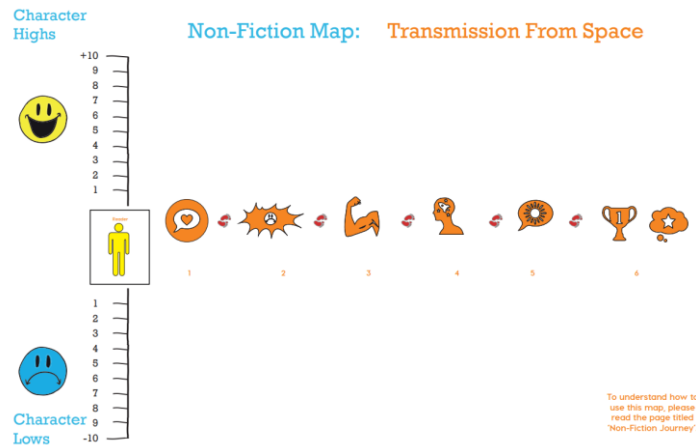


Canaries Class Termly Newsletter



Welcome back to Summer Term 2 — our final half term in Year 5! We hope you all had a restful and enjoyable break. Mrs Gosling and I are delighted to welcome the children back and are looking forward to a busy and exciting half term ahead. With hopefully sunnier and warmer weather on the way, we have lots of learning and activities to look forward to!



Literacy – We will be continuing our unit on A Mars Transmission. Pupils will focus on producing a journal from the perspective of an astronaut who has crash-landed on Mars with no way of returning home. Lessons will emphasise the development of high-quality writing, with a clear focus on sentence structure and composition within a non-fiction genre. Each sentence-stacking lesson follows The Write Stuff approach and is structured around three key components: The Fantastic, The Boombastics, and The Grammaristic Rainbow. Pupils will construct their journal entries using ‘jigsaw pieces’, which support a clear understanding of each element of the success criteria and help them to build ambitious and cohesive writing.

Reading – Pupils in Canaries will continue to read with an adult on a one-to-one basis throughout the week. Selected pupils will also continue to participate in the Literacy Gold programme during the term.

We kindly encourage parents and carers to support their child in reading at home at least three times per week. Regular reading helps to strengthen vocabulary, comprehension and confidence, supporting pupils in becoming more successful and motivated learners. In addition, pupils will continue to develop their reading skills

through a range of whole-class and small-group activities, focusing on fluency, inference and a deeper understanding of the texts they encounter.

Spelling – Spellings will be sent out each week on a Monday. This term the children will be tasked with learning 10 spellings per week, and our spelling test will take place on a Friday. Some children will continue in Mrs Gosling's group learning the high frequency words. A spelling practice sheet will be sent home as normal.

Week 1 – unstressed words in polysyllabic words

Week 2 – adding verb prefix de- and re-

Week 3 – adding verb prefix over-

Week 4 – converting nouns or verbs to adjectives using suffix -ful

Week 5 – converting nouns or verbs to adjectives using suffix -ive

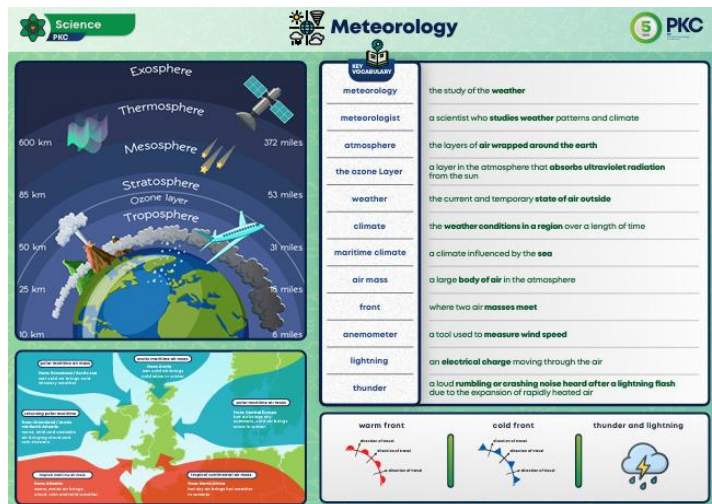
Week 6 – converting nouns or verbs to adjectives using suffix -al

Maths – This half term in maths, Year 5 pupils will develop their understanding of decimals through a range of calculation-based learning. They will focus on adding, subtracting, multiplying and dividing decimal numbers, while learning to read, write and compare them accurately. Pupils will make important links between decimals, fractions and place value, building on their existing knowledge of tenths and extending this understanding to hundredths and thousandths. This will support greater fluency and confidence when working with numbers in different forms.

