

Term 2 Newsletter (Tiger Class)



Dear Family Members,

Welcome back Somerdale families. Even though the break was short, hopefully it was a restful one.

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. If you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, (info@somerdaleet.org.uk), or at the end of the school day.

The Year Five team:

Jim McLaughlin
Class Teacher
Monday - Friday

Sonia Skuse
Learning Support Worker
Monday – Wednesday

Lisa Garasto
Learning Support Worker
Thursday - Fridays

Enquiry Question this term: Who were the Anglo-Saxons?

This term our enquiry question is grounded in History and Geography where we will explore the violent and turbulent times of Anglo-Saxon Britain. We will observe the many tribes and influences in Anglo-Saxon Britain taking note of prominent invaders of the time. We will see how the different factions divided up the land and how the seven kingdoms formed. We will look at the etymology of place names such as Oxford and discover why they were named the way they were. We'll note a typical day-in-the-life of an Anglo-Saxon villager and the jobs they would have performed, exploring the culture of the time along the way. We will also explore the evolving religious movement of the time, noting Anglo-Saxon gods, as well as their heritage to the names of our days of the week, and the introduction of Christianity to a former Roman Britain.

Learn Together

This term we will be focusing on 'Sacred', considering the following:

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify items and places significant or sacred to them and articulate reasons for this significance.
- Identify items in the classroom, school and locality that are considered significant or sacred and articulate reasons for this significance.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)

- Articulate the feelings these items or locations evoke such as happiness or belonging.
- Identify appropriate behaviour while holding or touching someone's sacred item or while in someone's sacred space.

Enquire (children speculate and ask questions about concept)

- Articulate a definition of the term 'sacred'.
- Articulate the difference between something or somewhere being significant or sacred and something or somewhere being important.

Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17: you have the right to honest information from the media that you understand.

Article 19: You have the right to be protected from being hurt or badly mistreated.

English

Our focus book this term is 'The Viewer' by Gary Crew and Shaun Tan. A mature and darker text than Term 1 which focuses on the history of different time periods throughout human history from as early as the stone age through to the modern age of technology and nuclear energy. A young boy named Tristan witnesses snapshots of each period, encountering all the great triumphs and downfalls within. We will explore these themes through Tristan's eyes and write a descriptive sequel to the tale's dystopian ending.

It will be for Year 5 as authors to decide if Tristan's sequel will restore him back to relative normality or will remain a tale of warning not to let curiosity consume us.

We have been thoroughly practicing our Year 5/6 spelling list alongside our No-Nonsense spelling lessons and we will continue to our coverage this term.

In guided reading sessions, children will continue to build comprehension and understanding using our VIPERS questions. We will be reading about Boudica

Maths

We will be covering the following for our maths sessions:

Multiplication and Division (Unit A)

Step 1	Multiples
Step 2	Common multiples
Step 3	Factors
Step 4	Common factors
Step 5	Prime numbers
Step 6	Square numbers
Step 7	Cube numbers
Step 8	Multiply by 10, 100 and 1,000
Step 9	Divide by 10, 100 and 1,000
Step 10	Multiples of 10, 100 and 1,000

Fractions (Unit A)

Step 1	Find fractions equivalent to a unit fraction
Step 2	Find fractions equivalent to a non-unit fraction
Step 3	Recognise equivalent fractions
Step 4	Convert improper fractions to mixed numbers
Step 5	Convert mixed numbers to improper fractions
Step 6	Compare fractions less than 1
Step 7	Order fractions less than 1
Step 8	Compare and order fractions greater than 1
Step 9	Add and subtract fractions with the same denominator
Step 10	Add fractions within 1
Step 11	Add fractions with total greater than 1
Step 12	Add to a mixed number
Step 13	Add two mixed numbers
Step 14	Subtract fractions
Step 15	Subtract from a mixed number
Step 16	Subtract from a mixed number - breaking the whole

As scientists we will be looking at materials and their properties:

- i. compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).
- ii. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

As geographers and historians we will:

- We will observe the many tribes and influences in Anglo-Saxon Britain taking note of prominent invaders of the time.
- We will see how the different factions divided up the land and how the seven kingdoms formed.
- We will look at the etymology of place names such as Oxford and discover why they were named the way they were.
- We'll note a typical day-in-the-life of an Anglo-Saxon villager and the jobs they would have performed, exploring the culture of the time along the way.
- We will also explore the evolving religious movement of the time, noting Anglo-Saxon gods, as well as their heritage to the names of our days of the week, and the introduction of Christianity to a former Roman Britain.

