



Meet the Teacher

Year Five

September 2023

Year 5 Team



Class Teachers

Miss Hague

Miss Snell

Mrs Dunne



Useful Information

Swimming

Wednesday

PE kit in school every day.

Please name all uniform including PE kits and coats.

Water Bottles

Can be brought in each day.

They need to be labelled with your child's name and taken home at the end of each day.

School Rules and Values

**Fantastic
Walking**



**Legendary
Lines**

Recognition Board

**Autumn 1
Kindness**

**Spring 1
Friendship**

**Summer 1
Truth and Honesty**

**Autumn 2
Respect**

**Spring 2
Courage and Determination**

**Summer 2
Trust**



What learning looks like in Year 5

Our classroom ethos is about having a positive, growth mindset.

Good mistakes are a part of learning and we will become comfortable with the feeling of challenge. We will persevere through challenges and always ask for help when we need it.

Maths in the Autumn Term

This term we will be looking at:

- Place value
- Negative numbers
- Decimal place value
- Multiplying by 10, 100 and 1,000
- Properties of number
- Prime numbers
- Mental multiplication and division
- Formal addition, subtraction, multiplication and division
- Equivalent fractions
- Comparing and ordering fractions
- Add and subtracting fractions

How you can support your child

- * Practise times tables using Times Table Rockstars
- * Asking your child to tell the time on an analogue clock
- * Reading time tables (such as a bus or train time table)
- * Exposing your child to money (notes and coins)
- * Reading scales with your child while cooking

20/09/23
6. To read scales using negative numbers.

3

Spot the mistake in each sequence:

-4, -3, -2, 0, 1, 2, 3
On the first sequence they missed -1 ✓

5, 4, 3, 2, 1, -1, -2, -3
On the second sequence they missed 0. ✓

-5, -4, -2, 0, -2, 4, 6
On the last sequence they used -2 instead of 2. ✓

Ch 2
Ivy is counting back in 6's. Using the counting stick, write what the other 4 numbers would be.

120 ✓
-12 -6 0 6 12 ✓

A 60 ✓
Jake is counting on in 4s. Jake says the next number would be -18. Is he correct? Explain your answer.

2
-14
Jake is incorrect because counting on means to get larger and when I add 4 to -14, the answer is -10. ✓

C 30 ✓
-10 ✓

B
3
The temperature on Wednesday morning was -8 degrees. By 10 o'clock, the temperature was 7 degrees warmer.

a) What is the new temperature?
b) Identify the new temperature on the thermometer.

20
10
0
-10
-20
-1
-1

a) The new temperature is -1 degrees. ✓

Questions

We ensure that in our challenges pupils are provided with an opportunity to reason mathematically. This is where pupils must explain their thinking and justify it using mathematical vocabulary.

| | | | |
|----|--------------|----|--------------|
| 1) | $-16 + 20 =$ | 2) | $-9 + 17 =$ |
| 3) | $11 - 23 =$ | 4) | $5 - 18 =$ |
| 5) | $17 - 30 =$ | 6) | $-23 + 36 =$ |
| 7) | $-34 + 47 =$ | 8) | $28 - 59 =$ |

| | |
|----|--|
| 1) | Miss Snell starts from -4 and counts on 6. She says, “-3, -2, -1, 1, 2, 3. My answer is 3.” Is this correct? Explain your answer. |
| | |
| 2) | Miss Hague says, “When I count on 6 from negative 10, the answer is -4.” Is this correct? Explain your answer |
| | |
| 3) | Mrs Dunne is counting back 7 from 3. She says, “3, 2, 1, 0, -1, -2, -3. My answer is -3.” Is this correct? Explain your answer. |
| | |

| | | | |
|----|---|----|---|
| 1) | Round these numbers to the nearest 10, 100 and 1,000. a) 2,387 b) 4,863 c) 23,798 d) 9,512 e) 56,723 f) 87,471 | 2) | Round these numbers to the nearest 10, 100 and 1,000 a) 56,231 b) 49,265 c) 33,886 d) 72,548 e) 54,311 f) 99,923 |
| 3) | Round these numbers to the nearest 10, 100 and 1,000 (6 digits) a) 563,231 b) 495,265 c) 339,886 d) 724,548 e) 542,311 f) 210,923 | | Which of these numbers round to 85,000 to the nearest thousand? 84,722 83,999 85,500 85,231 85,105 84,499 86,212 85,001 85,499 |

