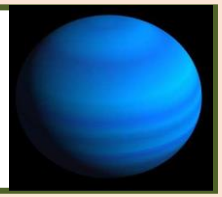
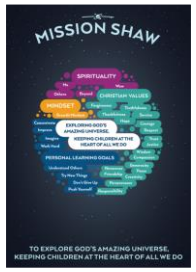
Year 5 Uranus Class | Term 2 Information Newsletter | November 2020

Welcome to Term 2

We are certainly starting to get into the swing of things in Y5; we have worked on the basics of what we want our classroom to look, feel and sound like so that there is a shared understanding of expectations. As you can see from Dojo, the children are earning points for these Mission Shaw learning goals!

You can contact me at skeane@shaw.wilts.sch.uk





Crazy Characters for the Glockenheim Clock

Term 2 is all about developing our skills as ***DESIGNERS***. We will continue our learning about ***FORCES*** and will then apply to ***design*** and ***make*** our own ***moveable character*** for the town clock in our class book: Clockwork.

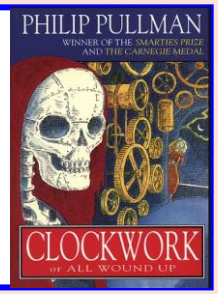
Science & DT

We will combine our science and design & technology skills during this project and will conclude by evaluating our models. Here are some of the skills and activities involved:

▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect ▪ explore and design a simple mechanism ▪ investigate toys with moving cam mechanisms ▪ understand how levers, cams, cranks and pulleys work to produce movement ▪ investigate ways of strengthening structures for a moving toy ▪ design a moving toy with a cam or other mechanism ▪ follow a design to create a moving toy with a cam mechanism ▪ evaluate the finished moving toy.

English

Our class text this term is a story of suspense and devilish twists. ***CLOCKWORK*** by Philip Pullman is an intriguing, dark novel about some very strange events in the little German town of Glockenheim. We will use the text to learn how to ***create tension and suspense*** in our own writing and how to develop characters and settings. We will use this to ***write our own short stories***. We will also develop our skills of ***persuasion*** and ***create an advert*** for our clock character.



Spelling

This term includes using apostrophes (possession & contraction) and more practice on suffixes (-ed, -ing, -er, -est, -y, etc.)

Maths

Our maths learning is on the next page

HOMEWORK

Homework will continue to be set on Class Dojo on a Thurs or Fri, with a Wednesday deadline. Thank you for engaging with this!

READING at HOME

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Once a week, Mrs M will collect in reading records to check children are meeting the '4-times-a-week' reading expectation. Regular reading does impact positively on learning.

For some children, this should ALWAYS be with an adult, but for some it may only be with an adult once a week, with a focus on discussing the text. Try to use ***VIPERS*** during these times.

REMEMBER: Bug Club books are geared towards supporting children in learning to become better readers. Accessing Bug Club is an expectation.

Other Learning this term…

RE *RE Was Jesus the Messiah? Children will know…that Jesus was Jewish; that Christians believe Jesus is God in the flesh; that they believe that his birth, life, death and resurrection were part of a longer plan by God; that the Old Testament talks about a 'rescuer'— a messiah; that Christians believe that this was Jesus; and that Christians see Jesus as their Saviour*

PSHE A Catch up on missed Year 4 lessons – *Relationships & Changing Me*

Music *Recorders* – We will develop our recorder skills. We will recap the basics and build our understanding of the notes and may even learn a Christmas tune.

PE Lessons will continue to be on Monday & Friday. Correct PE kit is as follows: ***black/dark*** shorts or leggings; ***plain white*** t-shirt; and trainers. Children should wear their ***Shaw jumper or cardigan over their kit*** – they should NOT wear other hoodies or sweatshirts. Dark joggers are encouraged

Maths Here are the learning steps (manageable steps) for the term:

Compare numbers with a mixed number of decimal places
Order numbers with a mixed number of decimal places
Round numbers with two decimal places to one decimal place
Round numbers with two decimal places to the nearest whole number
Identify cubes from nets
Identify cuboids from nets
Identify prisms from nets
Identify pyramids from nets
Add two whole numbers choosing an efficient mental strategy
Subtract two whole numbers choosing an efficient mental strategy
Use column addition for two numbers with more than 4 digits when regrouping is required in multiple columns
Use column subtraction for two numbers with more than 4 digits when exchanging is required in multiple columns
Use column addition for numbers with 3 decimal places when regrouping is required
Use column addition for numbers with 1,2 or 3 decimal places when regrouping is required
Use column subtraction for numbers with 3 decimal places when exchanging is required
Use column subtraction for numbers with 1,2 or 3 decimal places when exchanging is required
Add two decimal numbers choosing an efficient strategy
Subtract two decimal numbers choosing an efficient strategy
Multiply a whole number by 10
Multiply a whole number by 100
Multiply a whole number by 1000
Multiply a decimal by 10
Multiply a decimal by 100
Multiply a decimal by 1000
Divide a whole number by 10
Divide a whole number by 100
Divide a whole number by 1000
Divide a decimal by 10
Divide a decimal by 100

