Dear Parents,

## Welcome Back!

I hope you all had a restful and enjoyable Easter break. I am writing to welcome you back after the holidays and explain what we are going to be teaching in Year 5, up until the end of the academic year.

### Year Five Summer Curriculum

Our topic this term is called *"Extreme Earth!",* which will primarily link our English, Science, History and Art curriculum.

| English |
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| In English over Term 5 and 6, we will be exploring a variety of non-fiction text types, including non-chronological reports and leaflets, based on our Geography topic, 'Extreme Earth'. The children will be developing their research skills by discovering and summarising information about Volcanoes and will also have another chance to develop their narrative writing through character exploration and inference. The children will further develop their poetry skills by exploring how the structure of poetry can convey meaning. In Term 6, the children will have the opportunity to write informative texts about the city of Pompei and extra narrative work around this topic. |

| Mathematics |
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| In Mathematics, we will be continuing with counting activities that involve counting in steps of fractions and decimals, steps of 10, 25, 50,100 and practising tables (up to 12x12). We will be working with negative numbers and counting forwards and backwards through zero. The children will also have the opportunity to consolidate their written methods for addition, subtraction, multiplication and division, becoming more fluent and confident with the different strategies. We will be learning how to solve problems which use knowledge of percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25. The children will also be refreshing their knowledge of improper and equivalent fractions and then will move on to multiplying fractions along with adding and subtracting. In Term 6, we will be learning how to add and subtract decimals numbers including when used in worded problems. In addition, the children will further their knowledge of geometry and shape by solving missing lengths and angles of 2D shapes and continuing to identify both 2D and 3D shapes and their properties. |

| Personal, Social, Health Education (PSHE) |
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| In PSHE over Terms 5 and 6, we will be learning about the importance of having rights and responsibilities. The children will be able to differentiate and explain the difference between having the right to do something and the responsibility of something. We will also explore children's rights. In Term 6, the children will learn about how they will grow and change, both physically and mentally. They will discuss different types of changes and growth that they might experience and how they can cope with these things in their day-to-day life. |

To find out what we are learning in all the other subject areas please look at the **'Knowledge Organisers'** which can be found on the school website.

### What homework to expect and when

- Homework will be given out on **FRIDAYS** to be handed in the following **THURSDAY**. Homework will consist of a Maths, English and Spelling task. We ask that children spend approximately 30 minutes on their Maths and English homework and approximately 15 minutes on their spelling homework. Please

can you encourage the children to keep the same standard of handwriting and presentation as their class books. We continue to encourage children to read for 15-20 minutes each day.

## Ways you can help your child

- Please make sure that your children are reading at home. If you would like some advice about what your child should be reading, please come and speak with us. We continue to encourage children to read for 15-20 minutes each day.
- Practical activities such as telling the time, counting money, and getting involved in cooking at home, weighing and measuring can also be a great way for children to relate their maths learning to everyday life.

## PE days

Our outdoor P.E session will be on Friday afternoon, and on Wednesday afternoon the children will continue to take part in swimming lessons.

Swimming Kit: Please refer to swimming letter.

Outdoor Kit: navy sweatshirt and joggers, trainers and a white t- shirt/ polo shirt.
(Please make sure that all items are clearly named).

## Term 5 Shared Lesson

- Friday 16th May (2:00-3:00pm) – Geography linked to volcanoes.

## Class Exhibition

Our parent exhibition will be on Tuesday 24th June, from 2-3pm. We would love you to join us. Please do not bring toddlers and babies if they are going to be a distraction for the children.

Finally, please remember to visit our blog at https://classroom.google.com/c/NzA3ODgwNzc5NDQz. This is a great way to find out what we have been up to in our class.

I look forward to continuing to work in partnership with you, and please do not hesitate to contact me if needed.

Best wishes,

Mrs Robertson
(Class Teacher)

# Glossary of key words for Terms 5 and 6
# YEAR 5

| Word | Meaning |
|------|---------|
| **Maths** ||
| Digit | Any of the numerals from 0 to 9. They form part of a number **e.g. the number 329 consists of three digits: 3, 2 and 9.** |
| Place Value | The value of all digits in a number. **For example, in the number 627, the digit '2' is worth 20 and the digit '6' is worth 600.** |
| Partitioning | Partitioning is dividing a number into the individual values of its digits, and helps children to understand the values of these digits. **For example 782 can be partitioned into 700 + 80 + 2.** |
| Rounding Numbers | Adjusting digits up or down to the nearest tens, hundreds, thousands number etc. in order to make calculations easier. <br> **e.g. 372 rounded to the nearest hundred is 400.** |
| Decimals | Numbers are referred to as decimal if they contain a decimal point and represent a whole number plus a fraction of a whole number (tenths, hundredths, etc). |
| Negative Numbers | A number that is less than zero, for example -3, -52. |
| Product | Multiply (the product of 3 and 4 is 12) |
| Sum | The total of adding a group of numbers together |
| Difference | The result of subtracting two numbers |
| Factor | Numbers we can multiply together to get another number. |
| Multiple | Numbers that can be obtained by multiplying. Often talked about in the context of times tables. **e.g. multiplies of 4 include: 4, 8, 16, 20, 24** |
| Cube (number) | A number that is the answer to a number times itself 3 times (3x3x3= 27 27 is a cube number) |
| Square (number) | A number that is the answer to a number times itself twice(3x3= 9, 9 is a square number) |
| Prime (number) | A number that is divisible only by itself and 1 (e.g. 2, 3, 5, 7, 11). |
| Fractions | A fraction is a number which represents part of a whole. It can be represented using a numerator and denominator. **E.g. ½ or as a decimal e.g. 0.5** |
| Mixed number | One or more wholes and a fraction e.g. 1½ or 2¾ |
| Remainder | The amount left over when a number cannot be exactly divided by another number. For example, if we divide 10 by 3, we get three groups of 3 with a remainder of 1. |
| Numerator | In a fraction, the number above the line. This tells us how many parts of the whole we have. |
| Denominator | In a fraction, the number below the line. This tells us how many parts the whole has been split into equally. |
| Percentage | A number or ratio expressed as a fraction of 100. Using percentages suggests a number which has been divided into 100 parts. |
| 2D | Flat shapes are two dimensional. They have length and width, but no height or thickness. |
| Angle | An angle is made when two straight lines cross or meet each other at a point. Its size is measured by the amount one line has been turned in relation to the other. <br> Right-angled A right angle is the angle made by a quarter turn or 90°. <br> Acute An acute angle is less than 90°. <br> Obtuse An obtuse angle is more than 90° but less than 180°. <br> Reflex A reflex angle is greater than 180°. |

