

Homework will be sent out on a Thursday to be returned the following Tuesday, however, Year 6 will get packs with a deadline date occasionally as opposed to weekly homework.



Class 10:

Happy Easter and welcome back!

I hope you all had a fantastic break over Easter. I am very much looking forward to the new term with my class and I have no doubt that they will do us very proud this year. They have lots of events coming up including: SATs, leavers assembly, leavers show and the transition to High School (year 6 pupils). Year 5 children will continue with skills force and learn lots of new and exciting information along the way.

Should you need to speak to me for any reason, please speak to the office and book an appointment. Thank you! Miss Swindells.

Our topic this term is 'Anglo-Saxons' focusing on history and DT skills.



Children read daily in school in a number of ways. It is important your child's reading book is in school along with their reading record. If your child has misplaced their book please let us

Please remember to complete home reading and sign home-school records so children can earn Reading Reward Miles and contribute to class reading percentages!

Please make sure your child has their PE kit in school every day as the PE schedule can change. Earrings should be removed or covered.

RE Topics:

What does it mean for God to be holy and loving?

Science Topic:

Our first unit of work is 'Earth and Space'. During summer 2, we will be learning about 'Properties and Changes of Materials'

Home Learning:

You can support your child by discussing what they already know and what they have learnt in school. If possible use books and the Internet to support learning. Please encourage children not to copy straight from the Internet but to use their reciprocal reading

English: For the first half term, we will spend a lot of time working on our reciprocal reading skills. Children will read a ballad called 'The Highwayman' by Alfred Noyes. Using all of their reading skills including: predicting, summarising, retrieving information and answering comprehension questions. Children will identify the theme and authors choice of figurative language.

After the half term break in May, Year 5 and 6 will be focusing on 'The Giant's Necklace'. The focus will be on writing a diary entry as well as a newspaper article. The children will be expected to choose vocabulary for effect and to clarify meaning.

Grammar focus for this term will be on using parenthesis (brackets, dashes, commas) fronted adverbials, modal verbs (might, could, may) commas for clarity and a range of conjunctions (coordinating and subordinating)



How can I help at home?

Maths: In maths, we will be revisiting many areas to ensure secure knowledge, skills and understanding, but also so we are able to develop greater depth and reasoning skills.

We will revisit topics: place value (rounding, ordering, comparing, identifying values, roman numerals etc.) and calculation (see reverse for methods). We will spend more time revisiting fractions, as this is an area many children found difficult last term as well as measure. We will also visit learning on angles and other areas of geometry such as area and perimeter before looking at statistics.

The main focus of our learning will be: to gain greater depth through challenges and our ability to use reasoning skills successfully to understand concepts. We will constantly question the children's understanding and ask them to "prove it"; this is something that can also be used at home to help children to progress.

Children are expected to know all times tables by the end of Year 4, yet we have a large number of children who still do not know all times tables and division facts. Knowing times tables is vital in many areas of maths such as fractions, percentages, decimals, equivalents, area, perimeter etc and this will ensure accuracy and speed for their SATs tests. It is important for your children to learn these at home.

If you require any support to help your children please feel free to ask.

English Support:

- Verb - a word or phrase denoting an action e.g. run, shop, cook, swim, write.
- Modal verb - a word to show possibility or certainty e.g. could, would, can, might, will
- Noun - a word denoting anything that can be named, usually an object, person, place, idea, or action.
- Proper noun - name of a place or person e.g. St James, Peter, England
- Common Noun - name of a common object e.g. table, book, cat, house.
- Pronoun - replaces a noun e.g. she, he, it, they.
- Abstract Noun— an idea, state or quality e.g. love, honesty, truth, happiness.
- Collective Noun— the name of a group e.g. a school of fish, a pack of wolves, a flock of sheep.
- Adverb - a word, phrase, or clause that modifies the meaning of a verb, adjective, or other adverb e.g. slowly, carefully, often, sometimes, soon, every other week, later.
- Adjective - a word, phrase, or clause that describes a noun or pronoun e.g. blue, tall, huge, rough, silky, curly, loud.
- Preposition - a word that links a noun or pronoun to another type of word showing the relationship between the two e.g. on top, under, behind, beside, in between.
- Conjunction - a word or phrase that links words, phrases, clauses, or sentences e.g. but, so, however, therefore, hence, consequently.
- Main Clause - a group of words that make up a complete sentence e.g. he ran, the flowers bloomed, the dog barked.
- Subordinate Clause - a group of words that do not make a complete sentence but are used to add information e.g. in the morning, when spring arrives, who had green eyes.
- Fronted adverbial - words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Late at night, the boy went to bed.
- Parenthesis - A word or phrase inserted into a passage which is grammatically complete without it, in writing usually

Maths Support:

$$\begin{array}{r} 6258 \\ + 2748 \\ \hline 9006 \\ 111 \\ \hline 67.82 \\ + 45.33 \\ \hline 113.15 \\ 11 \end{array}$$

Addition - column addition

Example shows 4 digit + 4 digit and addition of decimal numbers.

Some children may be able to add larger numbers.

Numbers are carried to the next column when the answer is more than 10. Therefore the 1 is written underneath as a reminder to add this.

$$\begin{array}{r} 681 \\ \cancel{7}946 \\ - 1482 \\ \hline 5464 \\ 51 \\ \cancel{6}7.67 \\ - 49.43 \\ \hline 18.24 \end{array}$$

Subtraction - column subtraction

Example shows 4 digit - 4 digit and subtraction of decimal numbers.

Some children may be able to subtract larger numbers.

When the top number is smaller than the bottom number an exchange is made from the next column.

$$\begin{array}{r} 237 \\ \times 4 \\ \hline 948 \\ 12 \end{array}$$

Multiplication - column multiplication

Example shows 3 digit x 1 digit.

Some children may be further on and able to multiply using 2d.

Numbers are carried to the next column when the answer is more than 10. The ones are written in the answer space and the tens number is written underneath and is then added.

$$\begin{array}{r} 3123 \\ 3 \overline{)9369} \end{array}$$

Division - short division (bus stop)

Example shows 4 digit ÷ 1 digit.

Some children may be able to divide larger numbers by 2 digits.

The number being divided sits inside the 'bus stop' and the number you are dividing by on the outside. Any remainders are carried to the next column (not shown).