Information for Parents and Carers – Year 5 Spring Term 2022 – Mystery & Around the World in 30 Days – Class Teacher: Mr Fisk

Subject	Coverage	What you can do to help.	
Maths	In maths we will continue to do aspects of multiplication and dividing numbers mentally drawing upon known facts, i.e. times tables; dividing numbers up to 4 digits by a one digit number usi the formal written method of short division and interpret remains appropriately for the context; solving problems involving additionand subtraction, multiplication and division and a combination these, including understanding the use of the equals sign. We will look at the perimeter and area of composite rectilinear shapes, i.e. a shape that is made out of rectangles. We will also look at statistics, where we will complete, read and interpret information in tables, including timetables and linegred. Our biggest 'theme' in maths across the term will be fractions, decimals and percentages. We will compare and order fraction identify equivalent fractions, including tenths and hundredths; recognise mixed numbers and improper fractions with denomin that are multiples of the same number; multiply fractions by when numbers, supported by objects and pictures; read and write de numbers as fractions e.g. 0.71 = 71/100 and understand the equivalents. Compare, round and solve problems using decimal with up to three decimal places to the nearest whole number a one decimal place; understand that percent (%) relates to 'num of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal; solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/4/5 and those fractions with a denominator of a multiple of 10 or the other is a denominator of a multiple of 10 or is of the same interpret in the interpret in the interpret in	ng ders on of ahs. ns; rom ators ole cimal ls nd to nber ire 2/5,	Please continue to practise all the Key Instant Recall Facts (see the Homework sheet). All calculation methods mean that children have to learn a process, i.e. I need to do this, and then I need to put that number there, and so on. If your child cannot do the mental maths aspect quickly and reliably, they are immediately double- disadvantaged: firstly, they are much less likely to get each of the steps in a calculation correct or will simply not be able to do it independently; secondly, more of what they are having to think about will be taken up with trying to work the number bond out, rather than on the whole calculation they're trying to do, which leads
English	Within English this term we will use our topics of 'Mystery' & 'Around the World in 30 Days', to create some interesting and informative pieces of work. We will be reading an anthology of short stories of different genres and then focusing on mystery stories. We will continue to focus on developing their reading comprehension skills and their ability to evidence their understanding. We will go on to write our own mystery film reviews and our own mystery stories. We will the move on to mystery poetry that will practise description and various aspects of grammar: modal verbs, relative clauses, adverbials. Alongside all of this, we will continue to look at lots of different aspects of our grammar, spelling and punctuation with lots of these elements of our writing forming our targets over the next term.	to confusion and errors. Encourage your child to read a variety of short stories – perhaps take them to the library. These could be in genre specific anthologies or a mixture. We use the acronym P.E.E. in school (yes they find it funny): It stands for Point, Evidence, Explain. Please question your child about their reading (there are sample questions in the middle of their Reading Records) and insist that they have to prove what they are saying (point to their evidence in the text). Please ensure children are regularly practising their spellings for the half-term (there's an overview for the year in their Learning Log) and being given lots of opportunities to read, write and say these words at home.	

