

## What your child will be studying this term – Year 5

### Land of Hope and Glory

<p><b>English</b></p> <p>In reading, we will build on our reading skills, using extracts from high quality texts. We will develop our comprehension skills, including the use of clues in the text to answer inference questions. We will continue to build on our vocabulary - identifying unknown words when writing and using a dictionary efficiently to find the meaning of these words, as well as identifying antonyms and synonyms. We will still continue to read for pleasure. In writing, we will use 'The Promise' and 'Rose Blanche.' We will write for a range of purposes and use a range of techniques to ensure that our writing is engaging. We will create multi-clause sentences, using both fronted adverbials (which tell us when, where or how) and a conjunction within a sentence as well as using relative clauses (these start with which, that or who.) We will ensure that our sentences are accurately punctuated, including the use of commas to mark clauses. We will continue to develop our narrative skills and begin to use dialogue to set it out accurately. We will correctly spell some of the Year 5 /6 spellings and we will ensure we use a neat, joined up handwriting style.</p>	<p><b>Maths</b></p> <p>In maths, we will be focusing on number this term using the White Rose maths programme. We will be focusing on</p> <ul style="list-style-type: none"> <li>•place value and knowledge of numbers up to 1 million</li> <li>•written addition and subtraction (using numbers up to 4 digits involving exchanges)</li> <li>•times tables and division facts</li> <li>•factors and primes</li> <li>•square and cube numbers</li> <li>•written multiplication methods</li> <li>•written division methods</li> <li>•measure</li> <li>•area</li> <li>•perimeter</li> </ul>
<p><b>Science – Properties and changes of materials.</b></p> <p>We will compare and group together materials on the basis of their properties. We will learn about solutions. We will learn about reversible and irreversible changes.</p>	<p><b>Computing – algorithms, coding and programming</b></p> <p>We will learn how to troubleshoot a program that is not working using the original algorithm. We will know that variables can be used to control outcomes and know that there is a code 'behind' block-based programming tools. We will learn to plan and program a simple interactive activity independently and edit and modify other people's codes and programs.</p>
<p><b>History – The Battle of Britain</b></p> <p>We will learn about why the second world war broke out and who was involved, and who the Allies were. We will learn about the Battle of Britain and how this affected everyday life. We will also learn about evacuation and why children were evacuated. We will recognise the significance of women during WW2.</p>	<p><b>Geography – Mountains</b></p> <p>We will locate mountains on OS maps by using grid references and a key. We will describe the key features of a mountain range and explain how different mountains are formed. We will learn about how tourism affects mountain ranges.</p>
<p><b>Art – War shelters</b></p> <p>We will develop our understanding of mark making and identify the different types of marks used by Henry Moore in his drawings of shelters, We will explore different techniques such as water colour and wax resist and develop an understanding of texture. We will learn how to create a sense of form and 3D shape through the use of line.</p>	<p><b>D.T – 'Marbelous' structures</b></p> <p>We will look at a range of free standing structures and understand ways in which we can strengthen, reinforce and stabilise structures. We will analyse commercial marble runs and use these to create our own marble runs.</p>
<p><b>R.E</b> - We will be learning about inner forces and how Christmas is celebrated all over the world.</p>	
<p><b>PSHE – relationships</b></p> <p>We will learn about being safe</p>	

**Please see the next page for ways to support your child's learning**

### Ways in which you can help your child

- Ensure that your child reads every night and discuss what has been read - use the VIPERS questions to check their understanding.
- Become a reading detective - together, find clues in the text which tell us about characters' feelings.
- Identify words which your child doesn't know the meaning of - can they find out the meaning and use in their own sentences?
- Choose one of the unknown words and have a word of the day - how often can your child use it?
- Ask your child to practise joined up writing so they can write fluently and neatly.
- Ask your child to go on mathletics and times tables rock stars every day.
- Look at a 100 square - can your child find any patterns with different multiples? what factors/ prime numbers/square numbers can your child find?
- How quickly can your child recite their times tables?
- Visit the Imperial War Museum or their website to find out more information about London during the blitz.
- Find WW2 recipes and cook them - how do they taste compared to food today?
- Look at OS maps - can your child identify any mountains?
- Research mountain ranges across the world and compare and contrast with mountain ranges in the UK.
- Create a marble run using structures found at home.
- Ask your child to create their own Henry Moore style drawing.

See the next page for VIPERS questions and year 5/ 6 spellings

# Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p> 	<p>Make and justify inferences using evidence from the text.</p> 	<p>Predict what will happen based from the details given or implied.</p> 	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that...?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now?</li> <li>• What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did .... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>