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| New crest logo colour | ***Twiss Green Community Primary School***  ***TG logo blue*** |
| **Tel: 01925 762346**  **Fax: 01925 767885**  **E-Mail:** [**twissgreen\_primary@warrington.gov.uk**](mailto:twissgreen_primary@warrington.gov.uk)  **Website:** [**www.twissgreen.net**](http://www.twissgreen.net)  **Headteacher: Miss L A McGann, BEd (Hons)** | **Twiss Green Lane**  **Culcheth**  **Warrington**  **Cheshire**  **WA3 4DQ**  **Chair of Governors: Mrs A Platt** |

Friday 6th September 2019

Dear Parents,

Welcome to Year Five! I would like to take this opportunity to welcome you and your child back to school after the summer break. I am very much looking forward to teaching your child this year and would like to tell you a bit about what they will be learning this term. Our main focus is ‘Invaders and Settlers’; on the reverse of this letter there is further information about each specific subject area. I will be teaching the children every day with the exception of Tuesday afternoons when Miss Roberts will be covering my PPA time. We also have a fantastic team of adults who support the children’s learning in Year 5 which includes Mrs Nightingale, Miss Taylor and Mrs Maw.

The learning in Upper Key Stage Two begins to prepare children for secondary school and, as a result, it is important that routines and independence is encouraged. One significant element of this is homework. In Year Five the children will have two homework folders (green and red). The red folder has been sent home today and this is to be returned next Friday. The children will then bring home the green folder, to be returned the following Friday, whereupon the rotation will begin again. The folders will contain the following homework:

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| Week 1 | Fortnightly spelling focus on handwriting sheets, Mathematics homework, English, Science or themed work homework |
| Week 2 | Spelling game or task, More open-ended, or research based work. |

‘Talk homework’ will be set fairly regularly, particularly in Science. The idea behind this is that it allows children the opportunity to begin a unit of work having explored their understanding beforehand and perhaps clarified misconceptions, or generated questions to stimulate learning. In addition, the children will be expected to continually practise times-tables – it is vital that all the children know each times tables fact up to 12 x 12 - and keep an up to date Reading Journal that they bring to school **every day**. The Reading Journals should contain a weekly 'reading challenge' and a log of the child's reading. Should your child find any of the homework difficult, please let me know and I will be happy to work with them back in school. Your help and support with homework is greatly appreciated and will certainly help your child to progress.

There are three PE sessions per week (Tuesdays, Wednesdays and Thursdays) and, in addition, we will be running the daily mile at 9am on Fridays (weather permitting) so it is important that the children have their PE kit in school every day.

I realise that I have included lots of information here and that many of you may have questions, or matters you wish to discuss. I am always happy to speak to parents - feel free to make an appointment if you need to, or catch me before or after school most days (with the exception of Tuesday and Wednesday afternoons). Alternatively, I am more than happy to respond to email: [lkelly@twissgreen.net](mailto:lkelly@twissgreen.net).

