



Summer Term 1 - Year 5

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

P.E. this half-term will be based around Athletics. Lessons will take place each **THURSDAY & FRIDAY**. KIT: either blue / black shorts, 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 an Eco-Warrior

In **English**, we will begin by exploring 'Does a beautiful world mean there is a beautiful God?' Following on from this, our texts will allow us to 'Journey to the Centre of the Earth' as we learn about volcanoes and earthquakes create an Explanation text detailing what natural disasters are.

In **Maths**, we will further develop or knowledge and skills linked to before moving to **Decimals & Percentages** whilst also exploring **Area & Perimeter**.

In **Geography**, (linked to our learning in English) we will be focusing on **Physical Geography** as we learn about **volcanoes and earthquakes**.

In **Science**, we will begin by exploring **Mixtures and Solutions** before investigating **Forces** (gravity, friction: air resistance, water resistance) and how they affect the motion of different objects.

In **Art** with Miss. Brown, we will explore **Sculpture**.

In **D.T.** with Mis. Brown, we will investigate different **Construction techniques**.

In **MfL (Modern Foreign Languages)**, we will focus on 'Arc-en-ciel' (The Rainbow Fish).

In **Music**, we will **learn to play at least 5 notes** on 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 **Databases**.

$$\begin{array}{r} 87234 \\ -32465 \\ \hline 54769 \end{array}$$

$$\begin{array}{r} 87234 \\ +65478 \\ \hline 152712 \end{array}$$

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

$$\begin{array}{r} 267914 \\ \times 73 \\ \hline 18753980 \\ 803742 \\ \hline 19557722 \end{array}$$

$$186 \div 6 = \begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{6} \\ 18 \\ \underline{18} \\ 000 \end{array}$$

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

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

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

Year 5

Jigsaw – P.S.H.E.

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • What online games do you like to play? Who do you play them with? • Do you ever talk to people you don't know online? • How do you know if people you talk to online are really who they say they are? • What would you do if you saw or heard something online that made you feel uncomfortable? • How much screen time do you think you should have every day? • How shall we spend some special family time?
<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>			
<p>Key Vocabulary</p> <p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p>			