

Year 5 - Newsletter – Term 1

Welcome back and a HUGE welcome to our lovely Year 5 children! We hope you all had a great summer and are ready for a fantastic year in Year 5. We are here to help and support you and your child. If you have any questions or concerns, please do not hesitate to contact us.



Classes and contact:

5H Teacher: Miss Hutchison

Email:

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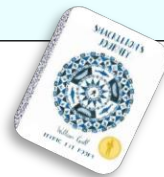
5H Teaching Assistant: Miss Baker



5L Teacher: Miss Daniells

Email: Tdaniells@southavenue.kent.sch.uk

5L Teaching Assistant: Mrs Huxter



Important date:

Meet the Year 5 teachers - Monday 18th September 3-3.15pm

Curriculum Information:

English: We will be learning a wide variety of reading and writing skills this term, using books on Shackleton's journey and Ice Trap!

Maths: The children will be revising their knowledge of place value and the four operations, as well as putting their problem-solving skills to the test.

Science: How does gravity work? What is a pulley and a lever? We will be investigating these, and much more, through our Forces topic.

PE: This term, we will be focusing on our multi-skills with the class teacher and exploring basketball skills with a sports coach.

DT: We will be studying the design of Shackleton's ship, *Endurance* and creating our own ship.

RE: The children will be learning about Christianity this term. Specifically looking at and analysing the key question: What does it mean if God is loving and caring?

Computing: The children will be developing their understanding of computer systems and how information is transferred between systems and devices.

Music: We will be rocking out to the 'Livin' on a Prayer'.

P.E is on a Tuesday morning.

Please ensure your child wears their P.E kit to school and that it is appropriate for the weather; black/grey tracksuits tops and bottoms are fine. **Please remove earrings and other jewellery on these days.**

Homework:

This term we will continue using Atom. Atom is an online website which your child will be set weekly maths and English homework. The expectation is that each piece of homework is set by Friday and completed weekly, by the following Thursday.

Times Tables!

Your child needs to be practising their times tables as often as possible, ideally daily if they are not secure with all of their times tables.

Reading

Through the AR scheme, your child will have a band of books that they may choose from, which should all be suitable for their current reading ability. Your child needs to be secure with what they have read, so they may be encouraged to read their book more than once before completing the quiz. **Remember to encourage your child to aim to achieve 100% of their AR target!** It is important that your child reads daily, we offer reading time in school throughout the day, but this needs to be supported at home too. If you have any queries about the system, please contact your child's class teacher. **PLEASE ENSURE THAT YOUR CHILD BRINGS THEIR READING BOOK TO SCHOOL EVERY DAY** and you have signed their reading record to say that you have listened to them read.

Thank you

Clothing – Please make sure all items of your child's clothing have their name on it. It makes it much easier to reunite children with lost clothes. This includes their PE kit. Thank you!

Water bottles – Please could you ensure that your child brings a named drink bottle to school each day, to have in the classroom. **This should contain water only, no juice or squash.** Thank you.

Attendance:

Thank you so much to all of you who ensure that your child is in school on time each day. We would really appreciate it if you could continue to do so—let's aim to be the Year group with the **BEST** attendance in Term 1!



Year 5 – Term 1 – Christianity.

God



What will I be able to do by the end of this topic?

- Identify different types of biblical texts.
- Explain connections between biblical texts and Christian ideas of God.
- Make clear connections between Bible texts and what Christians believe about God; for example, through how churches are designed.
 - Show how Christians put their beliefs into practice in worship.

What will I know by the end of this topic?

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information.

Key words:

Omnipotent – God is all powerful.

Omniscient – God knows all things.

Eternal – God created time and is not limited by it, He does not get old like human beings.

Holy – being god like in their behaviour and actions.

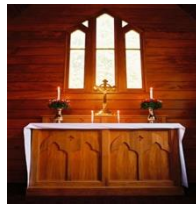
Christian dove- The dove represents the Holy Spirit or Holy Ghost in Christianity. The dove is also a symbol of peace.

Font- this is where part of the Baptism service takes place. The font holds Holy water.

Altar- the table at the very front of the church which holds the bread and wine.

Pulpit- a raised platform from which the church leader can teach from the Bible.

Cross- this is the symbol of Christianity because Jesus died on a cross.



Endurance 1914

DT

Year 5



In the last days of the Heroic Age of Exploration, Ernest Shackleton dreamed of crossing the frozen heart of Antarctica, a place of ferocious seas, uncharted mountains and bone-chilling cold. But when his ship, the Endurance became trapped in the deadly grip of the ice, Shackleton's dreams were shattered. Stranded in a cold, white world, and thousands of miles from home, the men of the expedition set out on a desperate trek across the ice in search of rescue.

What will I know by the end of this unit?

- To research Shackleton's ship *Endurance*, looking at both the inside and outside of his ship.
- To develop and produce a 3D replica based on a picture.
- To experiment and build confidence in selecting and using a range of tools/materials.
- To evaluate your ideas and products against design criteria.

