

# The Half Term Ahead

## Year 5: Spring 1

**Earth Charter links:** Family  
**Big Question:** What is family?

**Visits, visitors & trips:**  
 Online author visits

Key dates	Home Learning Expectations								
<p><b>Please put these dates in your diary:</b></p> <ul style="list-style-type: none"> <li>⇒ Monday 6<sup>th</sup> January – INSET day</li> <li>⇒ Tuesday 7<sup>th</sup> January – INSET day</li> <li>⇒ Monday 13<sup>th</sup> January – Roman day (fancy dress optional)</li> <li>⇒ Monday 13<sup>th</sup> January – Parents Evening (face-to-face)</li> <li>⇒ Wednesday 15<sup>th</sup> January – Parents Evening (virtual)</li> <li>⇒ Wednesday 5<sup>th</sup> February – Parent Calculation Workshop</li> <li>⇒ Friday 7<sup>th</sup> February – Y5 RE day</li> <li>⇒ Thursday 13<sup>th</sup> February – Talent Show</li> <li>⇒ Friday 14<sup>th</sup> February – last day of term (normal 15:15 pick up)</li> </ul> <p><b>We also require scrap cardboard for our Roman Day on Monday 13<sup>th</sup> January so please don't throw away any boxes presents may have come in!</b></p>	<p><b>Reading every day: the power of 1:1 reading</b>            The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars'</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	'Times Tables Rockstars'	5x 10min sessions a week
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Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')	Home Learning cycle: standardised deadlines								
<ul style="list-style-type: none"> <li>⇒ Challenge 1: Create a poster which can be put up in the classroom explaining what modal verbs are. It should contain a word bank of at least 12 different modal verbs.</li> <li>⇒ Challenge 2: Write 7 sentences containing relative clauses. Each one should contain a different one of the seven relative pronouns: who, whom, whose, which, where, when, that.</li> <li>⇒ Challenge 3: <a href="https://nrich.maths.org/problems/all-digits">https://nrich.maths.org/problems/all-digits</a></li> <li>⇒ Challenge 4: Write out a page of dialogue between two characters. It should be correctly punctuated and each piece of speech should either advance the plot or reveal something about a character.</li> <li>⇒ Challenge 5: Bake a cake. Then, weigh the cake and work out what fraction each ingredient is of the final product, e.g. the cake's mass is 1/6 butter.</li> <li>⇒ Challenge 6: Complete 10 different multiplication calculations. For each one, you should use the area model and the formal written method.</li> </ul> <p><b>Half-termly project</b>            This half term, our topic is the Romans. For your optional project, research a specific area of Roman life (such as clothing, jobs, architecture etc.) and create a presentation on your research. This could be a poster, story, PowerPoint presentation or anything else you can think of!</p>	<ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul>								



# Curriculum Overview

Year 5	Autumn 1
Reading: Key Text	<b>Varjak Paw</b> by SF Said Give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related & contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text
Writing & Grammar	<b>Recounts: Shackleton's Journey – William Grill</b> Verb tenses, Relative pronouns and relative clauses, Commas for clarity, Cohesion, Semi-colons for independent clauses <b>Creating Pace and Tension in Narrative: Varjak Paw – S.F. Said</b> Describe settings, characters and atmosphere, Show not tell sentences, Dialogue in a range of positions in sentence structure, Dialogue to convey character, Careful vocabulary and grammar choices, Ellipses for cliffhanger (and a pause), Semi-colons for independent clauses
Spelling	Words ending in '-able', where the 'e' from the root word remains   Words that are adverbs of time   Words with suffixes where the base word ends in '-fer'   Words with 'silent' first letters   Words with 'silent' letters   Challenge Words
Maths	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul>
Science	<b>Biology: Life Cycles</b> Reproduction, Asexual reproduction, Sexual reproduction, Comparing animals, Animal reproduction, Jane Goodall
RE	<b>Theology &amp; Philosophy: Buddhism</b> How do Buddhists explain suffering in the world? Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.
PSHE	<b>Dreams and Goals</b> When I grow up, Investigate jobs and careers, My dream job, Dreams and goals of young people in other cultures, How can we support each other, Rallying support
PE	<b>Handball &amp; Dance</b>
Computing	<b>Video editing: Understanding how to create short videos in groups and then reflecting and assessing on this</b> To recognise video as moving pictures, which can include audio, To identify digital devices that can record video, To capture video using a digital device, To recognise the features of an effective video, To identify that video can be improved through reshooting and editing, To consider the impact of the choices made when making and sharing a video
Humanities	<b>The Roman Empire and its impact on Britain: How did the Romans keep control in Britain?</b> I know where all key people and events fit into the chronology of British history, I know some attempted and the successful invasions of Britain, I know key facts about the invasion of Britain (why they chose Britain), I know the legacy of the Roman Empire in Britain (unification, religion, infrastructure) I can explain why the Romans needed to build forts and roads in this country, I can describe who Queen Boudicca (links to Celts) was and how the tribes in Britain resisted Roman rule, I can explore a famous Roman site in Britain and explain what it tells me about daily life (e.g. Bath, Caerwent), I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be
Art & DT	<b>Romans: Clay – coil pots</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <b>Journeys</b> Looking at Shackleton's Journey and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.
Music	Learning Recorder, Rhythm and rounds, Musical vocabulary, Notation
MFL	<b>Saying what I and others do</b> New Year in France and Haiti, 1st January in Haiti, La Fête des Rois <b>Saying where you're going and what there is there</b> Describing school, In Canada