They will also be introduced to negative numbers, developing an understanding of their position on a number line and how they are used in real-life contexts. Finally, pupils will explore statistics, where they will learn how to interpret and present data using a range of charts and graphs.

Times Tables – Please encourage your child to practise their times tables regularly at home. Frequent practice helps children to build confidence and improve their speed and accuracy in maths — an area that some pupils may find challenging. Your child can log in to **Tackling Tables** to practise, and other websites such as **www.timestables.co.uk** offer helpful activities and games to support learning. Many children find learning more engaging through interactive games, which are also a great way to reinforce their knowledge. These can be accessed via **Purple Mash**: <https://www.purplemash.com/sch/eastgate#/>.

Regular practice will help to strengthen your child's understanding and prepare them for Year 6 and their SATs next year.



Science – Canaries will be learning about Meteorology in science.

Our lesson sequence will be as follows:

1. Meteorology and the Atmosphere
2. The Ozone Layer
3. Air Movement
4. Cold and Warm Fronts
5. Thunder and Lightning
6. Assessment
6. Assessment

In this unit, children will learn about meteorology, which is the study of weather. They will build on what they already know to develop their understanding of key ideas such as weather, climate, the atmosphere and forecasting. Pupils will begin to think like meteorologists by looking at data, charts and diagrams to help them understand and explain different weather patterns. They will learn how to make sensible predictions and draw conclusions based on the information they explore.

Geography PKC

British Geography
(East Anglia, The Midlands, Yorkshire & Humberside)

Industry	activity where raw materials are changed into goods that can be used and traded	<p>East Anglia</p> <ul style="list-style-type: none"> includes Norfolk, Suffolk and Cambridgeshire the Fens is a region of East Anglia that is either flat or below sea level and is home to lots of wildlife known as 'Britain's bread basket' <p>Yorkshire and Humberside</p> <ul style="list-style-type: none"> Yorkshire is a large area in the north of England Leeds is the largest city in the UK the Humber and the Don are two rivers in which people have changed the landscapes in Yorkshire and Humberside <p>the Midlands</p> <ul style="list-style-type: none"> the Midlands means 'land in the middle' the biggest city in the Midlands is Birmingham in the past, the Midlands had coal and iron mines
arable farming	farming where crops are planted, tended to and then harvested	
pastoral farming	farming where animals are raised and used for food or other produce such as wool	
mining	where a raw resource is extracted from the earth , e.g. coal	
national park	an area protected by laws to ensure land is preserved	
viaduct	a type of bridge built across a valley to allow transport to cross from one side to another	
valley	the low-lying land between mountains or hills	
relief map	a map showing the shape and height of land	
population	the number of people living in a specific area	
topography	the surface features in an area of land , e.g. hills, mountains, valleys, lakes and rivers (topography can also include features made by humans such as roads, dams, and even cities)	

Geography – Canaries will be learning about East Anglia, Yorkshire and the Midlands.

Our lesson sequence is as follows:






1. 1 East Anglia : Physical Geography
2. East Anglia : Land Use
3. The Midlands : Settlements
4. Yorkshire and Humberside : Physical Geography
5. Yorkshire and Humberside : Human Geography
6. Assessment

This unit builds on children’s understanding of UK geography and focuses on several regions of England, including East Anglia, the Midlands, and Yorkshire and the Humber. As part of their learning, children will use maps and atlases to locate these regions and explore their key features. They will also look at different types of maps, such as relief and topographical maps, as well as population and climate data. This will help pupils to develop a better understanding of how different areas of England vary in terms of landscape, weather and population.