Key vocabulary:

Design

Evaluate

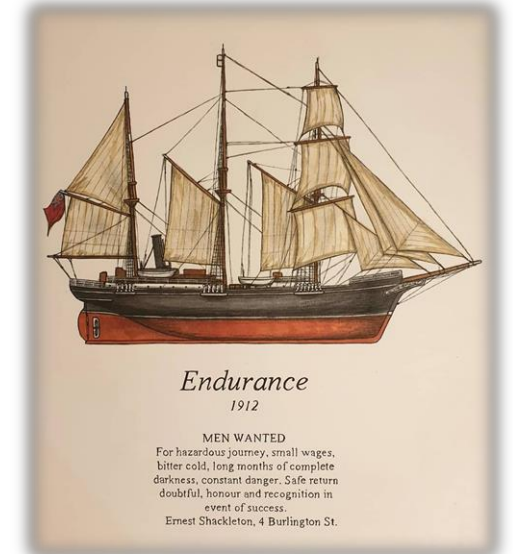
Layers

Diagram

Realistic

Impressionistic

Inspiration





Year 5 Antarctica

KNOWLEDGE ORGANISER

Key Vocabulary

Global warming
Antarctic
Climate
Environment
Blizzard
Penguins
South Pole
Antarctic Circle
Robert Scott
Roald Amundsen
Explorer
Degrees
Celsius
Glaciers
Icebergs






In August 1914, Ernest Shackleton and his brave crew set out to cross the frozen wastes of Antarctica, in what was to be the last expedition of the Heroic Age of Antarctic Exploration. Ahead of them lay unimaginable danger - ferocious seas, uncharted mountains, ice and snow. This is the true story of how Shackleton and his companions endured the hardships they faced, and ultimately managed to survive their perilous adventure.

What should I already know?

- *To locate the 7 continents and 5 oceans of the world.
- *To use maps and globes to locate the equator and the Tropic of Cancer.
- *To locate the significance of the equator, northern and southern hemisphere.
- *To use my prior knowledge of physical geography through describing the key aspects of Antarctica.

The Antarctic

Terrain		The Antarctic is based on a large land continent (Antarctica) covered in ice and snow. Antarctica has several mountains, as well as huge glaciers. Large icebergs can be found at sea.
Climate and weather patterns		Antarctica is the coldest place on Earth. The temperature can reach as low as -89°C! Worse still, freezing blizzards can take place for days at a time.
Animals		Emperor penguins are one of Antarctica's most famous residents. A number of seals and birds also live in Antarctica.

What will I know?

- *The climate of Antarctica.
- *The key features of adaptation for emperor penguins, krill, leopard seals and orcas.
- *To understand the essentials for survival when learning about the Antarctic conditions.

1572	1821	1911	1912
Francis Drake spots the Drake Passage for the first time.	American John Davis is the first to set foot on Antarctica.	Norwegian Roald Amundsen and his team are the first to reach the South Pole.	Robert Scott and his team, narrowly beaten to the South Pole, perish in Antarctica.

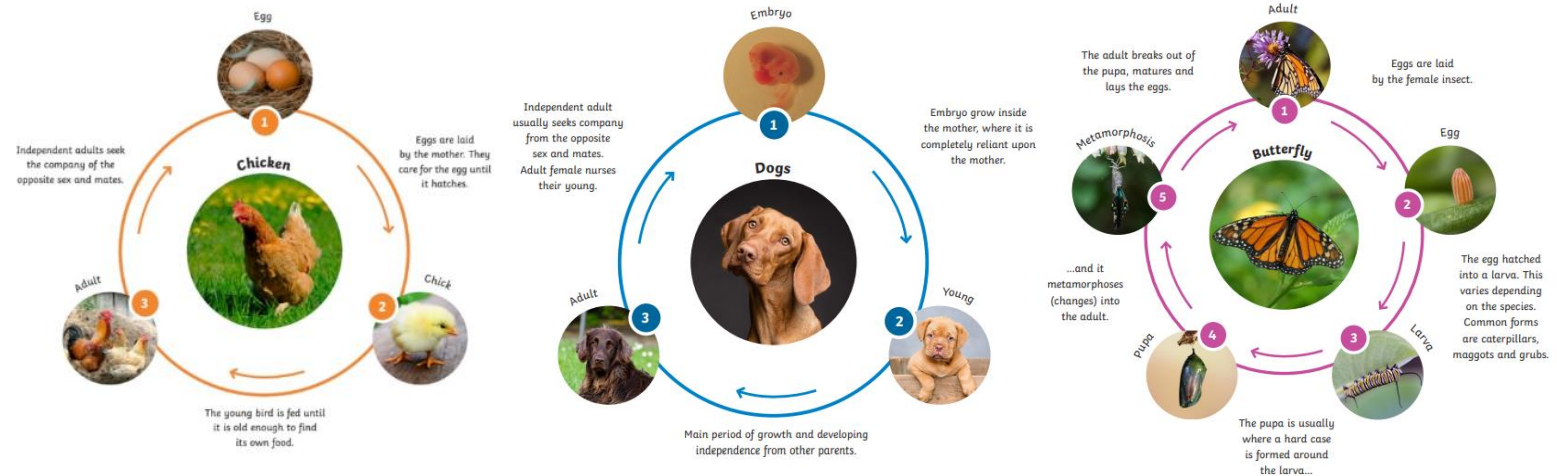
Year 5 Term 1 Life Cycles



What will we be doing?

We will be learning that plants and animals have life cycles and that reproduction is a part of this cycle.

We will be able to recognise that each life cycle has distinct stages but that these can vary between species.



How will we do this?

Using a range of scientific equipment Year 5 will be conducting our own investigations into Life Cycles.

We will record data using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Subject links

As writers and mathematicians, we will be learning how to scientifically document our findings, recording data with precise detail and pride in our presentation.

As geographers we will be discovering how life cycles vary across the world and how different environments are suited to specific species. We will be researching into how the life cycle process can be affected by different climates and other varying factors such as predators.

As artists we will be illustrating our own life cycles throughout the term, documenting the growth of a plant.

Are all life cycles the same length?

Key Vocabulary

Life cycle, frogspawn,
metamorphosis,
reproduction, maturing,
amphibians, mammals,
human, bird, birth,
new life, gestation.