



Spring Term 2 - Year 5

<http://year5meadowside.edublogs.org/>

SWIMMING – kits will be needed as necessary each **MONDAY**.

P.E. this half-term will be based around Football. Lessons will take place each **MONDAY & THURSDAY**. KIT: either blue / black shorts OR dark coloured leggings / tracksuit bottoms, a white t-shirt, a dark coloured jumper, suitable outdoor shoes and a spare pair of socks. Make sure these are all NAMED.

HOMEWORK – Handed in each **THURSDAY** and then re-set each **FRIDAY**. Each week reading (including x3 Reading Plus on-line activities), spellings and a multiplication / division grid will be set. All Homework Diaries and Reading Records should be signed by an adult at home each week. <https://student.readingplus.com/seereader/api/sec/login>

Please ensure all items of uniform are **named** (including P.E. kits) and named water bottles and healthy snacks are brought to school EVERY DAY.



Our Big Idea this half term:

I am part of a DIVERSE World!

In **English**, we will begin by exploring 'Why do some people believe God exists?' Following on from this, our texts will allow us to learn about the significance of the lives of **Mary Prince & Olaudah Equiano** as we create a Biography for one of these.

In **Maths**, we will further develop our knowledge and skills linked to **Fractions** before moving to explore **Decimals & Percentages** and their relationship with fractions.

In **History**, we will explore **an aspect of British History beyond 1066**; exploring **Slavery** through **sources of knowledge and significance**.

In **Geography**, we will be focusing on our understanding of **similarities and differences between places** in the UK, Europe and North or South America.

In **MfL (Modern Foreign Languages)**, we will focus on '**Les animaux**'.

In **Music**, we will focus on **reading musical notation** as we learn to play tuned instruments.

In **Computing**, we will continue to consider what we need to do to **stay safe when online** and we will improve our knowledge and skills related to **Coding**.

$$\begin{array}{r} 8^4 7^3 2^2 3^1 4^0 \\ - 32465 \\ \hline 54769 \end{array}$$

$$\begin{array}{r} 8^4 7^3 2^2 3^1 4^0 \\ + 65478 \\ \hline 152712 \end{array}$$

$$\begin{array}{r} 463 \\ \times 9 \\ \hline 4167 \\ \hline 82 \end{array}$$

$$\begin{array}{r} 267914 \\ \times 73 \\ \hline 18753980 \\ 19557722 \\ \hline \end{array}$$

$$186 \div 6 = \begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{6} \\ 18 \\ \underline{18} \\ 0 \end{array}$$

no groups of 6 can be made $1 \times 6 = 6$
 $3 \times 6 = 18$

$$\begin{array}{r} 29 \\ 15 \overline{) 435} \\ \underline{-30} \downarrow (2 \times 15) \\ 135 \\ \underline{-135} (9 \times 15) \\ 000 \end{array}$$

$1 = 15$
 $2 = 30$
 $5 = 75$
 $10 = 150$

Year 5

Jigsaw – P.S.H.E.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • What are the risks of smoking / misusing alcohol? • What emergency procedures have you learnt? • How do you contact the police / ambulance service / fire department? • Why do some people have eating problems? • Can you tell me about a time when someone tried to make you do something you didn't want to? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • What do you enjoy about how we try to keep healthy in our family? • Are there ways we could be healthier? • Does Calm Me time help you to stay calm?
<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>			
<p>Key Vocabulary Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>			