10 in 10

10 in 10 is an opportunity for the pupils to consolidate their learning and develop their mathematical fluency.

| 10 in 10 - Week 2 - Day 2 | | Name: _____ | Date: _____ |
|---------------------------|---|---|--------------------------------|
| 1) | $0.78 + \underline{\hspace{2cm}} = 1$ |  | <input type="text"/> 1 mark |
| 2) | $721 \times 10 \times 10 =$ |  | <input type="text"/> 1 mark |
| 3) | What is 2,366 more than 9,582? |  | <input type="text"/> 1 mark |
| 4) | Decrease 145,270 by 50,000 |  | <input type="text"/> 1 mark |
| 5) | $9.123 \times \underline{\hspace{2cm}} = 912.3$ |  | <input type="text"/> 1 mark |
| 6) | Round 67,444 to the nearest 1,000 |  | <input type="text"/> 1 mark |

Year 5 overview

Bowmansgreen Primary School

Mathematics Curriculum Year Group Overview – Year Five



National Curriculum (Statutory Requirements)

| Number and Place Value | Addition and Subtraction | Multiplication and Division | Fractions (including decimals and percentages) | Measurement | Geometry: Properties of Shapes | Geometry: Position and Direction | Statistics |
|---|--|--|---|---|---|---|--|
| <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read roman numerals to 1000 (m) and recognise years written in roman numerals.</p> | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> | <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{7}{5} + \frac{1}{5} = \frac{8}{5} = 1\frac{3}{5}$].</p> <p>Add and subtract fractions with the same denominator and multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$].</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p> | <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm^2) and Square metres (m^2) and estimate the area of irregular shapes.</p> <p>Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water].</p> <p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling.</p> | <p>Identify 3-d shapes, including cubes and other cuboids, from 2-d representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles [draw given angles, and measure them in degrees ($^\circ$)].</p> <p>Identify:</p> <ul style="list-style-type: none"> - Angles at a point and one whole turn (total 360°). - Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°). - Other multiples of 90°. <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> | <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> | <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p> |

Bowmansgreen- learning- our curriculum- Maths- year 5

<https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/>

Progression

On our school website, you can also see the progression in each domain. This highlights what the pupils would have learnt in previous years and where their learning will be going next.

| Bowmansgreen Primary School | | | | | |
|---|---|--|---|---|--|
| Progression of Number and Place Value | | | | | |
| National Curriculum (Statutory Requirements) | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> | <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems.</p> | <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> | <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value.</p> | <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read roman numerals to 1000 (m) and recognise years written in roman numerals.</p> | <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> |

Bowmansgreen- learning- our curriculum- Maths- year 5

<https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/>

Written Calculations

This document demonstrates how we teach formal written methods. This is an excellent document which you can refer to and use to support your child.

| Year 5 | | NC Statement: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) |
|--|-------------------------|---|
| 5LS10 step 2: Column addition | | |
| <p>Concrete</p> | <p>Pictorial</p> | <p>Abstract (Written Symbolic)</p> $\begin{array}{r} 24.64 \\ + 33.64 \\ \hline 58.28 \\ \hline 1 \end{array}$ <p>24.64 + 33.64 = 58.28</p> |
| <p>Abstract speaking frames</p> <p>The sum of ... hundredths and ... hundredths is ... hundredths. This is regrouped into ... hundredths and ... tenths.</p> <p>The sum of ... tenths and ... tenths is ... tenths. This is regrouped into ... tenths and ... ones.</p> <p>The sum of ... ones and ... ones is ... ones. This is regrouped into ... tens and ... ones.</p> <p>The sum of ... tens and ... tens is ... tens.</p> <p>So, ... + ... is equal to ... tens, ... ones, ... tenths and ... hundredths which is ...</p> | | <p>Notes:</p> <p>Pupils should be encouraged to estimate first and check their answer using a mental method.</p> <p>Speaking frame hint: the children will need to decide which numbers need to be regrouped as they go along. They may not need to regroup every number.</p> |

