

Autumn Term in Tolerance and Diversity classes...

'Encouraging each other, overflowing with hope.'

Welcome back to school, we are so happy to see you all again! We have had a wonderful start to our school term; all of the children have impressed us with their enthusiasm and eagerness to get back to learning.

If you would like to see the wonderful work we do each week, please do visit our class pages (Tolerance - 5C and Diversity - 5A) on the school website <http://www.gofederation.co.uk/StThomasYear5-a.asp>. Following @StThomasBoston on Twitter will also keep you up to date with all the latest school information, as well as @MrsLAusten and @MrsCyear5 for individual class information and pictures.



Race to Space

What are the most significant space achievements to date?



Our learning in the Autumn term centres around space. In History, we go back in time to discover the origins of the Cold War in order to understand the significance of the moon landings in 1969. Our Science focus will begin with Forces, to better understand the unseen role these play in the universe, then move on to the solar system, learning about our own as well as the other planets. As part of this, we are asking children to be creative in their homework this term! They have the option of making a model of the solar system to show their understanding, or choosing a space related idea each week from the list in their homework books. We want to encourage the children to be creative, so there are options for making things (shoebox solar systems are always popular!) as well as putting together a presentation about their favourite aspect of space. As we know these kinds of projects don't suit everyone, there are options for drawing and writing challenges as well.

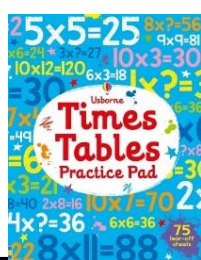
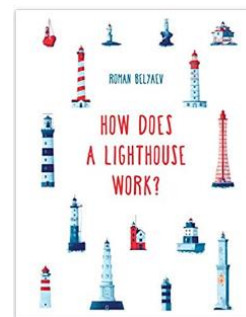
Spellings will be given out on Friday and tested the following Friday. We advise children use a Look, Say, Cover, Write, Check approach as set out on the spelling sheet. Other ways to help children learn include chanting the letters, finding words within words, and circling the letter combinations they find tricky. This makes the learning more exciting and memorable.

Homework will be handed out on Friday, and should be handed in the following Wednesday.

Reading at home is vital for children, as this helps them practise the skills they learn in school. Research shows children who read for 20 minutes a day, see or hear 1.8 million words per year – those who don't are missing this number of words! Please sign your child's Reading Record whenever they read as this helps us monitor their aptitude and progress. Children receive house points for every adult signature in these books – please do sign when you have either listened to them read or seen them reading by themselves. Please encourage them to read daily, and ask them questions about what they have read. It is important to check that children can answer questions and not just say the words in their books – if they are unable to answer, it shows they are not taking in the information.

In Year 5 we expect the children to change their books independently. As soon as they have finished a book, it can be changed. The school reading books (and Reading Records) are expected to be in school daily. Reading should be a pleasure, please encourage your child to read for a short while each day.

Our class book this term is *How Does a Lighthouse Work?* by Roman Belyaev, a fascinating and beautifully illustrated non-fiction book, full of facts and answers to questions about lighthouses.



Times tables In Year Five, children are expected to already know ALL of their times tables. Please help your child by practising with them (chant, practise online games like Hit the Button, make them answer ten questions before they are allowed on their tablets...). If they do know them, brilliant – the next step is how quickly they can recall them so practise speed next!

PE KIT must be in school daily- timetabled lessons are as below, but we may take the opportunity to get active at any time!

Year 5 - PE every Tuesday (football) and Thursday (fitness).

Any jewellery must be removed, including earrings, and long hair must be tied back please.



Many parents have asked how they can help their children learn at home, so here are some websites that will provide practise in key skills. A great way of supporting your child's learning (and a fun one) is to play the online games with them.

<http://www.woodlands-junior.kent.sch.uk/> Mainly Maths, English and Science games and interactive activities. This site is also a great help with homework and key History and Science facts for independent research.

<http://www.bbc.co.uk/schools/> Age appropriate, subject specific activities, revision activities, games, worksheets and experiments.

<http://www.topmarks.co.uk/Search.aspx?Subject=16> A great site for Maths games, perfect for revision.

<https://www.topmarks.co.uk/maths-games/hit-the-button> Hit the Button is a fun way of practising times tables, please encourage your children to use this!

If you have any questions please do not hesitate to speak to one of the Year 5 team. Mrs Crawford is the class teacher for Class Tolerance and Mrs Austen is class teacher for Class Diversity, with Miss Webster, Miss Overton, Miss Ainsworth and Miss Rekasiate assisting.

We all look forward to interacting with you over the year, as we work together to bring out your child's potential. We love to hear about achievements outside of school so please do encourage your child to bring in certificates, trophies and other recognition of out of school activities to share with us.



Curriculum Overview - Autumn Term

Term 1 in Year 5

Art

We will explore the art form of sculpture, through the work of artist Edgar Degas. We will create our own sculptures using space as our inspiration.
How can sculpture tell a story?

English Skills

This term will focus on writing to inform. Through understanding the genres of descriptions and biography we will develop appropriate styles of writing. This will include developing a deeper understanding of sentence structure and selecting vocabulary for effect.

Science

We begin with Forces in Term1, exploring the effects of friction and gravity, gears and pulleys, then move to focusing on the solar system for Term2. We will learn all about the Earth, moon and other planets and how gravity affects them.
How do we know forces exist when we cannot see them?

Computing

We focus on e-safety in Term 1, exploring various forms of online communication, including how to recognise and manage our online reputation.
How do we create an online representation?
How can we work together online?

History

Race to Space will enable us to work as historians to identify key events on a timeline and research them. Looking at a range of sources, we will be able to evaluate the reliability and relevance of evidence. This will enable us to decide whether the moon landings really did happen!
What are the most significant space achievements to date?

P.E.

Children will be working with Mr. Melson to develop team games, the first one being Football. Our other PE lesson will focus on fitness, beginning with a baseline assessment which the children will be challenged to beat at the end of term, showing their progress!
Can you be fit but not healthy?
Is a football player the only role you can aspire to be?

Mathematics

In mathematics, we will secure our understanding of place value (including reading and writing numbers to one million) before we move on to advancing our application of the four operations. These will be mastered in different contexts and within reasoning questions.

R.E

This term we focus on how the beliefs and practises of Hindus affect the way they live their lives. We will explore important concepts of the religion such as dharma and karma.
How do Hindus reflect their faith in the way they live?

Music

In music, the children will be developing their listening and appraising skills. They will listen to several pieces of music, identifying the instruments, and discussing pitch, dynamics and tempo.
How does the texture of music affect our likes and dislikes?

PSHE

We explore relationships and how to manage these, especially in the context of peer pressure, as well as strategies to positively resolve disputes and reconcile differences in friendships. Knowing when to ask for help is also addressed.
Are friendships always positive?

French

We learn vocabulary in order to be able to discuss and write about members of our families in French, building up to creating our own family tree.
Qui est dans votre arbre généalogique?