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| Diameter | A line that cuts a circle in half and passes through the centre of the circle. |
| Line symmetry | If a shape is symmetrical about a line, it has line symmetry. |
| Parallel | Parallel lines never meet. They are the same distance apart from each other all the way along their length. |
| Parallelogram | A parallelogram has opposite sides parallel and equal in length. Also opposite angles are equal. |
| Perpendicular | Two lines which meet at right angles to each other are perpendicular. |
| Polygon | Any flat shape with three or more straight sides. When all the sides and angles of a polygon are equal, it is called a regular polygon.<br>No. of sides and name of polygon:<br>3 triangle<br>4 quadrilateral<br>5 pentagon<br>6 hexagon<br>7 heptagon<br>8 octagon<br>9 nonagon<br>10 decagon<br>11 hendecagon<br>12 dodecagon |
| Quadrilateral | A polygon with four sides.<br>(a square is a quadrilateral that has sides of equal length) |
| Radius | The length of a straight line from the centre of the circle to its circumference (edge). |
| Regular | A 2D regular shape has all sides the same length and all angles the same. |
| Side | A line in a 2D shape is called a side |
| Symmetrical | A shape is symmetrical if we can fold it so that one half covers the other half exactly. |
| Triangle | A triangle has 3 straight sides and 3 corners:<br><br>An **Equilateral triangle** has 3 equal sides and 3 equal angles<br>An **Isosceles triangle** has 2 equal sides and 2 equal angles<br>A **Scalene triangle** has no equal sides and no equal angles<br>A **Right Angle triangle** has one angle of $90^0$ |
| **English** | |
| Adjective | A word that describes a noun e.g. A **blue** balloon. |
| Adverb | A word that describes a verb, usually ending in –ly. For example: She ran **quickly**. |
| Adverbial | Fronted adverbials are words or phrases at the beginning of a sentence, used to describe that action that follows.<br>**As fast as he could,** the little boy sprinted for the finish line. |
| Alliteration | A number of words close together which begin with the same consonant sound e.g. Ten tired teddies. |
| Apostrophe ( ' ) | An apostrophe can be used for omission - used to show that a letter has been left out.<br>Example: He is, can be written **he's**.<br>Apostrophes are also used to show possession.<br>Examples: The cat's bowl. The cats' bowls. |
| Brackets ( ) | Punctuation used instead of commas when including extra information in a sentence. |
| Clause | A distinct part of a sentence including a verb (an action word). A main clause makes sense on its own. A subordinate clause adds detail to the main clause but does not make sense on its own. |
| Relative clause | A clause that gives more information about a noun (thing, person or place). It has commas before and after it. When used correctly, the sentence should still make sense if the relative clause is taken out. A relative clause starts with a relative pronoun (who, whose, which, that). |

| | e.g. The man**, who wears a hat,** is called Bill. <br> https://www.youtube.com/watch?v=p9C6EgVXut4 |
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| Conjunction | Conjunctions join two clauses in a sentence. <br> **For, and, nor, but, or, yet, so, although, after, as, when, if, that, even though, because, until, unless, since.** |
| Expanded noun phrase | Phrases that tell you more about the noun, these can be achieved by adding two adjectives to a noun. The adjectives should be separated with a comma. **The scary, fearsome monster.** |
| Homophones | Words that sound the same but have different spellings and meanings e.g. **blue, blew** or **there, their and they're** |
| Metaphor | A direct comparison without the use of like or as e.g. The clouds **were** cotton wool, drifting in the sky. |
| Noun | A word that names a person, place, or thing. |
| Parenthesis | commas, brackets or dashes used to add additional information in a sentence. The sentence should still make sense without the parenthesis. <br> e.g. Sian **(pronounced Sharn)** is a student at Queensway school. <br> When the car was finally delivered **- nearly three months after it was ordered -** she decided she no longer wanted it. |
| Prefixes | Letters added to the beginning of the word which change the meaning e.g., **un, pre, dis** |
| Preposition | A word which tells us the position of something e.g., **on, under, in, through.** |
| Pronouns | Words which stand in the place of a noun e.g. **I, we, he, she.** |
| Proper noun | Words that name a particular person, thing or place and begins with a capital letter e.g., **Susie, London, Christmas.** |
| Simile | Where something is compared to something else using **like** or **as** e.g. She is **as** tall **as** a giraffe. |
| Suffix | Letters added to the end of a word to change the meaning e.g. –ed, -ing, -er. |
| Verb | An action word **e.g. skip, jumped, sing** |