Year 5 Term 2

Multiplying and dividing by 10, 100 and 1000

millions, digit, round, multiple, positive, negative

M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	6		
				1	3	6			
		1	3	6	0	0			
					2	4	7		
						2	4	7	
						0	2	4	7

Each digit is ten times greater

Each digit is ten times smaller

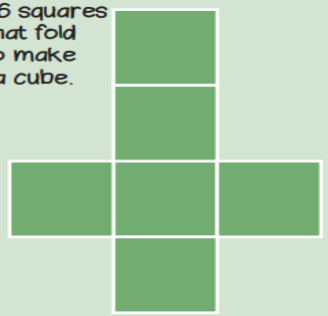
13.6 x 10
move digits 1 column left

13.6 x 1000
move digits 3 columns left

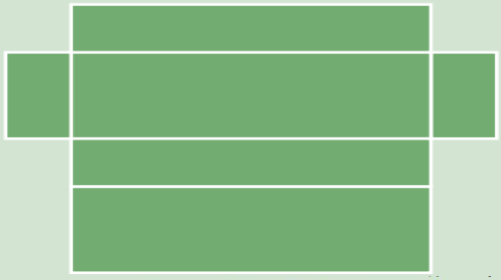
24.7 ÷ 10
move digits 1 column right

24.7 ÷ 100
move digits 2 columns right

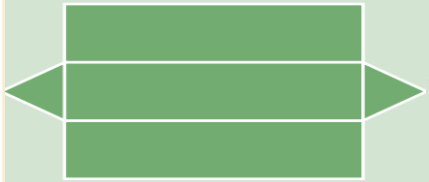
The net of a cube has 6 squares that fold to make a cube.



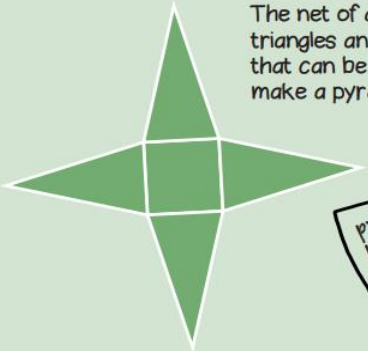
The net of a cuboid has 6 rectangles that fold to make a cuboid.



The net of a prism has rectangles and two identical polygons that can be folded to make a prism.

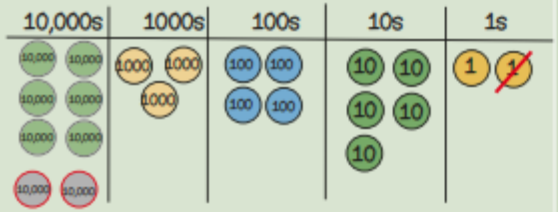


The net of a pyramid has triangles and a polygon that can be folded to make a pyramid.

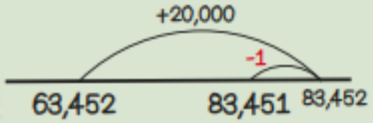


prism, pyramid, net, polygon

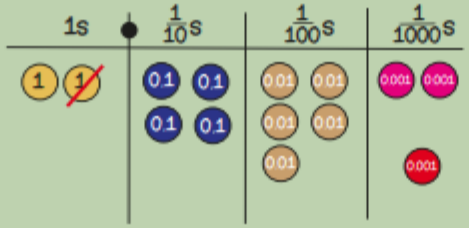
63,452 + 19,999
Round then adjust



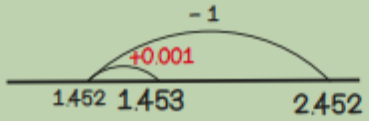
Add 20,000 then subtract 1



2.452 – 0.999
Round then adjust



Take away 1 then add 1 thousandth



40,007 – 39,995
Find the difference between two numbers

Count on 5 from 39,995 to 40,000, then 7 more so the difference between them is 12

sum, total, subtract, difference

Written methods

$$\begin{array}{r} 25{,}648 \\ +\ 42{,}524 \\ \hline 68{,}172 \\ {\scriptstyle 1\ \ 1} \end{array}$$

$$\begin{array}{r} {\scriptstyle 3\ 1\ 6\ 1} \\ 45{,}748 \\ -\ 26{,}374 \\ \hline 19{,}374 \end{array}$$

$$\begin{array}{r} 25.648 \\ +\ 42.524 \\ \hline 68.172 \\ {\scriptstyle 1\ \ 1} \end{array}$$

$$\begin{array}{r} {\scriptstyle 3\ 1\ 6\ 1} \\ 45.748 \\ -\ 26.374 \\ \hline 19.374 \end{array}$$