

What your child will be studying this term – Year 5

Rumble in the Jungle

Due to a further closure of the school because of the coronavirus pandemic, we will be continuing with our recovery curriculum this term. There will be a focus on reading, writing and maths. However, we will still enjoy lots of learning in the other subjects!

English

In reading, we will continue to build on our reading skills using age appropriate texts. We will develop our comprehension skills using the VIPERS question types (vocabulary, inference, prediction, explanation, retrieval and summarising) and ensure that our answers have sufficient detail. We will learn to include evidence from the text. We will collect vocabulary from our reading and use this in our speaking and writing. In writing, we will use 'Wolves in the Walls' and 'The Explorer.' We will write for a range of purposes and ensure that our writing is engaging for the reader. We will develop our narrative writing and look at how we can integrate dialogue into our writing to advance the action. We will create a multi-clause sentences by using fronted adverbials and conjunctions. We will accurately use some Year 5/6 spellings in our writing. We will ensure that we use a neat, joined up handwriting style.

Maths

In maths, we will continue to follow the White Rose Programme. We will be focusing on

- Fractions
- Decimals
- Volume
- Units of measure
- Shape
- Position

In arithmetic, we will be focusing on

- Fractions of amounts
- Multiplying by fractions
- Multiplying mixed numbers by whole numbers
- Written methods for the four operations
- Squared, cubed and prime numbers

Science – Animals including humans and Living Things and Their Habitats

We will be learning about the changes as humans develop to old age.

We will describe different life cycles of a mammal, an insect, an amphibian and a bird. We will describe the life processes and reproduction in some plants and animals.

Computing – coding and using technology safely

We will learn about algorithms and decomposition and begin to understand sequencing, repetition and selection. We will begin to learn how to debug. We will understand what social networking is and some of the social networking sites and learn how to be responsible users of social media. We will learn to report any concerns that we have.

Geography – The Rainforest

We will recap what the equator is and where it is located. We will be learning to locate the rainforest on a map and understand that rainforests are found along the equator. We will identify countries which have rainforests and describe the geography of the rainforest and label the different layers of the rainforest. We will learn about the types of animals which live in the rainforest. We will compare the Amazon rainforest to a forest in the UK. We will also learn about how land in the rainforest is used and what environmental impact that has had. We will investigate conservation projects and how they may preserve the rainforests in the future.

Art – Beatriz Milhazes

We will be learning about the work of Beatriz Milhazes, the Brazilian abstract artist. We will focus on colours, patterns and shapes. We will recreate a Milhazes painting in oil pastels.

D.T – Rainforest animals

We will draw a rainforest animal from different perspectives. We will take one image and paint onto fabric. We will then use our embroidery skills to add more detail.

R.E – We will be learning about animal welfare. We will also learn about the importance of Muhammad (PBUH) to Muslim people.

PSHE – We will be learning about relationships.

Read the next page to find ways to support your child's learning.

Ways in which you can help your child

- Ensure your child reads at home every night and discuss what has been read.
- Use the VIPERS questions to check your child's understanding of the text.
- Ask the children to use the text to explain their answers.
- Ask your child to identify words in the text which they don't know the meaning of - can they find out the meaning and use it in a sentence?
- Choose one of the unknown words and have 'word of the week.' Which family member can use it the most?
- Practise the spellings in the Year 5/6 spelling list. How many of the spellings can your child spell correctly?
- Ensure your child uses a joined up handwriting style - can they write neatly and fluently?
- Encourage your child to go on mathematics and times tables rock stars each day.
- Practise square, cubed and prime numbers - look at the numbers around you (e.g. on a bus or on a number plate.) Can you spot any prime, cubed or square numbers?
- Practise the written methods - watch you tube tutorials to help.
- Find fractions of amounts - remember to divide by the denominator and then times by the top.
- Identify rainforests on a map - is there any pattern where they are located?
- Find out about the plants and animals which are in the rainforest.
- Go to the rainforest section of the London zoo website and watch the videos of the different species which live there.
- Choose an animal and research its life cycle.
- Find out different ways we can conserve the rainforest.
- Research Beatriz Milhazes' paintings - which ones are your favourite and why?
- Discuss with your child their wellbeing and look at different mindfulness activities you can do with your children.

See the next page for the Year 5/6 spelling list and the VIPERS questions

Year 5/6 spelling list

Word list – years 5 and 6

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

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p> 	<p>Make and justify inferences using evidence from the text.</p> 	<p>Predict what will happen based from the details given or implied.</p> 	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?