is vital to the learning cycle.

**Spellings** - Children should learn the Year 5 & 6 Word list, as well as take the opportunity to secure any words from the Year 3/4 Word list that your child is finding tricky or look ahead at the Year 6 list. If your child has separate spellings please work accordingly. Most children should be able to read them, write them and know what they mean or are used for. They should use a dictionary to look up any meanings that they are uncertain of and keep a record of these.

**Reading** - The children should try to read as much as they can in a wide range of different genres and text types. The Passport we have put together will also support this in terms of more focussed reading/writing activities.

All children also have a login to [readtheory.org](https://www.readtheory.org) where they can complete online reading comprehensions. The login should be included in their pack.

**Spelling, Punctuation and Grammar (SPaG)** - There are some links on the website to some SPaG activities appropriate for Year 5. Using a variety of punctuation and developing sentence structure are key to Year 5.

**TT Rockstars** -The children all have a login for TT Rockstars to practise their times tables, which they can also do in a group situation online with their friends. Children should try to learn the multiplication, and division facts, by heart.

**Purple Mash** - We will be setting a range of '2do' activities on the Purple Mash online platform for your child to access. They may need support with this initially, but should then be ok to have a go at these independently.

**Maths Activities** - These activities have been selected because they are topics that we have covered or are currently covering. Please make a note of anything at all that your child has found difficult so that we can support them with this on their return back to school. If you know your child has a particular area of difficulty, this is a good opportunity to work on it. Eg 2 digit x 2 digit multiplication.

**Topic Activities** -These can be completed over a number of days, not necessarily every day but as and when you feel it's appropriate. They could be used to balance the Maths and English work and support our Foundation Curriculum (Geography, Science, French, R.E., Art, DT and Music).

**Writing** - There are some writing activities linked to reading activities on the Passport which cover topics recently covered in class. In addition encourage imaginative story writing. Find a short video, unusual pictures or a piece of music that might inspire them.

**Beat the Flood Project** - Please take this one seriously, as it is a big unit of work which we were about to be covering in DT, having completed our Biscuit topic. It could be a really fun project to complete together at home but the children will need some help and support with this, so any work you can do with them to talk through and share ideas, what would work or not work and why, would be very much appreciated.

Children should use the Starter Questions in the pack to help them as an introduction, moving on to looking at flooding around the world and then focussing on a fictional island called Watu Island. Links can also be made as well to the recent flooding in the UK. If possible, the children will need access to the Internet or Topic Books to support research about flood-proof homes, thinking about the properties of different materials (strength, absorbency etc) and, if possible, have a go at testing some materials using the recording sheet provided.

The children should then try to design their own flood-proof home (fully costed using the Summary of Costs page and Design Specification/Design Ideas before choosing the final one they want to make and then drawing this on the Final Design sheet). If they have the resources to try and build their home please do go ahead but we entirely understand that this may not be possible under the circumstances.

Thank you, as ever, for your support and co-operation.

With all best wishes for a safe few weeks,

Mrs Kermode and Mrs Bradburn

National Curriculum Objectives that we would be following under normal circumstances are:

<p><b><u>Maths -Fractions, Written Calculations &amp; Shape</u></b></p> <ul style="list-style-type: none"> <li>• Revise proper fractions and equivalent fractions.</li> <li>• Convert mixed numbers and improper fractions and vice versa.</li> <li>• Multiply proper fractions by whole numbers.</li> <li>• Rehearsing column subtraction and extending to larger / using carrying and exchanging. (4 to 6 digit numbers)</li> <li>• Apply column addition and subtraction to solve problems.</li> <li>• Multiply 4 digit numbers by 2 digit numbers. (some children will be working on 2d x2d)</li> <li>• Divide 4 digit numbers by 1 digit numbers using bus stop method.</li> <li>• Understand what a polygon is; draw polygons using dotted square and isometric paper.</li> <li>• Revise terms obtuse, acute and reflex angles, perpendicular and parallel sides.</li> <li>• Recognise quadrilaterals as polygons and identify their properties &amp; classify quadrilaterals.</li> <li>• Draw regular polygons (quadrilaterals) and explore their properties.</li> </ul>	<p><b><u>English— Poetry &amp; Narrative</u></b></p> <ul style="list-style-type: none"> <li>• Learn a poem off by heart.</li> <li>• Collect, read and discuss poetry linked to the theme of water, rivers, seas and conservation issues.</li> <li>• Read stories, discussing their understanding and exploring the meaning of words. Asking questions about what they have read and answering questions to show understanding.</li> <li>• Drawing inferences from the text about characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence .</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Write for a range of purposes—newspaper reports, diaries, stories and posters</li> <li>• Extend sentence structure using a range of connectives, commas, brackets and relative clauses.</li> <li>• Spelling—focus on the Year 5 &amp; 6 word list. (Sent home in Spelling books)</li> </ul>
<p><b><u>Science— Materials</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• To understand the story of Easter.</li> <li>• To know why Easter is important to Christians.</li> <li>• To understand that Christians see the cross as a symbol of reconciliation.</li> </ul> <p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>• To express an opinion about which hobbies or foods that you like or dislike.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's rainforests, rivers and seas, using maps.</li> <li>• Amazon Rainforest: Identify key physical and human characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>• Identify the biomes and vegetation belts.</li> <li>• Consider the human geography, including settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the Amazon rain forest.</li> </ul>