Science	Our focus this half-term is chemistry. We will be looking at how to 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. The children will also try to demonstrate that dissolving, mixing and changes of state are reversible changes. As part of their 'working scientifically' approaches, they will need to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Encourage your child to experiment with food stuffs found in the kitchen, e.g. does lemon juice or vinegar work better with bicarbonate of soda? What about baking powder? Which dissolves better, salt or sugar? How much? Can they explain it all clearly, giving evidence of why they think that? Really push them on the concept of a fair test.
Art	Our art work will be based on Sherlock Holmes – photos and sepia effects. We will use pencils of different grades, pen and ink and charcoal. When we are drawing, we will use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) and a choice of techniques to depict movement, perspective, shadows and reflection. We will compare some of our monochromatic art with the work of the artist Banksy.	Encourage your child to draw simple real-life pictures, for example, just one of their fingers on a flat surface. Move them away from face on cartoony or stick figures and try to get them to see and draw the shadows and to move away from heavy outlines.
Computing	In our computing lessons, we will start by reviewing how to be safe on-line including: thinking critically about what they share online; having clear ideas about good passwords; seeing how they can use images and digital technology to create effects not possible without technology; and how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. We will also be looking at databases: understand the different ways to search a database; search a database to answer questions correctly; design an avatar for a class database; successfully enter information into a class database; create their own database on a chosen topic; add records to their database; know what a database field is and can correctly add field information; understand how to word questions so that they can be effectively answered using a search of their database.	Ask your child about what they know about on-line safety. How do they think they are safe when playing games on any device, since most games now are automatically internet linked?
Design & Technology	In Design & Technology, we will be trying to understand and apply the principles of a healthy and varied diet. To do this we will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. We'll discuss seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. As always in D&T, we will follow the process of design, make and evaluate.	Give your child the opportunity to try a range of baking and cooking techniques. Talk to them about the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Put them in charge of measuring accurately and calculating ratios of ingredients to scale up or down from a recipe.
Geography	There will be quite a bit of geographical knowledge in our second theme: identify and describe the geographical significance of certain geographical terminology*; understand some of the reasons for geographical similarities and differences between countries; geographical diversity and how regions can be interconnected.	*Help your child to remember: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)
History	No direct teaching this term.	

MFL	We will be doing about food this term, including revision from Year 3 & Year 4. We will also look at the ingredients for a French dessert Finally, we will investigate the similarities and differences between French and English eating habits by looking at French school lunch menus.	Please help learn the vocabulary: le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois, le beurre, le sucre, des oeufs, le sel		
Music	In the first half-term, we will be moving forwards in our class instrument: keyboard. We will be composing moody melodies for mysteries and refining them so that they help to tell a story; looking at some formal, written notation which includes semibreves and dotted crotchets and their position on a staff. As an aspect of our 'Around the World' theme, we will focus on vocals and rhythms in some different global music styles, e.g. Libertango by Astor Piazzolla – Tango; Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas - Bossa Nova and Hip Hop and we will learn 'Three Little Birds' by Bob Marley.	When your child is listening to any music, can they find and keep the beat? Can they then 'play around with it' – hit the half or off beats? Improvise and sustain a rhythm of their own that fits with the music? They can use anything, including their voices.		
PSHCE	In our themes of 'Dreams & Goals' and 'Healthy Me', we will: identify what I would like my life to be like when I am grown up; appreciate the contributions made by people in different jobs; appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future; appreciate the similarities and differences in aspirations between myself and young people in a different culture	Through your everyday conversations with your child, try to help them to understand why and how they can be motivated to make a positive contribution to supporting others – this can be about school, home and all aspects of their lives.		
Ъ	In PE we will be developing and building the 'social' aspects of our learning through different fast-paced activities, including circuits, gymnastic balances and Kabadi! We will learn how to involve others and motivate those around us to perform better; negotiate and collaborate appropriately. In the second half-term, Mrs Fenton-Green will be doing PE sessions with us on Monday afternoons.	When you and your child are doing an activity, particularly something physical, encourage them to take on organising the roles, the group and to be responsible for giving and receiving sensitive feedback to improve themselves and others.		
RE	This term we will explore the partner concepts of forgiveness and reconciliation, particularly in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness, reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences, beliefs and values.	Talk to your children about your own experiences of religion and other people's religious practices that you know of – are there relatives or family friends of a different religious viewpoint that the children can talk to? Any way of making it real-life rather than just in lessons.		
Tuesdays & Fridays – PE Please can your child continue to come to school in their PE kit on those days.				
Please could you check that your child has a full PE kit (including a bobble for long hair): trainers, shorts, T- shirt, warm top, e.g. a hoody, warm bottoms e.g. joggers.				
We will be going outside as much as possible, even on the bad weather days, so please make sure your child has a waterproof coat with a hood and a pair of wellies every day (they can stay in school or go home as needed).				
Children can change their reading book on any day - they just need to let me know.				
I'm in the playground every morning at 9.00am and at the end of the school day (except Wednesdays & Fridays). If you need anything beyond a quick word, either ring or email the school office and I'll get back to you as soon as I can.				