Bowmansgreen- learning- our curriculum- Maths- year 5

<https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/>

Reading in the Autumn Term

We will be practising different types of questions:

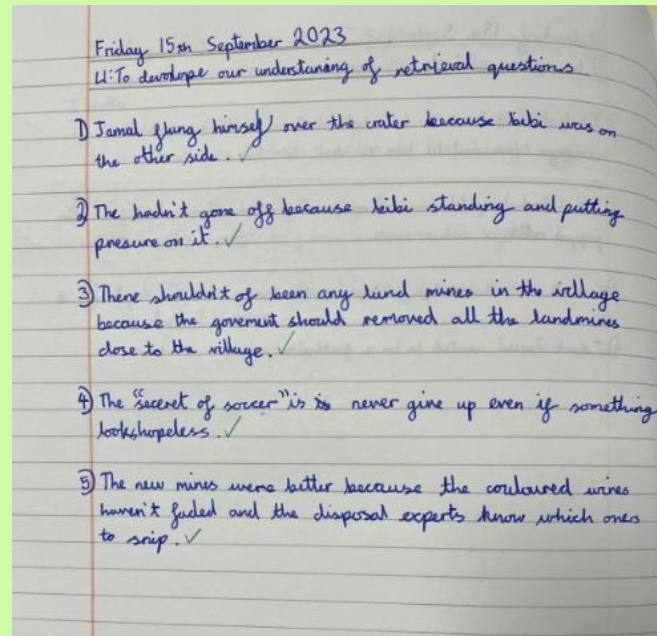
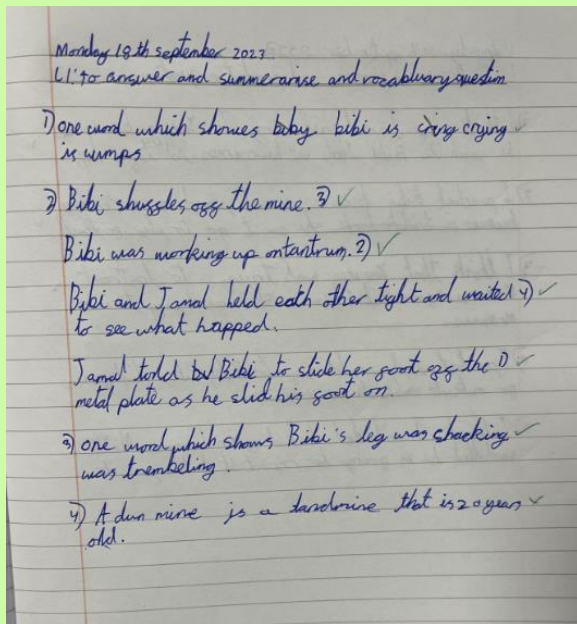
- Vocabulary
- Retrieval
- Inference
- Prediction
- Explain
- Summarise and sequence

How you can support your child

Ensure your child reads five times a week.

Listen to your child twice a week and ask them questions about what they have read.

Encourage your child to read a variety of texts (non-fiction and fiction).



Writing in the Autumn Term

We have a high expectation for your children's writing.

They need to 'ALWAYS' use:

- A range of punctuation
- Paragraphs
- Subordinating clauses
- The correct tense
- A range of sentence types and lengths
- Independently check spellings they are unsure of
- Cohesive devices (conjunctions, fronted adverbials, synonyms)
- Legible handwriting (*N.B. Handwriting needs to be joined to reach the expected standard at the end of Y5.*)
- An understanding of how we can affect the targeted audience and write with purpose.

How you can support your child

- *Support your child in completing the spelling home learning, including writing the word in a sentence.
- *Support your child when they edit and proof-read their work.
- * Ask your child to check their writing (including spelling) when completing everyday writing.

Examples of our writing

Tuesday 19th September 2023

I: to write a character description of Robin Hood

The talented archer dressed in emerald green was known by everyone that lived in the famous Sherwood forest. He had a muscular, broad shoulders ^{sp. forever forever forever} with ~~forever~~ draped over them was his trusty bow and arrow. Tufts of grizzly hair poked out of his ^{ad} ~~green~~ green, leather tipped hat. Everyone who loved ^{ad} him, ^{ad} grinning from ear to ear every time they saw him. ^{ad} Whereas his foes were terrified of him. Although his friends would call him a hero, his foes would call him a thief. With the aid of his trusty bow and arrow ^{and horse} anything was possible!

