

Year 5 Overview Spring 2

Science— Living Things and Habitats

Topic— Great, Bold and Brave

We have quickly settled back into our routines as we continue to embrace our school values of 'Respect, Enquire & Persevere'.

The Pursuit of Greatness continues. The children will regularly ask questions to further their understanding of these values.



Important information and dates for your diary:

5B PE is on Monday and Tuesday

5T PE is on Monday and Wednesday

Home Learning : Activities for your child to complete over the weekend will be shared via your child's planner.

Date for your diary:

Parents Evenings: 7th and 8th March

Robot Day : 12th March

Science Weeks: Wk: 5th March and 12th March

Sport Relief :23rd March

Easter Holiday :

Friday 30th March—Sunday 15th April

English

Spoken Language:

We will continue to encourage your child to speak articulately and in full sentences. There will be plenty of opportunities in the curriculum for the children to talk and become confident speakers to different audiences.

Reading: Your child will be heard to read at least twice a week during our Guided Reading sessions. Children will also have a reading book sent home appropriate to their reading age.

How can you help?

Reading with your child for 5—10 minutes everyday will make a difference. Please record reading with your child in their Home Reading Record. Children should have their reading book and planner in school everyday.

Spelling: These will be sent home on Fridays recorded in your child's planner and the children will be tested the following week.

Handwriting: We have high expectations with how our children present their learning. Please encourage your child to practise their handwriting.

Writing : We will become authors of our own Greek Myths and play writes, creating a script from our very own creative writing. We will also be celebrating the work of local poets and adding to the local works.

We will be delivering our writing through a range of genres: myth narrative, play scripts and poetry whilst incorporating and applying grammatical skills learnt.

Maths

The following maths will be continued in the second term of Spring in Y5.

Recapping all four operations (+ - x ÷): Formal and mental methods for addition, subtraction, multiplication and division problems. The children will also be heavily involved in problem solving and reasoning. *Your child will need to know all of their times tables.*

Consolidating Fractions: In year 5 we multiply proper fractions and mixed numbers by whole numbers, read and write decimal numbers as fractions, round decimals with 2 d.p to the nearest whole number, write percentages as a fraction and as a decimal. We will be solving problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$

Measure: Converting between different units of metric measure calculating equivalences between metric units and common imperial units will be the main subjects covered this term in measure.

Science: Living Things and Habitats

IPC: The Great, Brave and Bold—please see the curriculum map attached. During this unit we will be focusing on History, Music, Art and International.

PE: Striking and Fielding Healthy body: blood and guts, Gymfit Circuits

RE: Participating and willing to lead

Being modest and listening to others

French: Clothes

Peacemakers: What is anger? How does it show itself?

Writing Mat

Expected Year 5

Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

Check for tense, subject/verb agreement, person, paragraphs and genre features!

Marvellous Modals!

Include modal verbs to show possibility:

can could should
might must may
would will ought

(and their negative versions)

Could you pop in an adverb of possibility?

surely possibly
certainly perhaps

Front it Out!

Link your sentences and paragraphs:

Time

At that moment, On Saturday,

Finally,

Place

Over the bridge, Inside the chest,

Beyond the clouds,

Frequency

Every few weeks, Never before,

Occasionally, Often,

Manner/ Behaviour

Breathing heavily, Waiting

anxiously, Without warning,

Spellings... I need to know most of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Expanded Noun Phrases:

Get Descriptive!
the ferocious, snarling beast
inside the cage
the breath-taking, scenic
view beyond the valley

Super Suffixes!

-ation preparation sensation
-ous courageous curious serious
-ly gently angrily frantically

Super Subordination!

Use these conjunctions to create super complex sentences:

if because as
before after until
that since when

It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

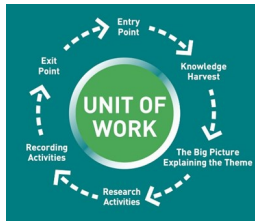
The stench was so putrid that it made her eyes water.

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops.
!	Exclamation marks for exclamations or surprise.
?	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech. (Don't forget the commas too!)
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
()	Brackets for parenthesis.



"To have an awareness of ourselves and others."



Living Things and their Habitats Vocabulary

Life cycle	Adolescent
Reproduction	Vertebrate
Stamen	Invertebrate
Stigma	Classification
Sepal	Mammals
Germination	Amphibian
Pollinate	Insects
Disperse	Birds
Childhood	Fish
Adulthood	Reptile

In Science we will be:

- Describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describing the life process of reproduction in some plants.
- Working scientifically to investigate the impact of oil spills to animals and habitats.



