



## Faith Primary Academy

Loving and Learning in the Light of the Lord

### Information sheet for parents or carers of children in Year 5

Term	Spring 1
Class teacher	Mrs Martin
Teaching Assistants	

School gates and classroom doors open at 8:45am and the school day begins at 8:55am. The school day ends at 3:20pm and children should be collected from their classroom doors.

Excellent attendance and punctuality is essential for your child to make the most of school. Thank you.

**Please remember to inform the office of any change of address, home or mobile number, or any emergency contact information. It is also essential that you keep the school updated of any medical conditions or allergies.**

Things I will need...					
	Monday	Tuesday	Wednesday	Thursday	Friday
Homework				✓	
Reading books	✓	✓	✓	✓	✓
Spellings					✓
PE kit			✓		

PE will take place on a **Wednesday**. Please return your child's PE kit (outdoor kits and trainers).

**Homework and spellings** will be set each **Friday** and should be completed by the following Friday. Children should practice their times tables by logging into **TTRockstars** each week. Please ensure that you have downloaded the Seesaw app to keep up to date with all key messages and information.

This term we are going to be covering the following topic:	
<b>Maths</b>	<p><u>Fractions</u>- Children will learn how unit fractions can be expressed in other forms. We will then move on to find fractions equivalent to non-unit fractions, including simplifying both. We will then move on to converting improper fractions into mixed numbers and back, before comparing fractions more than and less than 1.</p> <p><u>Shape</u>- During this unit, children will learn to understand and use degrees, classify and estimate angles, measure angles up to 180 degrees and draw lines accurately. They will also learn to calculate angles on a straight line and around a point.</p> <p><u>Multiplication and Division</u>- Children will learn how to multiply up to 4-digit numbers by 1 and 2 digit numbers using a variety of informal and formal methods, moving on to answering mathematical problems using this skill. We will then move on to short division with and without remainders, word problems involving division and exploring how to divide efficiently.</p>
<b>English</b>	<p><u>Cliffhanger Narrative and a Formal Report</u> – Through the text 'The Hound of the Baskervilles' and the writing outcomes, children will explore and build upon the following grammar features:</p> <ul style="list-style-type: none"><li>• Develop an understanding of the use of verb prefixes</li><li>• Convert nouns and/ adjectives into verbs using suffixes</li><li>• Use expanded noun phrases to convey complicated information concisely</li><li>• Develop an understanding of relative clauses</li><li>• Use a range of sentence types for impact and cohesion</li></ul>

	<ul style="list-style-type: none"> <li>• Indicate parenthesis using commas and brackets</li> <li>• Using commas after fronted adverbials</li> <li>• Use commas to clarify or avoid ambiguity</li> </ul>
<b>Science</b>	<u>Forces</u> - During the topic of Forces, children will have the opportunity to complete a variety of fair and comparative tests that involve friction. They will begin to use their understanding of Statistics in Maths to create and analyse bar and line graphs using their results, make predictions and write accurate scientific conclusions.
<b>History</b>	<u>The Lady of the Mercians</u> - As we continue to learn about the Viking era of History, we will learn about the first Viking raids and invasions and King Alfred's victory over Guthrun. We are introduced to a significant female Viking ruler, Queen Aethelflaed and how she came to rule in her own right from 911 as Lady of the Mercians.
<b>Geography</b>	<u>Migration</u> - We will be exploring real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Children will consider why people migrate, including the push and pull factors, extended in new contexts. We will then move on to learn about refugees, persecution, asylum, asylum seekers; challenges for refugees, including forced and voluntary migration. All whilst considering the big question 'How does migration change places'?
<b>RE</b>	<u>Mission</u> - Through the topic of Mission, children will learn and understand: <ul style="list-style-type: none"> <li>• The mission of inspirational leaders</li> <li>• How the dioceses continue the work and mission of Jesus including ecumenism</li> </ul> Children will acquire the skills of assimilation, celebration and application of the above.
<b>Collective Worship</b>	<u>Courage</u> - Children will explore the value of courage and how we can live this out.
<b>DT</b>	<u>Structures</u> - Throughout this unit, children will be learning the following about structures, specifically bridges: <p>To understand some different ways to reinforce structures.</p> <p>To understand how triangles can be used to reinforce bridges.</p> <p>To know that properties are words that describe the form and function of materials.</p> <p>To understand why material selection is important based on their properties.</p> <p>To understand the material (functional and aesthetic) properties of wood.</p>
<b>Computing</b>	<u>Using Variables</u> - During this term, Year 5 will be learning about variables. They will: <ul style="list-style-type: none"> <li>• Use a variable to increase programming possibilities.</li> <li>• Use a variable and relational operators (e.g. &lt; = &gt;) within a loop to stop a program.</li> <li>• Evaluate the effectiveness and efficiency of an algorithm</li> <li>• Use logical reasoning to predict and debug more complex programs including: selection, variables and operators</li> </ul>
<b>PE</b>	<u>Power</u> - Developing physical skills in running, jumping and agile movement.
<b>PSHE</b>	<u>Dreams and Goals</u> - During this unit of work, Year 5 will be learn to describe the dreams and goals of a young person in a culture different from theirs. They will also reflect on how these relate to their own goals and dreams.