Tuesday, 19th September
I: To write a character description of Robin Hood

Everyone who lived in Sherwood forest, knew the honourable man in very green. Across his strong shoulders hung his reliable bow and arrow. With a courageous twinkle in his eye, his luscious golden hair poked out of his leather-tipped hat. Never had Robin Hood been seen to miss a target. While his enemies quivered in fear at the sight of Robin, his friends cheered him on gleefully. With the company of his loyal stout undeviated for winning was undeviated. Although he was called a thief and a liar by his foes, his friends would call him a legend.

→ you need to use a comma in your complete sentences.

* liar

* muscular

* While his enemies quivered in fear, Robin's friends smiled from ear to ear and cheered him on joyfully.

English overview

Bowmansgreen Primary School
Year Five English Curriculum Overview



| Autumn | Spring | Summer |
|--|--|---|
| <p>1) Unit Title: Traditional Tales - Legends Duration: Three weeks Key Text: The Story of Robin Hood – R. Leeson Final Written Outcome: Reflect on the main character of the legend from different viewpoints. Retell the story from several different perspectives.</p> <p>2) Unit Title: Recount Duration: Two weeks Key Text: Little Leaders: Bold Women in Black History - Vashti Harrison Final Written Outcome: Write a biographical account based on research. (Cross-curricular link with Black History Month – Wilma Rudolph)</p> <p>3) Unit Title: Narrative Instructional Writing Duration: Two weeks Key Text: Wolves in the Snow - Mathew Cordell (Year 5 modelled version) Final Written Outcome: Write detailed narrative instructions with clear introduction and conclusion.</p> <p>4) Unit Title: Vocabulary Building Duration: One week Key Text: The Listeners – Walter De La Mare Final Written Outcome: Read, write and perform free verse.</p> <p>5) Unit Title: Suspense and Mystery Duration: Three Weeks Key Text: Wolves in the Walls - Neil Gaiman Final Written Outcome: Develop skills of building up atmosphere in writing e.g. passages building up tension.</p> | <p>1) Unit Title: Report Duration: Three weeks Key Text: Planetarium - Chris Wormell and Raman Prinja Final Written Outcome: Write a report in which two or more subjects are compared (Cross-curricular link with the science unit 'Earth and Space')</p> <p>2) Unit Title: Explanation Duration: Two weeks Key Text: Horrible Geography: Earth-Shattering Earthquakes - Anita Ganeri Final Written Outcome: To write an explanation to explain the process of an Earthquake. (Cross-curricular link with the geography unit 'Earthquakes and Time Zones')</p> <p>3) Unit Title: Traditional Tales – Myths Duration: Three weeks Key Text: Ancient Myths Collection - Geraldine McCaughrean (Focus– The Adventures of Odysseus) Final Written Outcome: Write a Greek myth focusing on effective characterisation e.g. descriptions; link dialogue to effective characterisation, interweaving speech and action. (Cross-curricular link with the history unit 'Ancient Greece')</p> <p>4) Unit Title: Persuasion Duration: Three weeks Key Text: Ancient Myths Collection - Geraldine McCaughrean (Focus – The Olive Tree) Final Written Outcome: Show through a range of writing an understanding of how persuasive writing can be adapted for audiences and purposes. (e.g. Write from the perspective of either Athena or Poseidon and persuade Zeus that they have the most useful gift to offer.) (Cross-curricular link with the history unit 'Ancient Greece')</p> | <p>1) Unit Title: Vocabulary Building Duration: One week Key Text: Overheard in a Tower Block: Poems - Joseph Coelho Final Written Outcome: Read, write and perform free verse.</p> <p>2) Unit Title: Suspense and Mystery Duration: Three weeks Key Texts: Water Tower - Gary Crew Boy in the Tower - Polly Ho-Yen Final Written Outcome: Develop skills of building up atmosphere in writing e.g. passages building up tension.</p> <p>3) Unit Title: Fiction from our Literature Heritage Duration: Four weeks Key Text: Mr William Shakespeare's Plays – Marcia Williams (Macbeth) Final Written Outcome: Explore a text in detail. Write in the style of the author to complete sections of the story. Take the plot and theme from the text to plan and write their own contemporary version.</p> <p>4) Unit Title: Discussion Duration: Three weeks Key Text: Mr William Shakespeare's Plays – Marcia Williams (Macbeth) Final Written Outcome: Write a balanced discussion presenting two sides of an argument, following a debate. (e.g. Was Macbeth to blame for the death of King Duncan?)</p> <p>5) Unit Title: Take on Poet – Poetry Appreciation Duration: One week Key Texts: Fish - Elizabeth Bishop At the Fish House - Elizabeth Bishop Crusoe in England- Elizabeth Bishop Final Written Outcome: Research a particular poet and discuss personal response to poetry. Recite familiar poems by heart.</p> |

