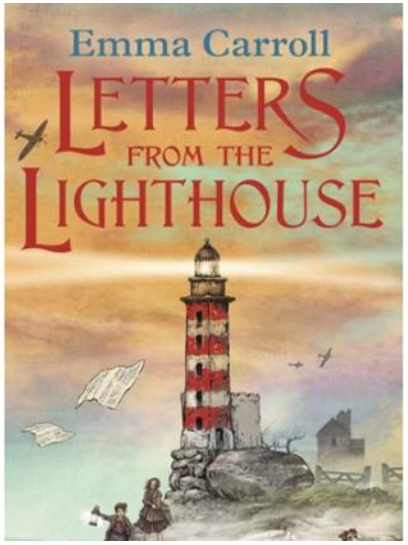
Reading – Fiction

Letters from the Lighthouse

Emma Carroll

In 1941, during the height of the London Blitz, young Olive Bradshaw and her brother are evacuated to the Devonshire coast following the mysterious disappearance of their older sister, Sukie. Staying with a reclusive lighthouse keeper, Olive discovers a coded note that hints at Sukie's secret involvement in a dangerous underground operation.



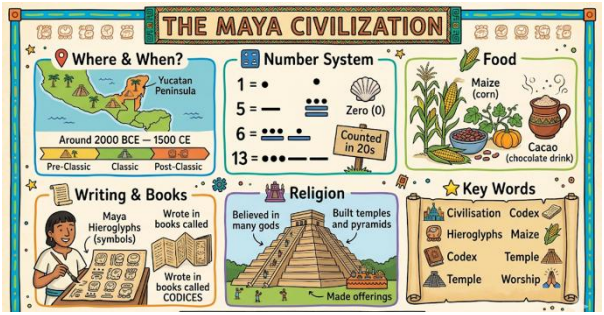
Year 5 Term 5

A Step Back in Time

This term, we will take a step back in time by engulfing ourselves in our story set during WW2. We will be taking a further step back in time while exploring the lives of the Ancient Mayan Civilization. Along the way, we will explore how forces would have impacted the daily lives of the Mayans especially when hunting for food.

History - Mayans

This term in History, the children will be learning about the Maya Civilization. They will explore when the Maya lived and the different time periods in their history. Children will learn about the Maya number system, the foods they ate, and the books and writing they created. They will also find out about their beliefs, including who they worshipped and how they showed their faith.



English

This term we will be concentrating on the writing techniques of brackets for parenthesis, subjunctive form, emotive language and cohesive adverbials when writing a diary entry.

We will also be developing our understanding and use of relative clauses, modal verbs, adverbs of possibility and dashes for parenthesis when writing an alternative chapter for the story.

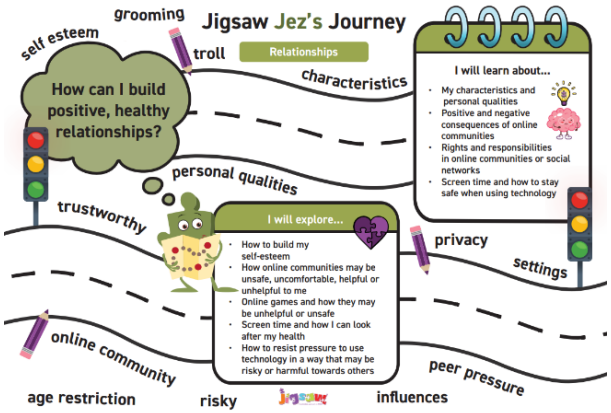
Brackets for parenthesis	Used to add extra information or an explanation into a sentence without changing its core meaning.
Subjunctive form	A specific verb mood used to express "unreal" situations, such as wishes, possibilities, or demands.
Emotive language	Words or phrases intentionally chosen to spark an emotional reaction in the reader.
Cohesive adverbials	Words or phrases used at the start of sentences or clauses to "glue" ideas together and show the relationship between them.
Relative clauses	Add extra information to a noun starting with a relative pronoun.
Modal verbs	Common examples include can, could, shall, should, will, would, may, might, and must.
Adverbs of possibility	Words that tell the reader how likely it is that something will happen.
Dashes for parenthesis	A pair of dashes can be used to add information into a sentence.

Science – Forces

Science sees us looking into Forces. We will be considering why objects fall to the ground and what forces act upon objects such as the force from air resistance, friction, the force of water pushing upward.

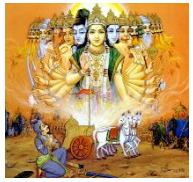
We will then develop our thinking to consider what forces we think could be in use when you fire an object such as a rock from a slingshot? What factors affect air resistance? We will also consider which variable is the most effective in projecting an object the furthest distance?

