

Subject	Coverage	What you can do to help
English	<p>Within English this term we will use our topics of 'Anglo-Saxons and Vikings' and 'Rainforests', to create some interesting and informative pieces of work. We will continue to focus on developing their reading comprehension skills and their ability to evidence their understanding.</p> <p>To link in with our historical understanding and to give our learning context and purpose, we will be reading and writing instructions to do with the Anglo-Saxons and Vikings and précising longer passages (using the story of Beowulf).</p> <p>In the second half of summer, we will write informative, discursive pieces about rainforests and environmental issues, including deforestation. We will also discuss and write poetry based around nature and the book 'The Lost Words'.</p> <p>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.</p>	<p>When they have been reading, please insist that they have to Point, Evidence, Explain – these can be done any way round; it's the referral to the text, rather than relying on memory that is crucial.</p> <p>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).</p> <p>Please ensure children are regularly practising all of the statutory spellings (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.</p>
Maths	<p>In maths we will be revisiting calculation and how we can apply these in problem solving or reasoning situations. We will also solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. We will move on to aspects of measure, so it is crucial that they know metric conversions, e.g. 1650ml = 1.65L and it would be very helpful to give them real-life experiences of simple metric-imperial equivalents, e.g. how big is your milk in pints or litres, or what are their measurements in metres, feet, kilograms or stone? We will be doing quite a bit on shape and angles, including: estimating and comparing acute, obtuse and reflex angles; telling the difference between regular and irregular polygons using reasoning about equal sides and angles; Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p>Please ensure that they are doing daily practise of their Key Instant Recall Facts. These have been listed in their homework, in their Learning Logs. If you need a copy or have any questions, please do not hesitate to ask; I'm more than happy to help.</p> <p>If your child is consistent with their times tables, I will move them on to more challenging work. You will know which your child is on from the weekly sheets they bring home.</p> <p>For their daily maths homework, they need to do one of the KIRFs on each of the days, plus the times table calculations they're working on.</p>
Science	<p>Our focus in the second half-term will be biology. We will study and raise questions about our local environment throughout the</p>	<p>They might try to grow new plants from different parts of the parent plant, for example,</p>

	<p>year, observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. We will find out about the work of naturalists and animal behaviourists, for example, David Attenborough or Jane Goodall. We will continue to work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. We will also be discussing and finding out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. We will learn specifically about the stages in the growth and development of humans and the changes experienced in puberty. This will link with our Jigsaw topic of Sex and Relationships Education.</p>	<p>seeds, stem and root cuttings, tubers, bulbs.</p> <p>They might observe changes in an animal over a period of time (for example a pet), comparing how different animals reproduce and grow. A really good way for children to engage with the concept of sexual reproduction and to work scientifically, is by researching the gestation periods of other animals and comparing them with humans. Including finding out and recording the length and mass of a baby or the changes that the young of other life forms go through as they grow.</p>
Art	<p>Our art work will be based on our Anglo Saxons & Vikings theme: we will be using collaging to create illuminated manuscripts in the style of the Book of Kell, Durrow, or Lindisfarne. We will compare these with the miniature paintings and illuminated manuscripts created by the Persian painter Kamal ud-Din Behzad (c.1450 – c. 1535).</p>	<p>Encourage your child to have a look at illuminated manuscripts and to appreciate why they were created and the time, effort and cost it took. Have a look at the patterns found on some of the pieces that were found at places like Sutton Hoo and try to draw them.</p>
Computing	<p>We will be creating web page content along the theme of on-line safety. The children will develop their research skills to decide what information is appropriate, understand some elements of how search engines, select and rank results, question the plausibility and quality of information, develop and refine their ideas and text collaboratively, develop their understanding of e-safety and responsible use of technology.</p>	<p>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?</p>
Design & Technology	<p>In Design & Technology, we will be applying our understanding of how to strengthen, stiffen and reinforce more complex structures through den building – this will be linked to our theme of 'Rainforests'. We will: compare different materials using a variety of different tests; evaluate the material and consider ways of reinforcing; explore, develop, plan and communicate aspects of their design in a variety of ways; develop a clear idea of what</p>	<p>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</p>

	has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail; evaluate their constructions, identifying strengths and areas for development, carrying out appropriate tests.	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; describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	*Help your child remember: <i>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones (including day and night), climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>
History	We will be focusing on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and how this was realised in everyday aspects of their lives: timeline of the Roman evacuation, the Scotti, Picts, Jutes, Angles, Saxons and Vikings; some of the Anglo-Saxon kings; the process of Danegeld; Viking gods; Artefacts and how we know about the past; laws and justice; Anglo-Saxon art.	Encourage your children to explore and enjoy the topic, whether it's following a particular line of enquiry, or finding a particular programme that they enjoy and is informative, e.g. Horrible Histories or something more serious. They can even extend their knowledge beyond what we cover, e.g. 1066 and beyond.
MFL	We will be doing about weather, seasons, revising days of the week and months of the year, for example: Seasons: En automne, en hiver, au printemps, en été Weather: Il fait froid/ chaud/ beau/ mauvais il y a du soleil/ vent/ brouillard, il pleut, il neige Days of the week: Aujourd'hui c'est le lundi 10 octobre Saying where you live: J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre We will consider key similarities and differences in daily life in the UK and France.	Please help learn the vocabulary: En automne, en hiver, au printemps, en été Normalement, en général J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche janvier, février, mars, avril, mai, juin, juli, aout, septembre, octobre, novembre, decembre
Music	The learning for the first half-term is focused around two rock songs: The Immigrant Song by Led Zeppelin and Livin' on a Prayer by Bon Jovi. We will be using an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing simple instruments are all linked. We then move on to	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,

	composition and our class instrument, keyboards.	including their voices.
PSHCE	In our themes of 'Relationships' and 'Changing Me', we will look at: recognising and resisting pressures to use technology in ways that may be risky or may cause harm to others; understanding that relationships are personal and there is no need to feel pressurised into having a boyfriend or girlfriend; aware of my own self-image and how my body image fits into that; describe how boys' and girls' bodies change during puberty; understand that sexual intercourse can lead to conception and that is how babies are usually made; identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities.	Discuss the differences between a lot of the body images they are unconsciously exposed to, for example, air-brushed photos, stereotypical images around gender, ethnicity, disability, age etc. and reality – even if it's the point that that we don't wake up one morning with Ronaldo's six-pack or Ariana Grande's hair and whether these are real-life or if they should be something we compare ourselves to? Do they have terms that make them less embarrassed about talking about reproduction?
PE	In PE we will be developing and building the 'Health & fitness' aspects of our learning through different fast-paced activities, including: describe basic fitness components; explain how often and how long I should exercise to be healthy; record and monitor how hard I am working; self-select and perform appropriate warm-up and cool down activities.	When you and your child are doing an activity, particularly something physical, encourage them to take on the planning aspect of what you're going to do: what equipment do you need? Who will what and when? Are there any possible dangers?
RE	Our topic for this term is 'What matters most to believers?' They will describe and show that they understand similarities and differences between Humanist, Muslim and Christian values; describe and understand links between values and how people choose to live their lives; respond clearly with their own ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty.	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 & Thursdays – 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 or band 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 **wellies** and a waterproof **coat** with a hood every day.

Children can access their own **Active Learn account to be reading regularly**, in addition to any reading they do for pleasure at home and the guided reading they do with me in school. When they have physical books, children in Year 5 can change them when they need to rather than on set days.

I'm in the playground every morning at 9.00am and at the end of the school day (except Wednesdays). 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.