



# St. Lawrence Primary School

La Grande Route de St Laurent  
St Lawrence  
Jersey  
JE3 1NG

Telephone: 01534 863172  
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11<sup>th</sup> January 2021

Dear Parents,

Happy New Year and welcome to 2021. This term's newsletter aims to give you an outline of the intended work in Year 5. There is nothing more important to a child than to know that their parents are really interested in their work. Having good conversations about what we do at school is a great way to encourage your child's learning and we hope that this letter helps enable that.

## **Reading**

This half term will be studying narrative poetry with a focus on 'The Highwayman' by Alfred Noyes. We will be investigating poetic features and language, understanding how setting can influence the mood of a piece and practising how to summarise and sequence the events that take place in the poem. After half term, we will then move on to reading a selection of non-fiction texts, including those linking to our topic work.

Children will also continue to receive their personalised spellings every week. Spelling folders need to be handed in every Wednesday and all parts of the spelling sheet need to be completed. The children will then be tested and receive their new spellings for the week on a Thursday.

In order to encourage daily reading at home, we will also be starting a reading challenge this half term. Children will receive a copy of this in school but there is also an image at the end of this document for reference. Children are being asked to read for 15 minutes a day at home and once they have done so they can colour in a mini-figure. The target we have set is 5 x 15 minute sessions per week and we would ask you to please sign each week to confirm that the reading has taken place. The challenge sheet will be kept in their spelling folder and will be checked weekly. Thank you for your support with this.

## **Writing**

Writing comes into most lessons and children will be set specific targets to move on their learning. In dedicated writing sessions we will be reading a range of journals and diaries, with a focus on diaries from the times of the Black Death, in line with our topic. We will then be creating our own journal, in the character of a medieval citizen. We will also be keeping a daily personal journal.

After half term, we will be spending time looking at the structure of poetry and how to write our own poems. Throughout our writing sessions we will continue to use various forms of punctuation and grammar, a variety of different sentence types and we will focus on using exciting and higher level vocabulary.

## **Maths**

We will be continuing to follow the 'Maths – No Problem!' scheme and this term in Year 5 we will be covering the following units:

### Fractions:

- To divide whole numbers to create fractions; to create mixed numbers and improper fractions when dividing whole numbers.
- - To write improper fractions and mixed numbers using a number line and pictorial methods.
- - To find equivalent fractions using pictorial methods.
- - To compare and order fractions using the pictorial method.

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- - To compare and order improper fractions using the pictorial method.
- - To compare mixed numbers using pictorial representations; to find common denominators where one fraction is already the common denominator for all fractions in the question.
- - To make number pairs (number bonds) with fractions with different denominators.
- - To add unlike fractions by finding a common denominator using pictorial methods.
- - To add unlike fractions by finding a common denominator using pictorial methods.
- - To add together unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions.
- - To add unlike fractions which create improper fractions and mixed numbers that give rise to simplification.
- - To subtract fractions with different denominators; to subtract fractions from whole numbers.
- - To subtract fractions where the denominators are not the same; to use bar models as a key strategy for subtracting fractions.
- - To subtract fractions and mixed numbers from mixed numbers with different denominators.
- - To multiply fractions by whole numbers creating other fractions, mixed numbers or improper fractions.
- - To multiply fractions by whole numbers where the product is an improper fraction or mixed number.
- - To multiply mixed numbers by whole numbers, creating larger mixed numbers.
- - To multiply mixed numbers by whole numbers in multi-step word problems.

## Decimals:

- To write decimal numbers.
- To read and write decimals.
- To read and write decimals.
- To compare tenths and hundredths written as decimals.
- To order and compare decimals.
- To compare and order decimals of amounts.
- To write fractions as decimals.
- To add and subtract amounts in decimals.
- To add and subtract decimals; to add and subtract amounts in pounds and pence.
- To add and subtract amounts in pounds and pence.
- To add and subtract decimals; to add and subtract amounts in pounds and pence.
- To add and subtract decimals to find the smallest possible sum and difference.
- To add and subtract decimals; to find number pairs that add up to 1.
- To add and subtract the perimeter of an object using decimals.
- To round decimals to the nearest whole number; to round numbers to nearest tenth.

## Percentages:

- To compare quantities; to compare fractions, decimals and percentages; to convert fractions to decimals and percentages.
- To convert values of an amount into percentages; to convert fractions into percentages.
- To convert values of an amount into percentages; to convert fractions into percentages.

