

Topic: <i>Scandinavia</i>		
<p>In Literacy, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ Persuasive devices and techniques ▪ Formal writing ▪ Verbal debate ▪ Structure of a diary entry ▪ Narrative writing ▪ Use of flashbacks in narrative <p>Books we will be reading:</p> <ul style="list-style-type: none"> ▪ ‘The Dot’ by Peter H. Reynolds ▪ ‘Tatterhood’ ▪ ‘Oranges in no man’s land’ by Elizabeth Laird 	<p>In Maths, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ number and place value ▪ rounding ▪ negative numbers ▪ addition ▪ subtraction ▪ multiplication ▪ division 	<p>Key Maths vocabulary to learn and spell:</p> <p>Number and place value: numeral, place value, order, round, stands for, represents, regroup, >, greater than, <, less than, integer, positive, negative, above, below, zero, minus, next, consecutive, sort, classify, property, factor, square, cube, prime, Roman numeral</p> <p>Addition key vocab: add, addition more, plus, increase, make, sum, total, altogether, score, double, near double, one more, two more, ten more, one hundred more, how many more to make...?, how many more is... than...? How much more is...? inverse.</p>
<p>Educational Visit:</p> <p>We will be visiting Saint Paul’s Cathedral to learn more about Christian places of worship.</p>	<p>Key subject vocabulary to learn and spell:</p> <p>Fjord Arctic Circle Human geography Physical geography Precipitation Cardinal points Northern lights Peninsula Culture Glacier Currency Gulf Weather Climate Rural area</p>	<p>Subtraction key vocab: subtract, subtractions, take (away), minus, leave, how many are left/left over? , how many have gone?, one less, two less, ten less, one hundred less, how many fewer is...than...?, how much less is...? Difference between, half, halve, regroup.</p>
<p style="text-align: center;">Grammar: definitions to learn</p> <p>Modal verbs: to show if we believe something is certain, probable or possible (or not). [e.g. <i>can, could, may, might, shall, should, will, would, must</i>]</p> <p>Coordinating and subordinating conjunctions: a word used to connect clauses or sentences [e.g. <i>and, but, if, although, even though, since</i>]</p> <p>Cohesive devices: words that connect sentences or paragraphs [e.g. <i>for example, additionally, in conclusion</i>]</p> <p>Range of verb forms: reference to the different tenses of a verb [e.g. <i>to run, ran, is running, runs</i>]</p> <p>Noun phrases: includes a noun— a person, place, or thing —</p>		<p>Multiplication key vocab: times, multiply, multiplied by, product, multiple, inverse and x sign, double, multiple of, lots of, groups of, times as (big, long, wide...) product, lots of, groups of, repeated addition, array, row, column.</p> <p>Division key vocab: share, share equally, one each, two each, three each, group in pairs, threes..., equal groups of, ÷, divide, divided by, divided into, left, left over, remainder, factor, quotient, divisible by, inverse</p>

<p>and the modifiers which distinguish it. [e.g. <i>that dog, Aunt Audrey's dog, the dog on the sofa, the neighbour's dog that chases our cat, the dog digging in the new flower bed.</i>]</p>	<p>Urban area Capital city Population</p>		
<p>Your child will also be learning:</p> <ul style="list-style-type: none"> ▪ About Properties of materials in Science ▪ About Scandinavia in History/ Geography ▪ How to cut, rinse and mix vegetables and other food in Design & Technology, making a Scandinavian sandwich ▪ Drawing and painting portraits in a variety of styles in Art ▪ How to read and perform rhythms in Music ▪ Christian architecture and places of worship in Religious Education ▪ Developing confidence and responsibility in PSHE 	<p>Learn by heart:</p> <p>All your times tables (1-12) and the inverse</p> <p>'History of Vikings (Part I)' by Paul Perro (see below)</p>	<p>Spellings (Spelling Bee): learn to spell</p> <p>accommodate accompany according achieve aggressive category cemetery committee communicate community determined develop dictionary disastrous embarrass</p>	<p>Maths vocabulary:</p> <p>factorise prime factor thousandth mean average median likely statistics circumference perimeter</p>
<p>You can help your child by:</p> <p>Helping them to learn their spellings and what they mean by looking them up in the dictionary and using them when talking and writing. Completing the home learning project to develop knowledge about the topic. Ensuring they complete and bring to class their homework and home-learning logs weekly. Learning key number facts. Helping them to memorise and recite the poem 'History of Vikings (Part I)' by Paul Perro (see below), asking questions about what the poem is about.</p>			

Poetry – Year 5, Autumn 1

As part of the National Curriculum for English, children must be able to learn, by heart, recite and perform poetry. Every half term, a new poem will be given to each year group. Time should be spent learning the poem at home, there will be opportunities to practise and perform in school. In year 5, we will memorise a two-part poem (one part in each half term of the Autumn term).

History of Vikings (Part 1) by Paul Perro

The Vikings lived a thousand years ago
In Denmark, Sweden and Norway
Sometimes called **Norse**
They're gone now of course
But we think of them still today.

There were kings who ruled the lands,
And there were farmers and **traders**.
Jarls were the richer men,
Others were fishermen,
Some were Viking **raiders**.

These raiders sailed to England
In **longships** made of wood.
They'd burn and **pillage**
Any small village,
And steal everything they could.

One famous Viking was Ragnar Hairy **Breeches**.
He once raided Paris, in France.
Success brought him fame
But what a silly name!
Who'd want to be called hairy pants?

Famous explorer Eric the Red
Found a place that was windy and freezing.
He called it Greenland
And this, so he planned,
Would make it seem rather more pleasing.

Eric's son Lief was an explorer too
He captained a longship with 35 men.
Clever and **plucky**
Nicknamed "Lief the Lucky"
He sailed to America and back again.

Possible home learning activities to extend children's understanding of the poem:

- Find the meanings of the words in **bold**
- Draw a picture to illustrate a part of the poem (e.g. one of the characters)
- Create your own poem about Scandinavia