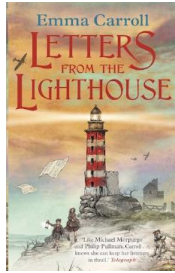
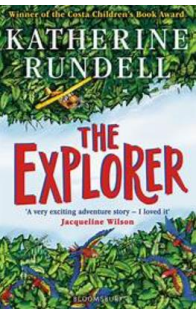


Dates and information - Y5 Spring 1 2025



Guided Reading text: Letters from the lighthouse.
Complementing this half term's history topic all about World War 2, this is the moving story of Olive and her brother Cliff as they leave the heavily bombed streets of London and become evacuees on the coast of Devon, sent to live with an enigmatic lighthouse keeper.



Class reader: We will continue enjoying 'The Explorer' and aim to find out if the children make it back after their disastrous plane crash landed them in the middle of The Amazon.

Happy New Year to you all! I hope you've all had a wonderful, restful break with your families and you're ready for another busy half term. You've all had such a successful first term in Year 5 and I hope you're proud of achievements so far.

Throughout the Spring term, we'll be learning about World War 2 which I know many of you are super excited about! In Spring 1, we will focus learning about the Battle of Britain and in Spring 2, we will focus on the impact of the war on different people's lives. To support our learning, we'll be visiting Nothe Fort in Weymouth for an evacuee experience day. This will be a valuable and enjoyable experience to support our learning.

In English, we'll be using our new knowledge of World War 2 to write a short story, which, based on a silent film called 'The Piano'. The narrative shows a retired soldier and his memories of the war through flashback. Towards the end of the half term, we will write a diary entry from the perspective of the evacuees in our Guided Reading text: 'Letters from the lighthouse.'

In Maths, we'll be re-visiting multiplication and division but developing our methods to become more efficient which will enable us to continue to work through more complex worded problems. Your confidence will build considerably in this unit if you are confident with your times tables and therefore, I encourage spending time practising on TTRS or whichever way you find helpful at home.

In Science, we move onto learning about Space which is a key part of the curriculum in Year 5 and another topic that I know a lot of you are excited to learn about! We will predominantly focus on the movement of Earth in relation to other planets and describing the planets within our solar system.

Dates for your diary

6th Jan- Children return to school

10th and 12th February Parent/Carer consultations

February Half Term - Break up 14th February

Monday 24th Feb - INSET day.

Tuesday 25th Feb - Children return to school

Tuesday 18th March - Evacuee experience trip

Class Organisation

PE - Fridays

Homework set/due - Mondays

Spelling test - Monday

Spellings are set on a Monday for testing the following Monday. Homework folders go home from Tuesday onwards to be completed by the following Monday.

How you can help with organisation

Encourage your child to be responsible for being ready for learning. This means remembering homework, signed diaries and letters. It is important to us that children learn to take responsibility so that we can best prepare them for secondary school. The children will need their reading books and home/school diaries every day. If your child is struggling with any part of their homework, I am always happy to go through this with them but it is their responsibility to seek support.

How you can help at home

Please ensure your child is punctual and in school every day by 8.45am. Individual support is always available between 8.30 and 8.45, so the earlier the better! We expect your child to have their home/school diary in school every day as it is our means of communication.

Please ensure that your child reads at least three times a week aloud to you to develop their understanding.

Knowing times tables fluently, (which means knowing the division facts related to tables, e.g. $7 \times 8 = 56$, so $56 \div 8 = 7$) will speed up progress in all areas of maths. All children know which tables they are not fluent on. Practising 3 times a week on TT Rock Stars will help.

English

Text Genre: Narrative with flashbacks and diary writing

Spellings - silent letters in words, adverbs and continuing with common exception words.

Grammar

- Relative clauses
- Modal verbs
- Descriptive sentence starters
- Techniques to expand sentences

History - Battle of Britain

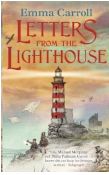
This investigation enables pupils to examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940 and the reasons why securing air superiority was so critical to them for any invasion plan to succeed. It also supports pupils to identify and reach a judgment about the relative importance of the factors that contributed to the United Kingdom winning what has become known as the Battle of Britain.

Key questions to explore:

- Where does World War II sit in world history?
- What is invasion?
- Why did World War II war start?
- What impact did Hitler have on World War II?
- What the impact of WW2 on children?
- What was it like to live with rationing?
- How serious was the risk of invasion by Nazi Germany in June 1940?
- Why did Britain win the Battle of Britain?
- How did the USA become involved in the war?
- Why did World War II end?

Enrichment - What was the role of Nothe Fort (Weymouth) in World War II?

Year 5 - Spring 1 2025



Maths

Areas to be studied: Multiplication and Division

Key objectives

- Multiply up to a four digit number by a 2 digit number.
- Use efficient methods to solve worded problems.
- Short division
- Dividing with remainders
- Using efficient methods to solve worded problems using both division and multiplication.

Areas to be studied: Fractions

Key objectives

- Revision of fractions knowledge in Autumn term
- Multiplying fractions by mixed numbers and integers
- Calculating a fraction of a quantity
- Finding the whole
- Using fractions as operators

Other curriculum areas

- PSHE - Keeping safe
- Music - Music from WW2
- PE - Tennis and Gymnastics
- Computing - Using scratch to create selection in quizzes.

Science Space

Objectives

describe the movement of the Earth and other planets, relative to the Sun in the solar system
describe the movement of the Moon relative to the Earth
describe the Sun, Earth and Moon as approximately spherical bodies
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Outcomes

To be able to explain day and night. They will learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They will understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).

To be able to find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model.

Art /DT - 3D shape and shade

'How can we make a 2D shape look 3D?'



RE - Hinduism

Objectives

Belief in Action: How do Hindus show their commitment?
To be able to compare the different ways Hindus put their religion into practice.

Outcomes

To be able to make links between how Hindus practise their religion and the beliefs that underpin this.
To understand some of the Hindu pathways to Moksha