<p>As designers, artists and creators we will:</p> <ul style="list-style-type: none"> • Experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. • Use a sketchbook to collect and develop ideas. • Create printing blocks using sketchbook ideas. • Develop techniques i.e., mono-printing, block printing, relief/impressed method. 	<p>Coaches from Bristol Sport return this term and will be teaching alongside staff to work on Dance skills with the children on Mondays. On Thursdays, Jim will be taking PE sessions where we will focus basketball.</p>
<p>Children will continue to have music taught by professional musicians from Preludes on Fridays.</p>	<p>In computing, children will learn to</p> <ul style="list-style-type: none"> • explain the key features of the video format • observe different camera angles and their usage • combine filming techniques for a given purpose • use the editing process to develop ideas further • publish their own video media • recognise media needs to be exported before it can be shared

Important Info for parents

The link below is for our class' Google Drive where you'll find a range of useful resources, photos and weekly timetables.
https://drive.google.com/drive/folders/1bkzGtptDk6P2IFUad0ZzsAH_A3ViF0fb?usp=sharing

PE Equipment

P.E days this year will be Mondays and Thursdays so children will need to come to school wearing clothing and footwear that is suitable to exercise in. Here is a list of things that would be suitable to wear on these days. We ask that all items are clearly labelled with your child's name and year group so that it does not get lost.

PE kit list

- Short sleeved free moving top
- Jumper (if weather appropriate)
- Shorts or leggings (no denim)
- Trainers suitable for running
- Hair tidied up
- No jewellery

Morning/Afternoon Routines

In the mornings and afternoons, when waiting for the doors to open/your child to come out, please wait on the playground by the Year Five classroom.

The door opens at 8.40am and closes at 8.50am. Within this ten minute window, children will be practising their handwriting, spellings, maths questions and completing marking challenges in their books before the register at 8.50am. Pick-up is at 3.10pm.

Please call the office or e-mail info@somerdaleet.org.uk before 2pm if there are any changes to pick-ups at home time.

Reading Records & books

Your child will come home with a reading record and book this week. All children should be aiming to read 4 times a week.

When your child reads at home, you can record this in their reading record. Please date each time your child reads at home, however you only need to leave a comment if needed. For example, if you find your child found a book or certain keywords tricky, found tricky or showed strength in answering questions or if they read fluently. Jim will check for comments once a week and reply to any if required.

Date	Book title and page number	Comments
6/9. 7/9 8/9 9/9	Charlie and the chocolate factory	Found this a bit tricky, but answered a good few questions.
10/9.	Gansta Granny	

This year, Year 5 will be changing their reading for pleasure book on Mondays when the whole class will go to the library. This book is taken out in their name and the condition is recorded. Please make sure that all books lent out are returned within the following two weeks. The children will also have a book with a book band colour suitable to their reading level which they should bring in everyday to and from school.

We highly recommend children read the colour band books they take home a few times before changing it. This really helps them to build up fluency and understanding which leads to them making faster progress in their reading skills.

Family Helpers

If you, or a family member (such as grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can help with:

- listening to children read across the year groups
- developing our reading resource packs

Or perhaps you have another skill you think would be useful? If you are interested then please fill in the online form via the link below: <https://forms.gle/HcSTVaKetKyasohZ7>

Volunteers will need to have a DBS check completed for safeguarding reasons. Amy and Rachel in the office will organise this and there is no cost. Once you've indicated your interest, Sam will get back to you. ☺

A couple of requests...

- Please talk to your child before school each morning about lunch choices, so that they know which option they will choose when they come to school.
- Please bring a named water bottle into school – filled with plain water only.
- Please name all clothes! Last year we had lots of unnamed lost clothes, please label them, and check periodically that the name is still visible.
- This year your child needs to bring their bookbag into school every day. Inside their bookbag should be their reading record, spelling journal and reading books.