Additional learning resources for Home Learning Opportunities:

[A Primary School website with simple but informative comparisons between different people living in Sparta and Athens](#)

[Ducksters provides facts and images on a number of topics related to Ancient Greece](#)

[Greek Landscapes hosts a library of images, featuring reconstructions, cross-sections and floor plans of the original Parthenon building](#)

[History on the Net provides an excellent and comprehensive set of resources, including a section on the Roman invasion of Britain](#)

[Italy Guides features excellent sections on the Colosseum, Pantheon, Forum and Roman baths, including interactive panoramas](#)

[Roman Colosseum provides good information on the Colosseum, Circus and other amphitheatres in Rome](#)

In History, we will be studying two very influential classic civilisations, The Ancients Greeks and Romans.

We will be finding out:

- About the Greek city-states of Athens and Sparta
- How people voted in Athens and Sparta
- How the Persian War brought the Greek city-states together
- What the Parthenon can tell us about Athenian life
- How to perform our own Greek play
- About the life Alexander the Great and what he achieved
- What daily life was like in Ancient Rome

In Music, we'll be finding out:

- How to write and perform our own Greek chorus

In Art, we'll be finding out:

- About Ancient Greek and Roman art
- How to create our own piece of art in a Greek or Roman style

In International, we'll be finding out:

- About the effects of invasion on countries around the world

The Great, Bold and Brave vocabulary:

- Ancient Greek city-states
- Athenian democracy
- Spartan oligarchy
- Republic
- Empire
- Theatres
- Literature
- Art and architecture
- Science and mathematics
- Athletics

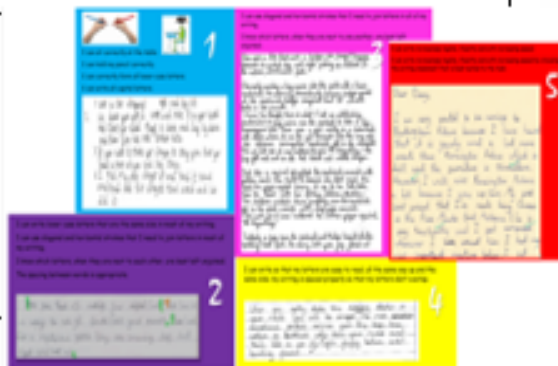


Make it fun!

Importantly, any extra handwriting work that you complete with your child needs to be fun. If it isn't fun, handwriting neatly can turn into an unpleasant chore! Presenting work neatly for a purpose, such as a thank you letter or party invitation, is also really important. Children should take a pride in their work!

Handwriting

Have you seen the stages of handwriting displayed in your child's classroom?



Infants and Key Stage 1 (but fun for all!)

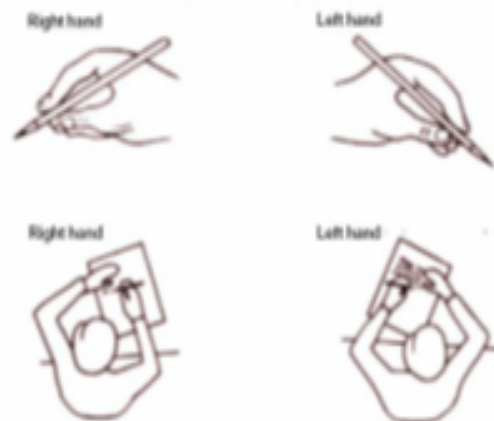
Via fun activities, we aim to build control skills in younger children. Bead threading, colouring, tracing, dot to dot, and pattern copying are encouraged. Using a pencil to form recognisable letters with a comfortable and efficient pencil grip is important. Children are then encouraged to form words, with a finger space in-between! When children are ready, they are taught to join their handwriting using the 'Nelson' style.

Key Stage 2 (and possibly Key Stage 1)

Children go on to work on sizing their letters consistently and joining their handwriting neatly. Many children seem keen to print their handwriting later on in Key Stage 2, but we are very keen that children maintain the good work they have begun with joining, developing a neat and efficient style.

How to hold a pen and how to position the paper

The diagrams below give indications of how to hold a pen and the correct positioning of paper.



What sort of pens or pencils should my child use?

At school, children use pen in their exercise books as soon as teachers think that they are ready. We encourage children to use fibre tipped style pens rather than Biro.

How should my child sit?

The child's chair and table should be at a comfortable height. Children should be encouraged to sit up straight and not to slouch. Thighs should be horizontal and feet flat on the floor. There should be plenty of light.

The Nelson handwriting style used:

The joined style

The quick brown fox jumps over the lazy dog.

What if my child is left handed?

It is often helpful to find an adult who is left-handed to assist if your child has problems with pen hold or the position of the paper. Awkward or unusual positions often work, and it is not necessarily correct to change these.

Links with Spellings

Research has confirmed the natural link between spelling and handwriting. Handwriting can be used to help your child with their mastery of common spelling rules and develop both a visual and a motor memory of spelling patterns.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table.

