

## Literacy

### Reading Comprehension

- understand viewpoint and compare and evaluate novels
- understand features of non-chronological texts including journalistic writing
- articulate personal responses to literature.
- We will be reading 'Viking Boy' by Tony Bradman and some writing tasks will be based on this text

### Writing Composition

- plan and write own stories - linked to Viking myths
- slam poetry, remembrance poetry
- diary writing
- develop non-chronological and journalistic writing
- descriptive writing
- Grammar/Spelling/Vocabulary
- grammatical awareness
- sentence construction and punctuation
- spelling strategies, conventions and rules
- Vocabulary extension

### Speaking and listening:

Improvise using a range of drama strategies and conventions to explore themes such as hopes and fears. Perform drama scripts.

## Geography

Locate the countries associated with the Vikings - types of settlement and land use  
Map work and using scales.  
Study of North America

## PE

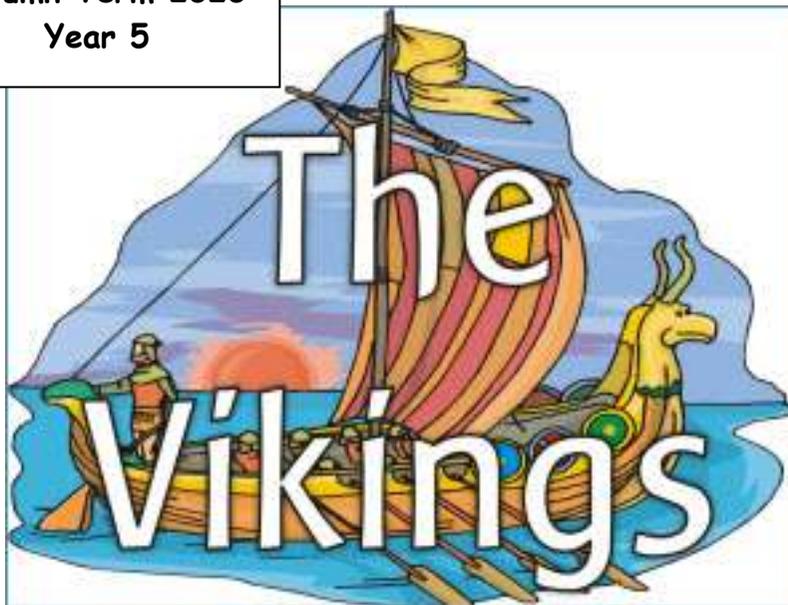
Invasion Games: improve defending and attacking play; play even-sided mini-versions of games.  
Gymnastics and dance

## Science

### Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

## Autumn Term 2020 Year 5



## History

### Anglo Saxons and Vikings

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Viking invasion of Lindisfarne
- Gods
- Food and clothes
- Viking ships
- Anglo-Saxon laws and justice

## ICT

Online safety  
Internet research and Webpage design

## Numeracy

- Read, write, compare and order 5-digit numbers
- Add and subtract 2- 3- and 4-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems
- Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100
- Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m
- Find factors; recording results systematically and finding all factors of a given number; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form
- Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses
- Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal places; reduce fractions to their simplest form; know and recognise equivalent fractions and decimals to half, tenths and fifths

## Art and Design

Research and design Viking longhouses.  
Develop sketching and water paint techniques - Viking longship paintings.  
Barbara Hepworth Study

## Modern Foreign Languages

- Classroom instructions
- Sports and opinions
  - Sports clothing
  - Verb - avoir
- Emperor's New Clothes - masculine and feminine forms
  - Weather
  - Hobbies

## Music Rhythm and pulse activities.

## Key topic words

Jorvik	Invader
Slave	Settler
Gods	Thor
Odin	Long Boat
Shield	Spear
Sword	Scandinavia
Danegeld	Athelston
Norse	myth

# Homework activities - Autumn Term 2020 - Class 5

## Daily Tasks:

- Read independently or with an adult;
- Learn weekly times tables as part of the school Times Tables Challenge. These will be tested on a Wednesday;
- Learn spellings from a set list - see spelling booklet and notes below.