We assess writing using the Year 5 Teacher Assessment Framework.

This highlights what your children's writing should include by the end of the year.

This is not best fit, meaning that the children need to meet all of this criteria to achieve the standard.

| Year 5 |
|--|
| Working towards the expected standard |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters[†] • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use the range of punctuation taught up to and including Y2 correctly[^] and some of the punctuation taught in Y3 and Y4 • spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible • write legibly.¹ |

| Year 5 |
|---|
| Working at the expected standard |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing) • in narratives, describe settings, characters and atmosphere[†] • begin to convey character and advance the action through dialogue, maintaining a balance of speech and description • select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses) • use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing • use verb tenses consistently and correctly throughout most of their writing • use the range of punctuation taught up to and including Y5 mostly correctly[^] (e.g. commas separating clauses; punctuation for parenthesis) • spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary • write legibly, fluently and with increasing speed.² |

Year 5

Working at greater depth within the expected standard

The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- begin to independently use punctuation⁶ and sentence constructions to show the difference between formal and informal writing³ (e.g. contractions in speech).

Wider Curriculum

RE:

- Is pilgrimage worth it?
- Was Jesus the Messiah?

PE:

- Swimming
- Hockey

DT:

- Designing a playground with a variety of structures

Science

- Comparing and grouping everyday materials based on their properties
- Exploring how materials dissolve in a liquid to form a solution
- Exploring how mixtures may be separated
- Explaining some irreversible changes

PSHE:

- Setting personal and academic goals
- Understanding our rights and responsibilities as a citizen

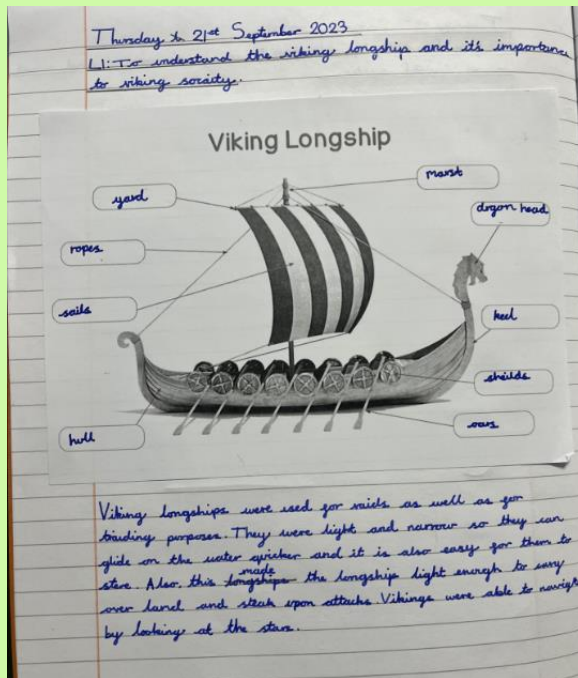
History:

- Why did the Viking settle in Britain?
- What were settlements like during Viking times?
- What were the characteristics of a Viking longship?

