

Maths

In mathematics this term we are going to be learning about all statistics then shape, with a focus on angles.

Statistics

The children start off this unit by drawing, reading and interpreting line graphs.

Visit this website for further help:

<https://www.bbc.co.uk/bitesize/topics/zqgrd2p/articles/zqv8bqt>

Possible sentence stems:

The horizontal axis shows ___ and the vertical axis shows ___

At ___, the graph reads ___

At ___, the graph reads ___

The difference between the two points is ___

The children then move on to reading and interpreting tables, including two-way tables. E.g:

The two-way table shows the staff at a police station.

	No glasses	Glasses	Total
Constable	55	24	79
Sergeant	8	5	13
Inspector	2	4	6
Chief Inspector	1	1	2
Total	66	34	100

- ▶ How many inspectors wear glasses?
- ▶ How many sergeants do not wear glasses?
- ▶ How many constables are there altogether?
- ▶ How many people work at the police station?

The table shows some information about how children in Key Stage 1 and Key Stage 2 travel to school each morning.

	KS1	KS2	Total
Walk		95	118
Car	45		70
Bus	9	27	
Bike		56	56
Total			

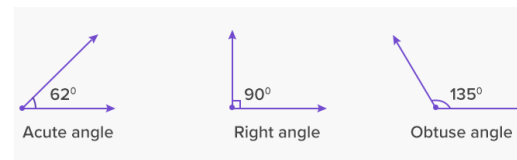
- ▶ Complete the table.
- ▶ Which key stage has more children in it?
- ▶ What is the most popular method of getting to school for each key stage?

They complete the unit by reading timetables.

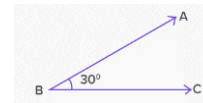
To practice this skill, try the activities on the following website:

<https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z4dgvwx>

Shape: During this unit we will be learning to name, draw and measure angles.



Angle ABC measures 30° so therefore it is an acute angle.



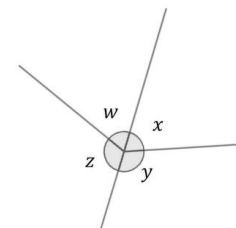
Watch these clips to help you talk to your child about angles:

<https://www.youtube.com/watch?v=NVuMULQjb3o>

<https://www.bbc.co.uk/bitesize/articles/zdsrsk7>

The children will then move on to calculating angles around a point and on a straight line.

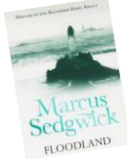
What will the sum of angles w , x , y and z be?



<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/z7p4g7h>

English

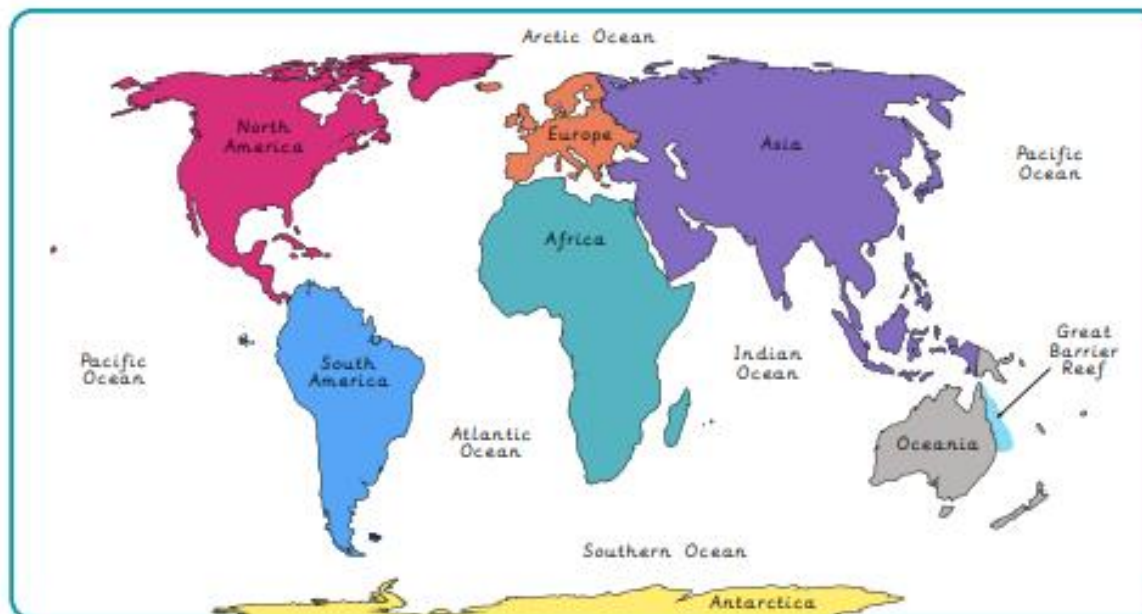
In English our three main writing genres will be Adventure story writing, poetry and an information text.