Design and Technology PKC

Cook
Pitta Bread

PKC

My Vocabulary	<p>pitta bread a type of flatbread common in the Mediterranean and the Middle East. It is known by a variety of different names in different countries and regions (e.g. 'pide' in Turkey). When the bread is baked it puffs up creating a 'pocket' inside</p> <p>flatbread a type of bread which is flat; pitta bread is a flatbread</p> <p>wheat a type of grain which is farmed and used to make flour. Most bread is made from wheat</p> <p>yeast an ingredient which is often used in making bread to make it 'rise' (so it becomes springy with air bubbles in it) It is a living organism which produces carbon dioxide when it feeds on sugar</p> <p>leavened when bread dough has yeast added to it, to make it rise</p> <p>unleavened when bread dough does not have yeast added to it</p> <p>dough a thick mixture of flour and other ingredients. Bread is made from dough which needs to be baked</p> <p>knead to squeeze/press dough repeatedly until it is smooth and stretchy. Pitta bread dough needs to be kneaded before it is baked</p> <p>bake to cook something in an oven - bread is baked (pitta bread is traditionally baked in a fire)</p>	 <p>map showing countries which are known for making pitta bread</p>
 <p>wheat growing in a field</p>	 <p>flour</p>	 <p>dried yeast</p>
		 <p>pitta bread being baked in a fire</p>
		 <p>kneading the dough</p>






D.T – As part of their learning in Design and Technology, children will explore cooking and nutrition. They will learn how to prepare simple dishes and understand the importance of a healthy, balanced diet.

During this unit, pupils will be making their own pitta bread. They will have the opportunity to taste their finished product and evaluate it, thinking about its taste, texture and appearance, as well as how it could be improved. Developing an interest in cooking not only encourages creativity, but also helps children to build important life skills. Learning how to cook enables them to make healthy choices and prepares them to feed themselves and others both now and in the future.



Music – reflect, rewind and replay.

In music this half term, children will build on their previous learning by revisiting songs and musical activities, while also being introduced to the history of music and the early stages of musical language. Each week, pupils will listen to and appraise a different piece of classical music, sharing their thoughts and ideas. They will continue to develop their understanding of key musical elements through singing, playing instruments, improvising and composing. Throughout the unit, children will have opportunities to explore music creatively and, at the end of the unit, they will share and perform what they have learned.

Commitment		Year 5		
Key Vocabulary		What Is Commitment?		Religious commitments can be made once a person reaches a certain age. These commitments are special rituals people do to show commitment to their faith. 
Bar Mitzvah	'Son of the commandments.'	Commitment is a promise to give your time and energy to something you believe in. A commitment doesn't have to be religious. Commitments can be made to family, friendships, a healthy lifestyle, learning a skill or achieving a goal.		
Bat Mitzvah	'Daughter of the commandments.'			
rituals	A religious service or ceremony where actions are performed in a set order.			
Torah	The Jewish holy book.	Bar Mitzvah	Bat Mitzvah	Holy Communion
Many people make commitments to help them achieve their dreams and goals, such as athletes like Jessica Ennis-Hill (who committed to training regularly to achieve success in athletics) and musicians like Ed Sheeran (who rehearsed regularly and dedicated a lot of time and energy to achieving success). You may have made a personal commitment to achieve a goal, such as giving up fizzy drinks or getting healthy by exercising. 		In the Jewish faith, once boys reach 13 years old, they become responsible for their actions. Boys must commit to learn to read the Torah in Hebrew as part of the ceremony. 	When Jewish girls reach 12 years old, they become responsible for their actions. Girls must also recite the Torah in Hebrew and practise every day to make sure they get it right. 	For Catholics, the Holy Communion is the first commitment made independently. They must attend lessons to prepare. During the First Holy Communion, bread and wine are symbolic gifts. 

Religious Education- In Religious Education, children will explore how individuals express their beliefs in different ways and learn about the idea of sacrifice. They will discuss what “sacrifice” means and consider why people may choose to give something up or act selflessly for others. Pupils will look at both religious and non-religious examples of sacrifice and begin to understand the reasons behind these choices. Through discussion and reflection, they will develop their ability to explain their ideas and recognise how beliefs can influence people’s actions.

P.E – Mr Callaby will continue to be teaching P.E. The days for this is yet to be confirmed.

Please find some highlights at the bottom of the document from Summer term 1.

I would also like to take a moment to say what a pleasure it has been to be the Canaries’ teacher this year. The children have worked incredibly hard and it has been wonderful to see how much they have grown and matured as the year has progressed.

Thank-you for your continued support.

Mrs Bussey and Mrs Gosling.