Computing

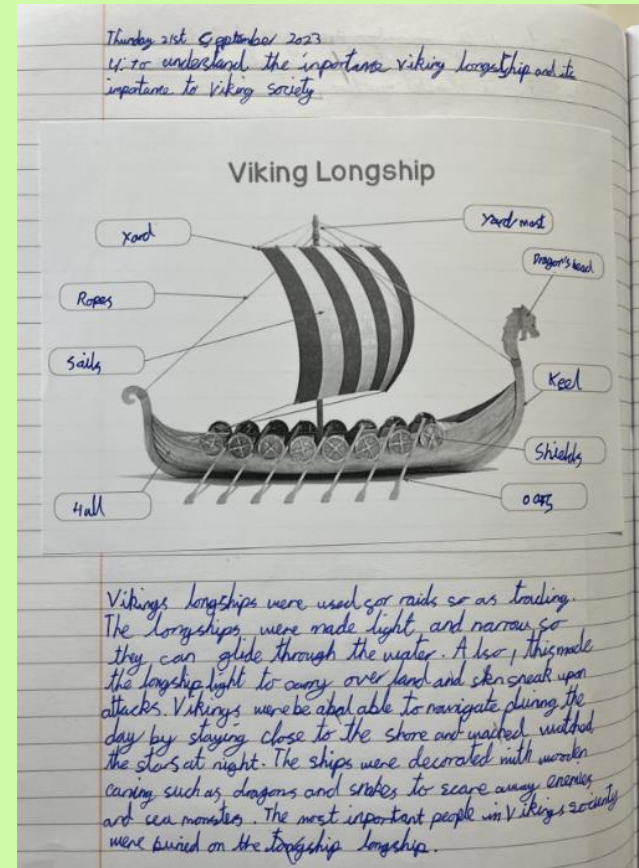
- Develop understanding of computer systems
- How information is transferred between systems and devices
- Explain the input, output and process of different systems

Expectations and presentation



To achieve these high expectations, children need to:

- Follow the school rules
- Listen to instructions
- Contribute to class learning
- Strive to be the best they can
- Be proud of their learning



Home Learning: Expectations

Set: every **Thursday**

Due in: every **Tuesday**

There is an example completed by the children at the front of their books. This is the minimum expectation for Home Learning each week.

Home Learning: Expectations

Reading

Your child needs to read at least five times a week.

At least three times a week they may read independently and sign their reading record themselves.

At least twice a week an adult needs to ask them questions about what they have read and sign the reading record with a comment about how they have done and/or what strategies they used. The pupils will be receiving new reading bookmarks

| Date | Book Name and Page Number | Comments |
|------|-------------------------------|--|
| 27/9 | The Wind in the Willows pg 36 | Found a few words tricky, but sounded the word out with syllables. Great reading (FA) |

Home Learning: Expectations

Maths

Three challenges are set.

The children choose one challenge to complete.

Each week examples of challenges will be given so that the children can see what is expected.

Work needs to be completed in pencil.

Lines need to be drawn with rulers (including crossing out).

One digit per square.

Unless stated, children should not complete the questions on the sheet. Instead, they must use the squares in their book.

Home Learning: Expectations

Spelling

Three challenges set.

Your child needs to select one challenge.

There are five words in each challenge.

As well as writing one sentence for each word, the children will need to fill in the grid, looking closely at each word.

Their five words may be used within the same sentences, so long as the words match the context.

[illegible]

Home Learning: Expectations

Home Learning Grid

Eight activities are set each half term.

Each week, your child needs to pick one activity to complete.

There is a challenge element to the grid which we expect students to attempt on some tasks if not all.

