



Spring Term 1 - Year 5

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

P.E. this half-term we will be focusing on FOOTBALL. Lessons will take place each **MONDAY & FRIDAY**. Blue / Black shorts or dark coloured leggings / tracksuit bottoms, a white t-shirt and warm dark coloured jumper / hoodie will be needed with suitable footwear for outdoors.

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:

CREATING

In **English**, we will begin by exploring '**If God is everywhere, why go to a place of worship**'. Our texts will be '**What is God like?**'. We will write non-chronological reports on the concepts of 'God', 'worship' and 'omnipresence'.

Following this we will explore '**The Highwayman**' by Alfred Noyes and learn about the life of **Dick Turpin** and of course **Guy Fawkes**: historic criminals close to home. We will write biographies on Dick Turpin.

In **Maths**, we will continue to focus on **Fractions**. In particular we will learn how to compare and order these, add and subtract those with different denominators and also how to multiply fractions by an integer (whole number). We will also learn how to **interpret remainders** as we master **short division**.

In **Science**, we will carry out **fair tests** which aim to compare the **Properties of Materials** according to their hardness, transparency, conductivity (electrical and thermal), and response to magnets. From these investigations we will be able to respond to our enquiring question; '**Can all objects be made from more than one type of material?**'

In **History**, we will be focusing on '**Crime and Punishment**' as we explore our enquiry question: '**How did crime and punishment change in Yorkshire over time?**'. We will explore how different crimes and their punishments have evolved and changed in Roman, Anglo-Saxon, Tudor and Victorian eras whilst exploring local criminals in English too.

In **MfL (Modern Foreign Languages)** we will focus on '**Cher zoo**'. We will learn how to accurately **pronounce** and **write** animal names, create our own zoo animal and finally we will **write and share a postcard** after 'visiting' the zoo within our lessons.

In **Music**, we will listen to and learn '**The Fresh Prince of Bel-Air**' describing, comparing and evaluating rap against different kinds of music **using appropriate and broad musical vocabulary**. Additionally, we will learn to **play** the **Glockenspiel** and be able to **read musical notation**.

In **Computing**, we will use '**Purple Mash**' to develop our skills in evaluating, designing and printing **3D models**.

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

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

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

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

$$186 \div 6 = \begin{array}{r} 0 \quad 3 \quad 1 \\ 6 \overline{) 186} \\ \underline{6} \quad 18 \quad 6 \\ \underline{18} \quad 6 \\ \underline{6} \quad 0 \end{array}$$

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

$$\begin{array}{r} 15 \overline{) 435} \\ \underline{30} \quad 135 \\ \underline{135} \quad 000 \end{array}$$

$2 \times 15 = 30$
 $9 \times 15 = 135$

Jigsaw – P.S.H.E.

Year 5

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • What are your dreams and goals? • Why might you need money to help you achieve your dreams and goals? • What jobs are you interested in doing when you are a grown-up? • How much do each of these jobs pay? • Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own? • Shall I share with you what my dreams and goals were when I was at school? • What are the differences and similarities between you and someone from a different culture? • How does Jigsaw Jerrie Cat help you pause and reflect? • Does Calm Me time have a positive effect on you?
	<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>		
	<p>Key Vocabulary</p> <p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>		