



Dear Parents/ Carers,

It has been an excellent first term at Hinguar and I would like to thank you for your continuous support.

Over this term, the children in Year 5 will be exploring the topic of Up, Up and Away and learning about the following:

<p><b>Maths:</b></p> <p>Throughout the term, the children will be learning to:</p> <p><b>Multiplication and division:</b> use short division, divide a 4-digit number by a 1-digit number, divide with remainders, choose efficient methods of division and solve problems with multiplication and division</p> <p><b>Fractions:</b> multiply unit fractions by an integer; multiply non-unit fractions by an integer; multiply mixed numbers by integers; calculate fractions of a quantity; fractions of an amount; using fractions as operators; fraction problem solving</p> <p><b>Decimal and Percentages Decimals</b> up to 2.dp.; decimals as fractions; understand thousandths; thousandths as decimals; rounding decimals; order and compare decimals; understand percentages; percentages as fractions and decimals; equivalent F.D.P.</p> <p><b>Perimeter and area:</b> Perimeter of rectangles; perimeter of rectilinear shapes; perimeter of polygons; area of rectangles; area of compound shapes; estimate area</p> <p><b>Statistics:</b> Draw line graphs, Read and interpret line graphs, Read and interpret tables, use two-way tables and read and interpret timetables.</p>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading - Class Books:</b> <ul style="list-style-type: none"> <li>○ <i>The Jamie Drake Equation</i> by Christopher Edge.</li> <li>○ <i>A Kind of Spark</i> by Ellie McNicoll</li> <li>○ Both these books will be read every day and studied twice a week as part of our Whole Class Reading sessions.</li> </ul> </li> <li>• <b>Writing:</b> We will be using The Write Stuff English writing scheme to write our own poetry, a narrative, a biography and one explanation piece.</li> <li>• <b>Grammar and Punctuation:</b> This will consist of revision of previous years' work as well as learning of the Year 5 curriculum. To be covered this term: word classes, adverbs of possibility, modal verbs, phrases, clauses, inverted commas to punctuate direct speech, past perfect verb tense, apostrophes, fronted adverbials, noun phrases and preposition phrases.</li> <li>• <b>The Spelling Book:</b> this is a scheme which ensures pupils have a good understanding of an immense range of vocabulary and can monitor their own strengths and weaknesses in spelling. Children will work weekly to develop expertise and fluency.</li> </ul>	
<p><b>Science:</b></p> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movements of Sun, Earth and Moon.</li> <li>• Explore how the rotation of the Earth makes day and night.</li> <li>• To learn about how the Earth's tilt makes the seasons.</li> <li>• To learn about the phases of the moon.</li> <li>• Discover about how theories of our solar system have changed.</li> <li>• To investigate the planets in the solar system.</li> </ul>	<p><b>Computing:</b></p> <p>The children will be studying the following units in computing this term.</p> <p>Databases 2Question, 2Investigate Game Creator Programs - 2DIY</p>	<p><b>Geography:</b></p> <p>This term, the children will be learning about: Marvellous Maps -</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude.</li> <li>• Longitude</li> <li>• Equator</li> </ul>

<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>To understand the terms mass, gravity and weight.</li> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> </ul>	<p><b>History:</b></p> <p>This term in History, we will be investigating women in Nasa.</p> <p>Much of our unit will be focused on the book Hidden Figures which tells the story of three African- American women who worked as computer analysts and mathematicians to solve problems for engineers and others at Nasa.</p>	<ul style="list-style-type: none"> <li>Northern Hemisphere</li> <li>Southern Hemisphere.</li> <li>Tropics of Cancer /Capricorn</li> <li>Arctic / Antarctic Circle</li> <li>The Prime/Greenwich Meridian</li> <li>Time zones</li> </ul>
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<p><b>PSHE:</b></p> <p><b>Health and Wellbeing</b> – How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies</p> <p><b>Relationships</b> – How can friends communicate safely? Friendships; relationships; becoming independent; online safety</p>	<p><b>Music:</b></p> <p><b>Charanga:</b></p> <p>Make you feel my love Fresh Prince of Bel Air</p> <p>They will also be learning the recorder this term.</p>	<p><b>PE:</b></p> <p>Dance/ gymnastics</p> <p>Defending/ attacking games</p>	<p><b>Art/DT:</b></p> <p>Design and create a solar system using scale.</p> <p>Flying Machines of Leonardo DaVinci</p>
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<p><b>RE:</b></p> <p>The Big Question this term will be: If God is everywhere, why go to a place of worship?</p>	<p><b>French:Time</b></p> <ul style="list-style-type: none"> <li>say and order the days of the week say and order the months of the year</li> <li>count on from 11-31</li> <li>say their own birthday and ask other people for their birthday</li> <li>write a sentence using the given topic vocabulary</li> </ul>
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<p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>Read 5 times a week at home <b>to an adult</b> and engage in a discussion regarding what has been read. Parents and carers should use the <b>KS2 Parent Comment Bank in the front of the reading records</b> to help with what to write in the home-school record.</li> <li>Practise common exception spellings using look, cover, write and check. Children should also be able to use each word in a sentence, demonstrating their understanding of the definitions of each word. Spellings will no longer be tested weekly.</li> <li>Keep practising times tables, ready to be tested each week in a weekly Ninja Maths test.</li> <li>Every week, children will be set a Maths or English task. In addition, once fortnightly children may complete 1 task from the Up, Up and Away Creative Topic mat homework sheet. Homework will be set on the Friday.</li> </ol>	<p style="text-align: center;"><b>General Notices:</b></p> <p>Pupils to be in school for 8.35am with their reading records and reading books.</p> <p>Pupils to read to parents/carers five times a week and reading records should be signed by the adult.</p> <p>Homework is set on Fridays. Spellings will no longer be tested weekly, but we would urge students to continue to practice the Year 5 and 6 Common Exception words which can be found in your children's Reading Records.</p> <p>Please send your child in their <b>PE kits on Thursday</b>. Until February half term, P.E. lessons will be indoors unless otherwise notified. After half term, please ensure your child is wearing their tracksuits and sweaters for P.E. lessons outside.</p> <p>Should you need to talk to the class teacher, please either; write a note in the home/school contact book, leave a message via the office using <a href="mailto:teachers@hinguar.secat.co.uk">teachers@hinguar.secat.co.uk</a>.</p>
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<p><b>Please encourage your child to:</b></p> <ul style="list-style-type: none"> <li>Read out loud at home to an adult five times a week.</li> <li>Come into school ready and HAPPY to learn.</li> <li>To be in the correct school uniform.</li> <li>Be in school every day.</li> <li>Complete weekly homework, timetables practice and spelling work on time.</li> </ul>	<p style="text-align: center;"><b>Hinguar Star</b></p> <p>If your child remains in the learning zone at school all week and reads five times weekly to an adult, they will receive their Hinguar Star.</p> <p style="text-align: center;">Thank you for your support, Mrs Emmings and Mrs Mistry</p>
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<p><b>Dates for your diary:</b></p> <p>3.2.25 - KS2 Choir at Young Voices</p>
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