

Homework will be sent out on a Thursday to be returned the following Tuesday.



Class 9: Happy New Year!

I hope you all had a fantastic break. We have lots of hard work to do this term, especially Year 6 in the lead up to SATs. Support from home is always appreciated. If you wish to speak to your child's teacher, for any reason, please come after school, or contact the office to arrange a meeting, we will be more than happy to help.

Thank you! Miss Thomas

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 know.

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.

Our Learning Challenge topic this term is:
Were the Anglo-Saxons really smashing?



RE Topics:

Why is the exodus such a significant event in Jewish and Christian History?

Science Topic:

We are Year 5 pupils; how can we survive?

Home Learning:

You can support your child by discussing what you already know and what they have learnt in school. If possible use books and the internet to support learning.

English: In the first half term are exploring a quality text, "Holes" by Louis Sachar, to support our learning. We will study the text, in a reciprocal reading unit, to develop our reading skills such as predicting, clarifying, summarising, asking questions and understanding authors intentions. We will complete a wide range of work including reading, writing, drama and speaking and listening. In the second part of the spring term we will be completing a Talk for Writing (T4W) unit. In these units we use writing models, talk, drama and discussion to understand texts. This will allow us to understand the features and structures of newspaper reports and enable us to have the skills to write our own successful newspaper report.

In KS2 we have been working in streamed grammar groups, this has allowed us to focus on the skills we need to develop at our own level. We will continue to work in these types of groups. We will also continue to use word games in class to help develop our love of language and vocabulary knowledge. We are also continuing to work on our spelling knowledge. It is important spelling is a priority at home - please ensure children work on their spellings, which are sent weekly.



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. We will also visit learning on angles and other areas of geometry such as area and perimeter. 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 time tables is vital in many areas of maths such as fractions, percentages, decimals, equivalents, area, perimeter etc. 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.

Ensure you have liked us on Facebook @stjamesfarnworth and followed us on twitter @stjamesfarn

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 Nouns an idea, state or quality e.g. love, honesty, truth, happiness.
- Collective Nouns 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

Maths Support:

$$\begin{array}{r} 6258 \\ + 2748 \\ \hline 9006 \\ 111 \end{array}$$

Addition - column addition
Example shows 4 digit + 4 digit and addition of decimal numbers.
Some children may be able to add larger numbers.

$$\begin{array}{r} 67.82 \\ + 45.33 \\ \hline 113.15 \\ 11 \end{array}$$

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.

$$\begin{array}{r} 681 \\ \cancel{7}946 \\ - 1482 \\ \hline 5464 \end{array}$$

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

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

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