$1 \times 1 = 1$	$1 \times 2 = 2$	$1 \times 10 = 10$	$1 \times 5 = 5$	$1 \times 3 = 3$	$1 \times 4 = 4$
$2 \times 1 = 2$	$2 \times 2 = 4$	$2 \times 10 = 20$	$2 \times 5 = 10$	$2 \times 3 = 6$	$2 \times 4 = 8$
$3 \times 1 = 3$	$3 \times 2 = 6$	$3 \times 10 = 30$	$3 \times 5 = 15$	$3 \times 3 = 9$	$3 \times 4 = 12$
$4 \times 1 = 4$	$4 \times 2 = 8$	$4 \times 10 = 40$	$4 \times 5 = 20$	$4 \times 3 = 12$	$4 \times 4 = 16$
$5 \times 1 = 5$	$5 \times 2 = 10$	$5 \times 10 = 50$	$5 \times 5 = 25$	$5 \times 3 = 15$	$5 \times 4 = 20$
$6 \times 1 = 6$	$6 \times 2 = 12$	$6 \times 10 = 60$	$6 \times 5 = 30$	$6 \times 3 = 18$	$6 \times 4 = 24$
$7 \times 1 = 7$	$7 \times 2 = 14$	$7 \times 10 = 70$	$7 \times 5 = 35$	$7 \times 3 = 21$	$7 \times 4 = 28$
$8 \times 1 = 8$	$8 \times 2 = 16$	$8 \times 10 = 80$	$8 \times 5 = 40$	$8 \times 3 = 24$	$8 \times 4 = 32$
$9 \times 1 = 9$	$9 \times 2 = 18$	$9 \times 10 = 90$	$9 \times 5 = 45$	$9 \times 3 = 27$	$9 \times 4 = 36$
$10 \times 1 = 10$	$10 \times 2 = 20$	$10 \times 10 = 100$	$10 \times 5 = 50$	$10 \times 3 = 30$	$10 \times 4 = 40$
$11 \times 1 = 11$	$11 \times 2 = 22$	$11 \times 10 = 110$	$11 \times 5 = 55$	$11 \times 3 = 33$	$11 \times 4 = 44$
$12 \times 1 = 12$	$12 \times 2 = 24$	$12 \times 10 = 120$	$12 \times 5 = 60$	$12 \times 3 = 36$	$12 \times 4 = 48$

$1 \times 8 = 8$	$1 \times 6 = 6$	$1 \times 7 = 7$	$1 \times 9 = 9$	$1 \times 11 = 11$	$1 \times 12 = 12$
$2 \times 8 = 16$	$2 \times 6 = 12$	$2 \times 7 = 14$	$2 \times 9 = 18$	$2 \times 11 = 22$	$2 \times 12 = 24$
$3 \times 8 = 24$	$3 \times 6 = 18$	$3 \times 7 = 21$	$3 \times 9 = 27$	$3 \times 11 = 33$	$3 \times 12 = 36$
$4 \times 8 = 32$	$4 \times 6 = 24$	$4 \times 7 = 28$	$4 \times 9 = 36$	$4 \times 11 = 44$	$4 \times 12 = 48$
$5 \times 8 = 40$	$5 \times 6 = 30$	$5 \times 7 = 35$	$5 \times 9 = 45$	$5 \times 11 = 55$	$5 \times 12 = 60$
$6 \times 8 = 48$	$6 \times 6 = 36$	$6 \times 7 = 42$	$6 \times 9 = 54$	$6 \times 11 = 66$	$6 \times 12 = 72$
$7 \times 8 = 56$	$7 \times 6 = 42$	$7 \times 7 = 49$	$7 \times 9 = 63$	$7 \times 11 = 77$	$7 \times 12 = 84$
$8 \times 8 = 64$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 9 = 72$	$8 \times 11 = 88$	$8 \times 12 = 96$
$9 \times 8 = 72$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 9 = 81$	$9 \times 11 = 99$	$9 \times 12 = 108$
$10 \times 8 = 80$	$10 \times 6 = 60$	$10 \times 7 = 70$	$10 \times 9 = 90$	$10 \times 11 = 110$	$10 \times 12 = 120$
$11 \times 8 = 88$	$11 \times 6 = 66$	$11 \times 7 = 77$	$11 \times 9 = 99$	$11 \times 11 = 121$	$11 \times 12 = 132$
$12 \times 8 = 96$	$12 \times 6 = 72$	$12 \times 7 = 84$	$12 \times 9 = 108$	$12 \times 11 = 132$	$12 \times 12 = 144$

Useful websites to support learning at home: <http://www.bbc.co.uk/bitesize/ks2/> <https://www.khanacademy.org/> <http://primaryhomeworkhelp.co.uk/search/index.htm>