



# Year 5

**Summer 1 April/ May 2025**

## Things to Remember:

**Spellings:** Over the year, we are expecting children to learn the statutory spellings that will be posted on SeeSaw, and we will be using SpellingFrame to monitor their learning of these, and to find spelling gaps we need to revise.

**Reading:** Your child will be expected to read for a minimum of 20 minutes a day, and fill in their bookmark to show this has been completed. On the JP web page, is a section dedicated entirely to reading, here, you will find questions that your child can answer, linked to their text, to further develop their comprehension.

We also have reading comprehension questions pinned to the top of seesaw for you to access with your child.

**PE:** Will be Tuesday (swimming) and Thursday this term, please can children come to school in PE kit Thursdays.

**Maths:** We are expecting Whizz maths to be accessed as part of homework, and we will be giving the children copies of the Roger challenge for them to learn at home and practise from. We will be completing the Roger challenge weekly at school.

## Mockingbirds and Peacocks

We hope that you had a wonderful Easter, and feel fully rested, rejuvenated and are ready to return to learning—we are, and can't wait to get stuck into our exciting topics this term!

Our topic this term is the Egyptians! We have organised a topic day, to explore the Egyptians, details of which you should have received in a letter. Additionally, our class text for this theme is Jake Atlas and the Tomb of the Emerald Snake.

We would also like to take this opportunity to emphasise the importance of reading : children who are reading daily have a deeper understanding of the texts read in school, and have increased speed and accuracy in reading. Children should be reading a range of books, of genres and authors.

As part of our P.E. lessons this term we have swimming on a Tuesday morning. This is part of the national curriculum so is a statutory requirement for all children in year 5.

We also have our residential on the Monday / Tuesday of the final week of term.

Miss Picton and Mrs Venediktou





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|                   | Numeracy  | Literacy   |
|-------------------|---|--|
| <b>Week One</b>   | <b>Shape:</b> Classifying angles, using degrees to describe angles                  | <b>Writing to entertain:</b> Adventure story based around Indiana Jones            |
| <b>Week Two</b>   | <b>Shape:</b> Using protractors to find the size of angles, angles inside of shapes | <b>Writing to entertain:</b> Adventure story based around Indiana Jones            |
| <b>Week Three</b> | <b>Position and direction:</b> plotting coordinates, lines of symmetry, translation | <b>Writing to entertain:</b> Adventure story based on Indiana Jones                |
| <b>Week Four</b>  | <b>Decimals:</b> Understanding decimals, adding decimals                            | <b>Writing to inform:</b> Balanced argument—should we be exploring Egyptian tombs? |
| <b>Week Five</b>  | <b>Decimals:</b> Subtracting decimals, developing efficient strategies              | <b>Writing to inform:</b> Balanced argument—should we be exploring Egyptian tombs? |

## Curriculum

As mentioned, our topic this term is the Egyptians. This will be linking across the majority of our subjects. Within geography, we will be looking at rivers, with a focus study of The Nile. Within Science, we will be studying levers, with the intention to link this to our DT, via making an ancient Egyptian water retrieval system (shaduf), using our knowledge of levers.

We will also be studying Egyptian inventions, and how the Egyptians have contributed to modern society via these inventions.

Our ICT, will be used for investigating loops and conditionals in coding.



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## 5 top tips to support your child this half term

1. **Reading**—Frequently and short, sharp bursts. At least three times a week for around 15 minutes. Please take time to listen to the children reading and ask questions that will help them deepen their understanding of the text as well as clarifying words they are unsure of. Reading is the gateway to understanding, learning and progressing in all subjects, so please take the time to read with your child at home.
2. **Questioning**— as part of day to day occurrences to build on their reasoning and inference. E.g. Why are there leaves on the ground? Which way looks best? Why has this happened? What is your opinion of this event and why? Take time to discuss news events (maybe watch Newsround together) and talk about what is happening in our world.
3. **Handwriting/Spelling Opportunities**— Any opportunities to write, big or small are helpful; shopping lists, jobs to do, birthday cards, letters, diaries etc. All of these will support stamina for handwriting as well as chances to spot and correct spelling. Please focus children on letter formation and staying on the lines. If joined handwriting is tricky, return to not joining.
4. **Maths**—ensure that children are fluent on their times tables— this requires them to be able to answer a random times tables question up to  $12 \times 12$ . This will support not only their multiplication and division learning but also their fractions work. Ensure that children are confident with their addition and subtraction facts within 10 and 20 (number bonds) as well as crossing 10. e.g  $3+4$ ,  $6+9$ ,  $15-8$ . Practice sheets can be sent home to support these skills.
5. **Problem Solving / Emotional Literacy**— Practice reading emotions in others. Watching TV can be a great way to practice this. Turn off the sound and, with your child, try to guess how characters are feeling. Talk about how body language and facial expressions can be clues.