## Geometry:

- To know the names and qualities of acute, right, obtuse and reflex angles.
- To measure angles using a protractor.
- To draw, measure and add angles using a protractor.

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- To measure angles using a protractor; to identify two angles which add up to 180 degrees on a straight line.
- To investigate angles that, when combined, make 360 degrees.
- To draw angles using a protractor.
- To draw lines and angles with a high level of accuracy.
- To describe the sides and angles of both rectangles and squares.
- To investigate the angles of various quadrilaterals, including squares and rectangles.
- To solve problems involving angles in rectangles.
- To solve problems involving angles.
- To use our understanding of angles to solve problems.
- To investigate regular polygons.

We will also be continuing with our daily 15 minute fluency sessions with two of these each week being focused on times tables. By the end of Year 5, your child is expected to know all of their times tables at speed and this is an area which you can help us with. The secret to success with fluency is practising **little** and **often** and every half-term children are encouraged to practise a specific area relating to fluency at home.

The at-home fluency focus for this half term is:

- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 and can round decimals with two decimal places to the nearest whole number and to one decimal place.

After half term, the focus will be:

- I know decimal number bonds to 1 and 10. I can double and halve decimal numbers with one decimal place. I know what must be added to any four-digit number to make the next multiple of 1000.

For further guidance with this, please see the information at the end of this letter.

## **Science**

This term in science we will be studying 'Properties and Changes of Materials'. This will cover a range of interesting science experiments looking at solids, liquids, soluble and insoluble materials. Children will be learning:

- that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- that some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating.
- that some changes including heating, cooling and burning form new materials, and that these changes are not usually reversible.
- to give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials.

## **Project**

This term we will be diving into the world of 14<sup>th</sup> century Britain with our project called 'Princes, Peasants and Pestilence'. This half term we will be investigating the Black Death and after half term we will move on to studying knights, the feudal system and relevant aspects of local history. Our artwork will also be linked to this project. Project homework will be given out as per usual and given the amazing standard of last term's project work, we are very much looking forward to what will be produced this time round!

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## P.E.

Our P.E sessions this term will be every **Monday and Wednesday**. We are very excited to have been able to borrow the Jersey Fencing equipment for this term for our Monday lessons. The Wednesday session will be swimming. Miss Huelin, Mrs Davies and Mrs Ward will take the class after break and transport has been arranged. Please make sure your child has all the required equipment on that day (see below). On Wednesday afternoons, your child will also be encouraged to run for ten minutes as part of our 'Weekly Mile' initiative.

## ICT/Computing

In ICT/Computing the children will be:

- Creating simple spreadsheets
- Using a spreadsheet to create simple equations

## French

The children will be taught:

- To recognise and write the name of classroom equipment.
- To be able to recognise, say and write numbers from 1-12.
- To be able to say and write where you live.
- To be able to understand and use the vocabulary relating to different items of clothing.
- To be able to ask what items of clothing someone puts on and to be able to reply accordingly.
- To be able to ask what items of clothing someone is wearing; and to be able to reply accordingly
- To be able to write their name, where they live, the rooms in their house, their birthday, their favourite colour and pets that you like and dislike.
- To be able to recognise and to use the numbers up to 59.
- To be able to understand and use the words for a range of fruits and vegetables
- To be aware of the importance of the outdoor market in the life and culture of the French.
- To be able to understand and use a range of words for breads and cakes.
- To learn about the different sorts of shops which sell bread, cakes, sweets and ice-creams.
- To be able to buy different flavours of ice-cream.

## Music

The children will be taught about Medieval, Renaissance and Baroque music. They will create and perform a piece of music in the style of a Medieval chant. They will use the Renaissance concept of 'word painting'; in a composition and they will compose a piece of music in the style of a Baroque Toccata and Fugue.

## \*\*\*\*\*Reminder\*\*\*\*\*

Swimming lessons will begin on Wednesday 13<sup>th</sup> January. As we will be swimming in the morning after break, please may your child come to school dressed in their P.E. kit wearing their swimming costumes/trunks underneath. They must bring with them a named bag containing, underwear, towel, swimming cap, hairbrush/comb and goggles.

Please feel free to contact us at any time if you have any questions or concerns regarding your child. We are a partnership and by working closely together we can ensure that your child will be receiving the best possible support to move their learning forward.

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We are looking forward to another happy and successful term.

Yours sincerely,

Miss Huelin and Ms Jansen

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## Reading Challenge:

What are you going to read today?

- novel ?
- non-fiction book?
- graphic novel?
- comic?
- poetry?
- recipe book?
- newspaper?
- magazine?
- playscript?