Yours sincerely,

Mrs L Kelly

**This Half-Term's Learning**

**Theme: Invaders and Settlers**

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| **Subject** | **Learning** | **What can be done at home, or brought to school** | **Key Vocabulary** |
| **English** | Linked to our ‘Invaders and Settlers’ topic, we will be exploring the story of Beowulf and writing…   * explanation texts * diary entries * character descriptions * myths | Regular reading to improve fluency and vocabulary. Regular use of Reading Plus will also increase reading speed. Learn fortnightly spelling lists and the common usage of the words. Practise handwriting in the school style. | See website for Y5/6 SPaG terms and meanings. |
| **Mathematics** | Place value within 1,000,000, addition and subtraction, graphs and tables, multiplication and division and measure – area and perimeter. | *Daily practice of multiplication tables* - Nine sixes? How many sixes in 42? Six times four? Forty-eight divided by six? Three multiplied by six? Six times what equals sixty?  *Finding areas and perimeters* -collect 5 or 6 used envelopes of different sizes and ask your child to estimate the perimeter of each one to the nearest centimetre. Now measure. Write the estimate next to the measurement. How close did your child get? | ones, tens, hundreds, thousands, ten thousands, partition, estimate, round, compare, equivalent, ascending, descending, graph, table, horizontal, vertical, scales, axis/ axes, tally, digit, plot, dual line graph, scale, prime number, composite number, square number, cube number, multiple, factor, inverse, perimeter, area, distance, area, formula, brackets, length, width, centimetres, square centimetres. |
| **Science** | The children will be further extending their knowledge of ‘Forces’ and will explore air and water resistance, the effects of friction on movement and the effects of levers, pulleys and simple machines on movement. | Investigate what objects float and sink in the kitchen sink or the bath and find out about Archimedes' principle. Investigate different shapes of paper aeroplanes and which are most effective; discuss why. Make a simple pinball machine using a cardboard box and ice lolly sticks and explore the science of forces and motion.  Explore gravity by dropping a selection of objects on the floor – do they always fall? Discuss why.  Find out about Isaac Newton and Galileo Galilei. | Gravity, air resistance, water resistance, friction, surface, force, effect, move, accelerate, decelerate, stop, brake, mechanism, pulley, gear, spring, theory of gravitation, newtons, weight, upthrust, balanced, magnet, attract, forcemeter, buoyant, unbalanced force, velocity, aerodynamic. |
| **Themed Work** | Our main theme for this half-term is ‘Invaders and Settlers’, through which we will cover skills in English, Art, D&T, Geography, History and Computing. | Find out about the Anglo-Saxons. Who were they? Where did they come from? What was Anglo-Saxon life like? | Angles, Saxons, Jutes, mead, runes, thatch, weregeld, illumination, manuscript, Lindisfarne, longboat, longhouse, danegeld, raid, feast, jarl, figurehead, Valhalla. |
| **Art and Design** | Viking pencil portraits and ‘dragon eye’ sculptures linked to Beowulf. | Research images of dragon eyes and practising sketching techniques. | Scales, shading, pressure, texture, detail, draft, critique, clay, acrylic paint. |
| **PSHEE** | Through the theme ‘New Beginnings, the children will  children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning shared models for ‘calming down’ and ‘problem solving’. | Encourage the children to discuss their feelings about school; give them the opportunity to empathise with others and consider how their own behaviour effects their learning community. | Teamwork, motivation, enthusiasm, bravery, respect, anticipation, excitement, nervous, nervousness, worried, anxiety, anxious, petrified, frightened, terrified. |
| **ICT** | Linked to our themed work, the children will be exploring coding, using Scratch software. In addition, the use of IC &T in general is embedded across the curriculum and basic IC & T skills will be consolidated and extended as part of everyday learning. | Practise with Scratch at home (free software). | Debug, program, algorithm, loops, backgrounds, sprites, costumes, operation, animation, movement, action, motion, glide, scene, icon, code, sounds. |
| **PE** | Tuesdays – Dance with Miss Roberts  Wednesdays – Games with sports coach  Thursdays – Games with Mrs Maw | Be active! |  |
| **RE** | Throughout Year Five the children will be looking at the key question:  **Where can we find guidance about how to live our lives?**  The focus this half-term is***: How do people decide what to believe?***  The children will explore the Christian beliefs and teachings contained in the Apostle’s Creed and how shared beliefs unite the world-wide Church. Through this they will have the opportunity to explore the question of how people can live together well in modern Britain – and the value of being united in diversity. | Discuss and research the different types of Christians and churches that belong to the worldwide Christian community. | Apostles’s creed, belief, teaching, trinity, community, source of authority, guidance, worship, diversity, values. |
| **Spanish** | The children will use their knowledge of body parts and descriptive phrase to create ‘WANTED’ posters of Grendel (linked to Beowulf). | Practise common words and phrases already learned e.g. body parts, colours etc. | Arm — el brazo  Back — la espalda  Backbone — la columna vertebral  Brain — el cerebro, el seso  Ear — el oído, la oreja  Elbow — el codo  Eye — el ojo  Finger — el dedo  Foot — el pie  Hair — el pelo  Tongue — la lengua  Tooth — el diente, la muela  Knee — la rodilla  Leg — la pierna  Mouth — la boca  Muscle — el músculo  Neck — el cuello  Nose — la nariz  Shoulder — el hombro  Skin — la piel |
| **Music** | Music will be taught by Miss McGann and the children will be learning about rock music (Bon Jovi’s Livin’ on a Prayer being the main focus) | Listening to rock music and identifying the structure and instrumentation using appropriate vocabulary. | introduction, verse, chorus, bridge, middle eight (guitar solo- use of distortion), hook, backbeat, bass guitar, drums, keyboards, percussion |