| <p align="center">Bowmansgreen Primary School Year 5 – Home Learning Grid Autumn Term 1</p> | | | |
|--|--|--|---|
| <p align="center">Choose one Home Learning activity to complete each week. You can choose which task to complete and the order in which you do so. Once you have completed an activity, please ask a parent/carer to initial and date in the appropriate space. You may wish to include photographs of larger pieces of work and/or practical activities. Home learning is to be handed in by Tuesday each week.</p> | | | |
| <p align="center">Task One</p> <p>This year, you will learn about how important boats were to the Vikings. We would like you to create a 3D Viking Boat (which can be brought into school or may be photographed and put into your book). The link below shows how you could make the boat but there are many other ways in which you could create one. Good luck warriors!</p> <p>https://www.hobbycraft.co.uk/ideas/kids/how-to-make-a-viking-longboat</p> <p>Challenge! Can you add a shield to your boat? Make sure you have scary looking colours to warn your enemies that you are one your way.</p> <p>Parent/carer signature and date: _____</p> | <p align="center">Task Two</p> <p>We are learning about Harvest Festival in preparation for our assembly. Create an acrostic poem for at least one of these harvest-related words.</p> <p align="center">Donations Giving</p> <p>Here is a website with some easy steps for creating an acrostic poem. https://www.poetry4kids.com/lessons/how-to-write-an-acrostic-poem/ Use the website for some examples of harvest related acrostic poems. https://www.linakerschool.co.uk/harvest-acrostic-poems/ Challenge! Can you adapt your poem so there are four rhyming words within it?</p> <p>Parent/carer signature and date: _____</p> | <p align="center">Task Three</p> <p>This term, we are learning about the Vikings. We would like you to explore their diet. Have a go at baking some Viking bread. Use the link below for a recipe and instructions. https://raisingthefelongschools.com/kids-in-the-kitchen-viking-bread-recipe-2/ After you have made this bread, we would like your reflections in a paragraph. Did you like it? What was the texture like? Is there something that you would change in the recipe to make it tastier? Do you like it more or less than the bread you eat normally?</p> <p>Challenge! Look at this link and find out what the Vikings did to preserve food. They couldn't put food in the fridge or the freezer like us. https://www.bbc.co.uk/history/ancient/vikings/food_01.shtml</p> <p>Parent/carer signature and date: _____</p> | <p align="center">Task Four</p> <p>Watch the three BBC Bitesize videos on the website below about the three different states of matter. https://www.bbc.co.uk/bitesize/topics/z6p6ap3/articles/z6p6ap3/articles/z6p6ap3 Write down the properties of each state: liquid, gas and solid.</p> <p>Challenge! Is it true that water can be a liquid, solid or gas? Write a paragraph to answer this question.</p> <p>Parent/carer signature and date: _____</p> |
| <p align="center">Task Five</p> <p>Create a spider diagram or mind map about the life of an Anglo-Saxon. Try to include information about: what clothes they wore, their homes, living conditions, gods, jewellery etc. Use the link below to help you. https://www.bbc.co.uk/education/topics/zxsbcdm Try and include at least nine pieces of information on your diagram.</p> <p>Challenge! Write a paragraph to explain the effect the Normans had on Anglo-Saxon England. https://www.bbc.co.uk/education/topics/zxsbcdm Why was the Norman Conquest important? - BBC Bitesize</p> <p>Parent/carer signature and date: _____</p> | <p align="center">Task Six</p> <p>Watch the video and read the webpage on irreversible changes. https://www.bbc.co.uk/bitesize/topics/z6p6ap3/articles/z6p6ap3/articles/z6p6ap3 Write a fact page about irreversible changes. Have a section on each of these: heating, burning and mixing. You will need to include: a title, subheading, paragraphs and bullet points. Try to include at least nine facts. https://www.theschoolrun.com/what-information-text</p> <p>Challenge! Write a fact page about reversible changes (the same webpage can help).</p> <p>Parent/carer signature and date: _____</p> | <p align="center">Task Seven</p> <p>We have discussed being safe online and how we should manage ourselves. We would like you to write a paragraph giving advice to Sofia. <i>Sofia keeps receiving messages on Tiktok which are unkind, but they are from people that Sofia hasn't met in the real world. (They are online friends). These messages are really upsetting her, but she doesn't want to talk to her parents about it in case they ban her from using her phone or tablet.</i> <i>What should she do?</i> Remember to use: fronted adverbials, conjunctions and to check your sentences make sense. https://www.childnet.com/help-and-advice/what-should-i-do-if-someone-online-is-mean-to-me/ Challenge! Write two ways in which Sofia could have avoided receiving messages from an unknown person in the first place.</p> <p>Parent/carer signature and date: _____</p> | <p align="center">Task Eight</p> <p>In PSHE, we have been reflecting on our actions and how the choices we make can lead to rewards and consequences. We would like you to create a scenario and write the consequence if you act in a responsible way and the consequence if you act in an irresponsible way. You can use this link below to help you: https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-is-responsibility.html (Scroll down the page to see examples of scenarios and consequences.) Challenge! What advice would you give to somebody who was distracting their peers during a lesson? How would you support this person to change their actions, so it does not lead to a negative consequence?</p> <p>Parent/carer signature and date: _____</p> |

Home Learning Club

Every week there is the opportunity for your child to attend home learning club on a Monday lunch time. This may be if they would like support with their homework or a place to complete it!