Read for 15 mins, then colour one of us in!

## LEGO READING CHALLENGE

Week 1	1	2	3	4	5	Signed:
Week 2	6	7	8	9	10	Signed:
Week 3	11	12	13	14	15	Signed:
Week 4	16	17	18	19	20	Signed:
Week 5	21	22	23	24	25	Signed:

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Fluency:



## KEY FLUENCY FACTS Year 5, Spring 1

**I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 and can round decimals with two decimal places to the nearest whole number and to one decimal place.**

By the end of this half term, children should be able to round the following facts and other similar facts.

### Round to nearest 10

675 → 680  
6583 → 6580  
541,987 → 541,990

### Round to nearest 100

450 → 500  
3487 → 3500  
897,987 → 898,000

### Round to nearest 1000

6754 → 7000  
987,576 → 988,000  
2,909,601 → 2,910,000

### Round to nearest 10,000

67,944 → 70,000  
439,488 → 440,000  
6,654,349 → 6,650,000

### Round to nearest 100,000

456,998 → 500,000  
242,657 → 200,000  
3,958,993 → 4,000,000

### Round to nearest whole

5.8 → 6  
54.67 → 55  
659.98 → 660

### Round to one decimal place

45.92 → 45.9  
123.843 → 123.8  
67.964 → 68

### Key Vocabulary

What is 789 rounded to the nearest 10?

What is 15,786 rounded to the nearest 100?

What is 987,451 rounded to the nearest thousand?

What is 4,505,652 rounded to the nearest ten thousand?

What is 2,945,789 rounded to the nearest hundred thousand?

What is 671.48 rounded to the nearest whole number?

What is 981.78 rounded to one decimal place?

Children should be able to give a range of numbers that will round to a given answer e.g. when rounding to the nearest thousand what is the largest/smallest number that will round to 5000?

### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these number facts whilst walking to school or during a car journey?

Look for patterns – Talk to your child about what happens when rounding with digits with 0 to 4 or 5 to 9 in the significant column. The following website gives some rules for rounding:

<https://www.mathsisfun.com/rounding-numbers.html>

Practise online – To practise rounding go to:

<http://mathszone.co.uk/count-and-understand/rounding/>

<https://uk.ixl.com/math/year-6/rounding>

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## KEY FLUENCY FACTS Year 5, Spring 2

**I know decimal number bonds to 1 and 10. I can double and halve decimal numbers with one decimal place. I know what must be added to any four-digit number to make the next multiple of 1000.**

By the end of this half term, children should be able to work out the following facts and other similar facts.

### Some examples:

$0.6 + 0.4 = 1$	$3.7 + 6.3 = 10$	$3.4 \times 2 = 6.8$	$4087 + ? = 5000$
$0.4 + 0.6 = 1$	$6.3 + 3.7 = 10$	$6.7 \times 2 = 13.4$	$3091 + ? = 4000$
$1 - 0.4 = 0.6$	$10 - 6.3 = 3.7$	$5.9 \times 2 = 11.8$	$2234 + ? = 3000$
$1 - 0.6 = 0.4$	$10 - 3.7 = 6.3$	$7.6 \times 2 = 13.2$	$5678 + ? = 6000$
$0.7 + 0.3 = 1$	$4.8 + 5.2 = 10$	$4.8 \div 2 = 2.4$	$9821 + ? = 10,000$
$0.3 + 0.7 = 1$	$5.2 + 4.8 = 10$	$5.6 \div 2 = 2.8$	
$1 - 0.2 = 0.8$	$10 - 5.2 = 4.8$	$7.8 \div 2 = 3.9$	
$1 - 0.8 = 0.2$	$10 - 4.8 = 5.2$	$11.2 \div 2 = 5.6$	

### Key Vocabulary

What do I **add** to 0.8 to make 1 ?

What is 1 **take away** 0.6 ?

What is 1.3 **less than** 10 ?

**How many more** than 9.8 is 10 ?

What is the **difference** between 2341 and 3000 ?

Children should be able to answer questions including missing number questions e.g.  $0.4 + ? = 10$  or  $7.2 + ? = 10$ . Use pictorial representations for support if necessary.

### Top Tips

The secret to success is practising **little and often**. Use time wisely. Can you practise these number facts whilst walking to school or during a car journey ? You don't need to practise them all at once: perhaps you could have a fact of the day.

Buy one get three free - If your child knows one fact (e.g.  $0.8 + 0.2 = 1$ ), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 1?

Play games - There is a game for ordering decimals at <https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

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