

Topic: Who is the bravest, the boldest and the greatest?		
<p>In Literacy, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ Giving instructions ▪ Formal writing ▪ Structure of an instruction manual ▪ Using figurative language ▪ Poetry <p>Books we will be reading:</p> <ul style="list-style-type: none"> ▪ ‘Time travelling with a hamster’ by Ross Welford ▪ ‘The Highwayman’ by Alfred Noyes 	<p>In Maths, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ Multiples & Factors ▪ Multiplication ▪ Division ▪ Perimeter and area 	<p>Key Maths vocabulary to learn and spell:</p> <p>Multiples & Factors key vocab: Multiple, factor, factor pair, product, prime number, composite, divisible</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>Perimeter & Area key vocab: measure, measurement size compare unit, standard unit, metric unit, imperial unit measuring scale, division guess, estimate, approximately just over, just under, length, width, height, depth, breadth long, short, tall, high, low wide, narrow, deep, shallow, thick, thin longer, shorter, taller, higher, distance apart/between, distance to... from... edge, perimeter kilometre (<i>km</i>), metre (<i>m</i>) centimetre (<i>cm</i>), millimetre (<i>mm</i>), mile ruler, metre stick, tape measure</p>
<p>Educational Visit: We will be visiting the Royal Observatory Greenwich to learn more about forces and watching the programme ‘Universe On Your Doorstep’ looking at aspects of light and shadow, Earth, Sun, & Moon, forces in action, the Solar System and how we see things.</p>	<p>Key subject vocabulary to learn and spell:</p> <ul style="list-style-type: none"> ▪ Viking ▪ Romans ▪ Saxons ▪ Anglo-Saxon ▪ Kingdoms ▪ Raid ▪ Invasion ▪ Settlement ▪ Monastery 	
<p>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 — 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>Your child will also be learning:</p> <ul style="list-style-type: none"> ▪ About Forces in Science ▪ About Romans, Saxons & Vikings in History/ Geography ▪ How to use a rolling pin to roll out dough to a specific thickness bake in Design & Technology, to make Cheese straws. ▪ How to read and perform rhythms in Music ▪ The Jewish festival of Hanukkah in Religious Education ▪ Citizenship, and how we show it in our school & community in PSHE 	<p>Learn by heart:</p> <p>All your times tables (1-12) and the inverse</p> <p>‘History of Vikings Part II’ by Paul Perro (see below)</p>	<p>Spellings (Spelling Bee): learn to spell</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> accommodate accompany according achieve aggressive category cemetery committee communicate community determined develop dictionary disastrous embarrass </td> <td style="width: 50%; padding: 5px;"> <p>Maths vocabulary:</p> factorise prime factor thousandth mean average median likely statistics circumference perimeter </td> </tr> </table>		accommodate accompany according achieve aggressive category cemetery committee communicate community determined develop dictionary disastrous embarrass	<p>Maths vocabulary:</p> factorise prime factor thousandth mean average median likely statistics circumference perimeter
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<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. Learning key number facts. Helping them to memorise and recite the poem ‘History of Vikings (Part II)’ 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 II) by Paul Perro

Vikings believed the **afterlife** was
A great hall called Valhalla -
A huge feast where
The only men there
Were warriors, men of valor.

Odin was the king of the gods
Worshipped by the Norse.
He had a long beard
But what's really weird,
Is he rode an 8-legged horse.

There were lots of other gods and **goddesses**,
Like Freya - pretty and sweet,
And mighty Thor,
God of thunder and war,
And Loki, with his lies and **deceit**.

That's enough about Norsemen for now,
We've learned they were lots of things -
Explorers and thieves,
With such strange beliefs,
Let's say goodbye to the Vikings.

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 the Vikings