Writing Genre:	Adding dialogue to a narrative.	Poetry	Newspaper reports
Work:	Year 5 pupils will be adding the dialogue to a story. We will discover how important and powerful this can be. Not only for character development but also for helping our reader to understand the mood.	Pupils will be looking at various different types of poems. We will be working on reciting some poems within a group and will write our own poem based on the journey of a river.	We will research an event that took place on the River Thames near Gravesend. The children will then create their own news worthy event and write a newspaper report.
Main skills covered	We will revise our knowledge of the rules of punctuation around speech and consider how a variety of clauses in our sentences can develop our description.	We will be including our geographical knowledge as well as considering how to create poetic verse. The children will develop their use of similes and personification when writing their own version of a poem. We will also be exploring fluency, when reciting poems	We will develop our understanding of features of a newspaper report before using them to write our own report. These will include: Stand first, use of quotes, eye witness statements and persuasive techniques.
Ways to help at home:	Look at and discuss how to punctuate speech:: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z8d78hv	How to write poetry https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zb4tbdm	How to write a newspaper report: https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z739whv
Reading and Spelling:	Guided Reading	Our weekly Spelling patterns:	
	This term we will be studying Floodland , by  Marcus Sedgwick.	We will be learning: words that end in 'cious' 'tious' 'cial' and 'tial' as well as homophones (words that sound the same but are spelt differently and have different meanings.)	

Why do oceans matter?

Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.



Why do oceans matter?



Why are oceans important?

- They are used for trading between countries.
- Ocean currents influence our weather.
- They provide food and jobs.
- They are used for fun activities.
- They give us ingredients for medicine.
- They absorb carbon dioxide and warm our planet.
- Coral reefs act as a buffer to natural disasters.
- Coral reefs are home to a quarter of our marine species.



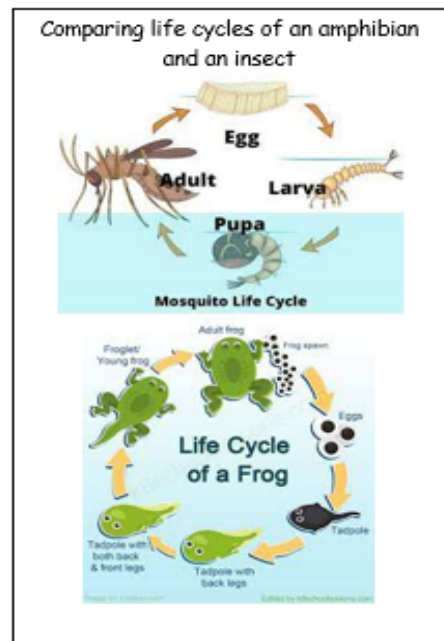
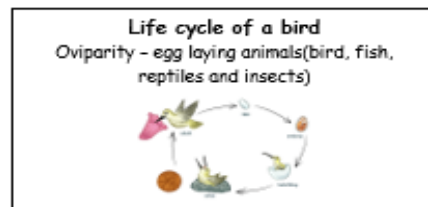
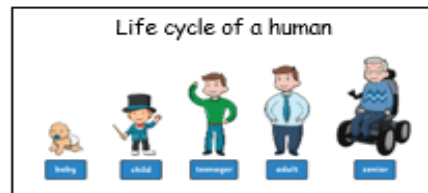
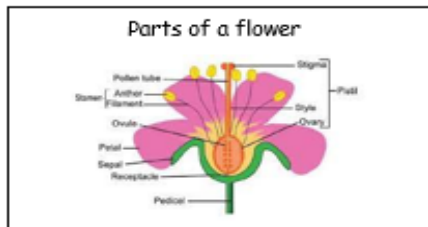
ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

Y5 – Living things and their habitats

Prior Learning - Whilst this is a new topic, pupils may benefit from recapping what they have learnt about light as this will help with some concepts

- 2 I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- 4 I can recognise that living things can be grouped in a variety of ways.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
I can recognise that environments can change and that this can sometimes pose dangers to living things.

I can Living things and their habitats - Year 5
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
Describe the life process of reproduction in some plants and animals.



Key Vocabulary	
asexual reproduction	To reproduce on your own without a mate.
anther	The part of a stamen that produces and releases the pollen
carpel	The female reproductive organ of a flower, consisting of an ovary, a stigma, and usually a style.
fertilisation	When an egg and pollen (or sperm) meet to form an embryo or seed
germination	If a seed germinates or if it is germinated, it starts to grow
gestation	When a baby animal develops inside its mother.
larva	The young form of some animals which looks very different from its parents.
metamorphosis	A dramatic change in the life cycle of an animal in which it ends up looking totally different.
pollination	To pollinate a plant or tree means to fertilise it with pollen. This is often done by insects.
sexual reproduction	To reproduce with both a male and female
stigma	The top of the centre part of a flower which takes in pollen