## Weekly Tasks

- Your child will be given a homework book in which to complete a range of independent tasks. They will choose the tasks from a grid containing various activities (details of how to read the grid and required expectations are in the front of the Year 5 Homework Book).
- Please encourage children to be responsible for handing in homework on time.
- Encourage your child to access their Active Learn account, where tasks have been allocated that support maths learning in class. [www.activelearnprimary.co.uk/login](http://www.activelearnprimary.co.uk/login)

## PE

Year 5 PE lessons are on Wednesday and Friday afternoons- please ensure PE kits are in school on those days. Children are encouraged to have their P.E kits in school from Monday to Friday in case they are needed.

## Activities you can do at home to support your children's learning:

### Maths

**Measuring:** Involve your child in measuring activities, such as measuring length, weight, capacity and temperature in household tasks and cooking.

**Money:** You could involve your child in shopping and budgeting, such as adding up amounts in the supermarket, deciding which products are best value and checking receipts.

### Literacy

- **Reading:** Read and discuss a wide range of texts such as newspapers, magazines, instructions (e.g. recipes), letters, advertisements, leaflets, stories and poems.
- **Writing:** Make lists, write notes, thank you letters, answer invitations, send e-mails, keep a diary, report on a football match etc.
- **Speaking and Listening:** Encourage your child to participate in discussion, to think about what they want to say before speaking and listen respectfully to others.
- **Choosing books:** Take your child to bookshops and libraries and encourage them to make choices about what they enjoy reading.
- Please also see attached the spelling list for Years 5 and 6.

### Science

- **Cooking:** Encourage your child to participate in cooking activities and discuss the changes which happen to materials in this process, using vocabulary such as, evaporation, boiling point, melt, freeze, filter, sieve. Processes like evaporation and condensation can also be observed at bath time.
- **Health:** Read and discuss issues relating to health, such as the importance of a balanced diet and the different food types available, the importance of exercise and its effect on the heart and consider how hygiene is something they need to consider as they start to grow up.
- **Plants and animals:** Encourage your child to observe the variety of plant and animal life around them and discuss how they propagate, reproduce and adapt to their environment.

**ICT** Internet: Support your child in accessing information on the internet and help them to select information that is relevant to the task in hand and to their age and ability. Highlight the importance of using the Internet safely.

These are only suggestions of some of the activities you can complete with your child. There are many ways to support your child's learning through talking to them about what they have done in class and allowing them to 'teach' you some of the concepts they have covered.

Thanking you in advance for your support.

Word list -  
Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience  
conscious  
controversy  
convenience  
correspond  
criticise (critic + ise)  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip (-ped, -ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass

hindrance  
identity  
immediate(ly)  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere(ly)  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
  
variety  
vegetable  
vehicle  
yacht

## Year 5 Spellings

In class each week the teaching and learning in spelling is based on an objective taken from the National Curriculum. The children also learn 10 spellings each week for homework. The first 7 words contain the sound or follow the spelling rule that is being taught that week. The children choose to learn either the 3 'Check Words' and/or 3 'Challenge Words' to make up their 10.

### Core 7 Words

There are 3 lists for the core 7 words. The children choose the group, which provides the appropriate level of challenge. These will be assessed throughout the year. Should the spellings be too easy or too hard in a particular week, then children should choose one of the other groups for that week. Therefore the group of words that they study may fluctuate from week to week.

**Check words** - These are words that the children have been taught in the past and are expected to now know how to spell correctly. Many of these are homophones e.g. there/their. The children need to know the meanings of the alternative spellings. The teacher will read the word in a sentence to test the spelling.

**Challenge words** - Those children who are absolutely sure they know how to spell the week's 'Check Words' should also learn the 'Challenge Words'. (These are taken from the word lists in the National Curriculum and are words that the children are expected to know by the end of Year 6).

# Tips for Learning Spellings

Follow these strategies to help you learn new spellings:

Strategies	Explanation
1. Syllables	Listen to how many syllables there are in the word and break it into smaller bits to remember (e.g. <b>Sept-tem-ber, Feb-ru-ary</b> )
2. Base words	Find the base word (e.g. smiling - base <b>smile</b> + <b>ing</b> ; e.g. women = <b>wo</b> + <b>men</b> )
3. Analogy	Use words that you already know to help you (e.g. <b>could, would, should</b> )
4. Mnemonics	Make up a sentence to help you remember the word (e.g. <b>could</b> - O U Lucky Duck; <b>people</b> - people eat orange peel like elephants). Drawing a picture of your mnemonic can help.
5. Practise using LSCWC	Use the <b>Look, Say, Cover, Write, Check</b> method to practise your spellings (see below)