



Year 5 Areas of Learning

Please see below the skills and knowledge your child has been taught in school this year. We have provided an example of some activities you can do with your child so that they can continue to practice and embed these skills. When your child completes a challenge at home, it would be great to see it uploaded to their seesaw account so that their teacher can comment on their learning.

	Key Teaching Points	What might this look like at home?
Phonics / Spelling	<p>The children have learnt the spellings rules for a range of suffixes including -ly, -ed and -ing.</p> <p>The children have learnt about prefixes and how they changed the meaning of a word.</p> <p>The children have investigated prefixes and root words in order to identify other similar words.</p>	<p>Children could use their home practice strategies such as pyramid words and writing the words backwards. They can use any of the activities from their spelling challenges card they used in school.</p> <p>When your child writes, check back through their spellings with them. If you notice a word that needs correcting, underline it and ask them to write it in 3 different ways so they can spot which spelling looks right.</p>
Reading	<p>The children have spent a lot of time learning to retrieve evidence from a text and identifying clues to support their answers. They have identified new words and use a range of strategies to develop their understanding of these.</p> <p>During their 'Book Club' reading, the children choose what activity they would like to do after reading the text. This includes character's thoughts, redesigning the front cover, following their own line of enquiry, writing their own Dog and Bone questions and annotated diagrams.</p> <p>Children have also been using Accelerated Reader to track their understanding of books they have read by taking quizzes.</p>	<p>As well as MyOn, other website are beginning to offer free children's books during this time. For example, the children could use the World Book Day website - https://www.worldbookday.com/world-of-stories/ to listen to the free selection of audio books. After completing a book, whether read or listened to, children can take the quiz on their Accelerated Reader account.</p> <p>When reading a book, ask your child what they know about the main character in the story. This could be linked to what they look like or what they have done. Your child could draw a picture of the main character and label it with evidence from the book.</p> <p>After reading a book, your child could choose an activity to do about their book. They could write a book review, talking about what they liked and how it could be better, create their own quiz for someone to answer, plot the characters emotions through different parts of the story, and make a new book cover or write a letter to their favourite character or author</p>

<p>Writing</p>	<p>This year, the children have learnt to write stories, diaries, biographies and discussions.</p> <p>In stories, the children learnt to build suspense by dropping hints and clues as to how the character is feeling and drawing out an action scene with further details so the reader must wait to find out what happens.</p> <p>In biography, the children learnt how to structure a piece of writing in chronological order, selecting the most interesting periods of a person's life.</p> <p>In discussion, the children learnt how to balance and argument and include multiple points of view. They learnt to use sentence connectives effectively to structure and link their ideas.</p> <p>In diaries, the children learnt how to bring through a character's personality by effectively using punctuation for impact.</p>	<p>The children could use the picture of the day from Pobble365. They could use it to tell a story, describe or add speech and thoughts too.</p> <p>Your child could research a famous person that interests them and write a biography stating the most impressive parts of their lives. They could also use events from the person's life to write a diary about.</p> <p>Your child could write a diary for a character that they have enjoyed reading about from one of the books they have read or listened to, picking one particular event from the story that they would like to write the diary about.</p>
<p>Maths</p>	<p>The children have learnt a range of skills to do with number, including using all 4 operations. They have learnt the place value of numbers up to 1 million. They have also learnt about prime, square and cube numbers.</p> <p>The children have learnt to calculate using fractions, including finding equivalent fractions, adding and subtracting fractions and mixed numbers and multiplying fractions.</p> <p>In shape, the children have begun to read and plot coordinates in all four quadrants, using these skills to translate and reflect shapes.</p>	<p>The children all have access to TTRockstars. TTRockstars supports the children's quick recall of their multiplication facts.</p> <p>You could make some digit cards for your child so that they can create their own number problems. They can turn over cards to create addition, subtraction, multiplication and division calculations.</p> <p>You could use numbers within barcodes to support reading and writing up to 6-digit numbers. These can then be used to compare and order.</p>
<p>Science</p>	<p>In science, the children have explored Earth and space, building an understanding of what is in our solar system and how things move within it.</p> <p>They have also looked at materials and their properties, undertaking scientific enquiries to identify them. They have</p>	<p>Your child could find objects made from different materials around the home. They could test out the properties of materials and rank their materials from most to least (e.g. most absorbent to least absorbent, most rigid to least rigid)</p>

	<p>also learnt about dissolving and separating mixtures and solutions.</p> <p>The children began to learn about forces and what forces affect moving objects. They undertook a parachute investigation to identify how it works and what makes the best parachute.</p>	<p>Your child could conduct some research into something that interested them from our Earth and Space topic using www.researchify.co.uk</p> <p>Your child could undertake some STEM challenges using recycled materials to investigate which materials make the strongest bridge, the most effective parachute or a boat that can carry the most weight.</p>
<p>Understanding the World History / Geography</p>	<p>In the Autumn Term, the children learnt how crimes and their punishments have changed throughout British history. They looked at the justice system including courts and the different roles and responsibilities of the people who work in them.</p> <p>In the Spring Term, the children looked Earth and Space and how this impacts their lives on Earth. In this topic they learnt how to use atlases and read maps and increase their accuracy when using grid references.</p>	<p>Your child could create a map of their home or their local area and include a grid reference. They could also use a world map and begin to familiarise themselves with the continents, oceans and where certain countries are.</p>
<p>Expressive Arts and Design Art / Music / D.T</p>	<p>The children have learnt about line drawing and shading skills, including how to try out an artist's style of drawing. They have also worked on loosening their drawing style and making careful observations when drawing an object. They began to develop their mark-making techniques.</p> <p>They have created a meal for an astronaut, ensuring they included all of the nutritional elements needed for a balanced diet.</p>	<p>Your child could complete observational drawings using a range of pencils and pens. They could select an artist's drawing style that they would like to try out. They could also practice loosening their drawing style by drawing without looking at their paper or drawing without lifting their pencil.</p> <p>They could create a menu of meals (breakfasts, lunches or dinners) over a week that considers all of the elements from the Eat Well plate.</p>