PSHE –Relationships



RE – Salvation

This term in RE, the children will learn about Moksha in Hinduism. They will understand that Moksha means being free from the cycle of birth, death and rebirth, called Samsara. They will learn that Hindus believe life is a journey towards God, and there are different ways to get there. The Bhagavad Gita helps guide them. Children will also learn about Bhakti yoga, where people show love and devotion to God. Many Hindus focus this love on Krishna, believing he can help them reach Moksha.



PE

This term we will be doing dance in the hall on Wednesdays and athletics outside with Miss Miles on Fridays in preparation for a summer full of fun.

Music – Looping and remixing

The children will be learning to perform a looped body percussion rhythm as part of a group before using loops to create a whole piece of music. By the end of term, pupils will perform a piece with some structure and two different loops.

Computing – Vector graphics

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

DT - Bridges

This term in DT, the children will be exploring different types of bridge structures and how they are built. They will investigate materials such as hardwood and softwood, learning about their properties and how suitable they are for construction. Using this knowledge, the children will design and create their own bridge, focusing on assembling parts carefully, working with accuracy, and ensuring their structures are strong and rigid.

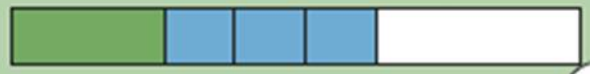
Year 5 Term 5

$\frac{9}{7} = 1\frac{2}{7}$

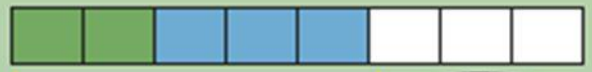
One and two sevenths is the whole
One is a part
Two sevenths is a part

$\frac{1}{4} + \frac{3}{8} =$

I can't describe the sum!



$\frac{1}{4} = \frac{2}{8}$ Find a common denominator.



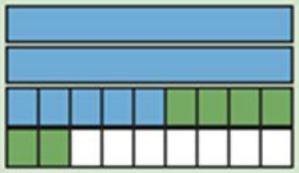
$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

I can add fractions with the same denominator.

$2\frac{5}{9} + \frac{2}{3} =$

Add the fractions by finding a common denominator.

$\frac{2}{3} = \frac{6}{9}$



$2\frac{5}{9} + \frac{6}{9} = 2\frac{11}{9}$

$= 3\frac{2}{9}$

$\frac{3}{5} - \frac{3}{10} =$

How can I subtract $\frac{3}{10}$?

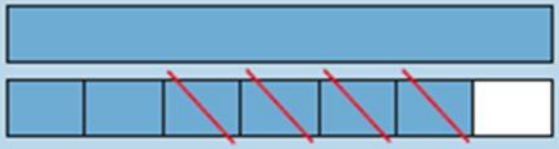
$\frac{3}{5} = \frac{6}{10}$ Find a common denominator.

$\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$

I can subtract fractions with the same denominator

$1\frac{6}{7} - \frac{4}{7} =$

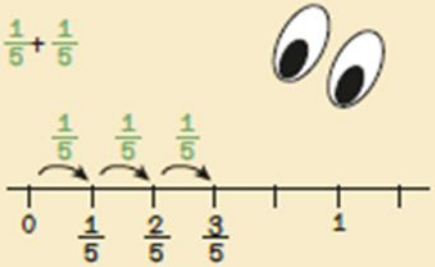
I can subtract fractions with the same denominator



$1\frac{6}{7} - \frac{4}{7} = 1\frac{2}{7}$

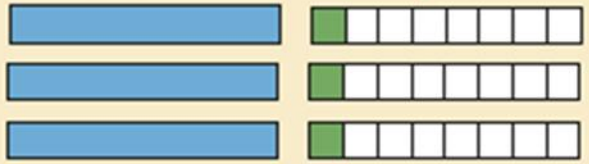
$\frac{1}{5} \times 3 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

$= \frac{3}{5}$



$1\frac{1}{8} \times 3 =$

1×3 + $\frac{1}{8} \times 3$

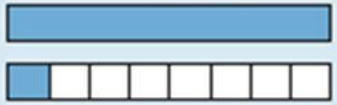


$3 + \frac{3}{8}$

$1\frac{1}{8} \times 3 = 3\frac{3}{8}$

$1\frac{1}{8} - \frac{3}{4} =$

How can I subtract $\frac{3}{4}$?



$\frac{3}{4} = \frac{6}{8}$ Find a common denominator.

$1\frac{1}{8} - \frac{6}{8} = \frac{3}{8}$

Or on a number line.