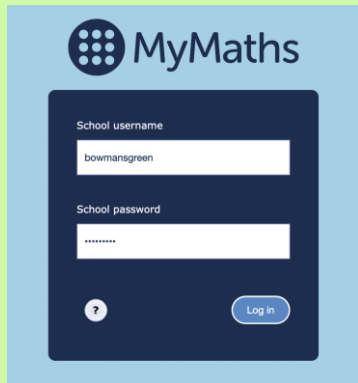
My Maths and Times Table Rockstars



Logging in

Each half term we will set 6 tasks for the children to complete. These tasks are not compulsory.

MyMaths is a helpful resource which can support your children's mathematical learning.



MyMaths

School username

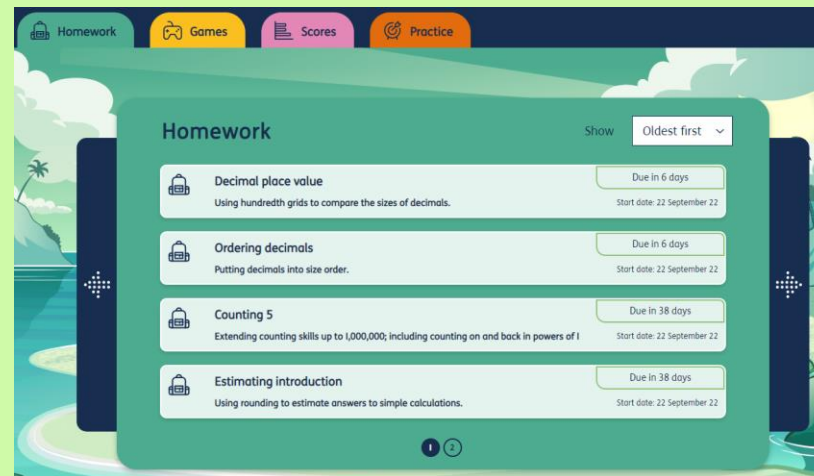
bowmansgreen

School password

.....

?

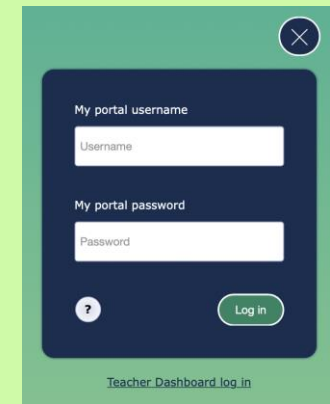
Log in



Homework

Show Oldest first

| Task | Due | Start date |
|--|----------------|-----------------------------|
| Decimal place value Using hundredth grids to compare the sizes of decimals. | Due in 6 days | Start date: 22 September 22 |
| Ordering decimals Putting decimals into size order. | Due in 6 days | Start date: 22 September 22 |
| Counting 5 Extending counting skills up to 1,000,000; including counting on and back in powers of 1 | Due in 38 days | Start date: 22 September 22 |
| Estimating introduction Using rounding to estimate answers to simple calculations. | Due in 38 days | Start date: 22 September 22 |



My portal username

Username

My portal password

Password

?

Log in

Teacher Dashboard log in

Bowmansgreen Portal

Log in: bowmansgreen

Password: square123

Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.

Word of the week

Every week we will have a new word that we will look at in depth.

It is important that the discussions of these words continue at home, to support your child's developing vocabulary.

Things you could ask:

What does it mean?

What is the etymology of the word?

Do you know any synonyms or antonyms?

Can you use it in a sentence?

How does the word change when you add a prefix or a suffix?

Every Word of the Week will be
posted on the school app!

Key Dates

| <u>Event</u> | <u>Date of the event</u> |
|-------------------------------------|--|
| Harvest Assembly | Monday 5th October |
| Family Consultation Evenings | Tuesday 3rd October and Thursday 5th October |
| Curriculum Evenings | Thursday 19 th October, Thursday 14 th December, Thursday 15 th February, Thursday 21st March, Thursday 11 th or 18th July |

The school calendar (found on the website and the app) will update you with more key dates throughout the year.

Any questions?

