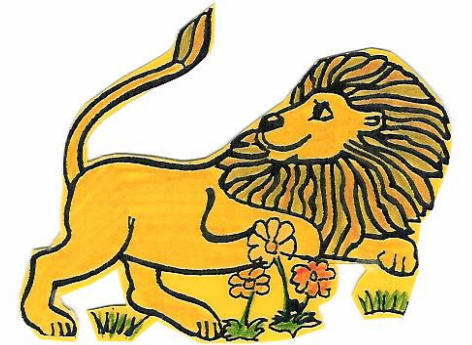


Please mute yourself
and we will be with you
shortly.

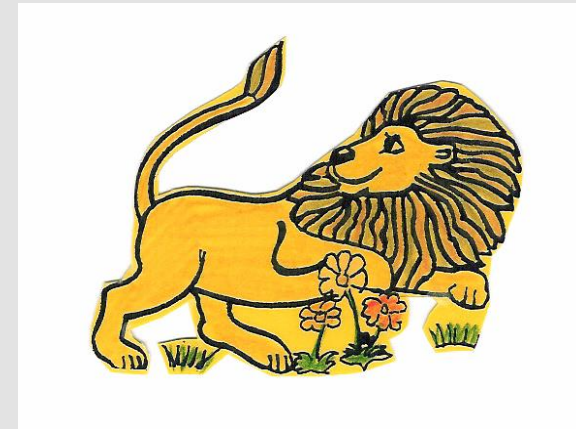


St. Mark's Primary School

Welcome to Year 5!

October 2021 – Key Message Meeting

5.00pm-5.30pm





Meet the team

Teachers:

5SP: Mrs Poole (Year Group Leader) & Mrs Stone

5F: Miss Fowler

5P: Miss Pettitt

Other adults:

Miss Virgo

Mrs Martin

Mrs Butler

Mrs Hampton

Mrs Archibald

Miss Stone

Mrs Furness

Q&A

Please use the chat feature to ask any questions which may arise.

We will have a few Q&A interval breaks throughout to answer these.



Our Topics



Autumn Term Part 1 Space!

Connections Knowledge Organiser

Key Definitions

| Term | Definition |
|----------------|--|
| 1 Star | A burning mass of gas that makes heat and light energy (E.g. the sun). |
| 2 Planet | An astronomical object that orbits a star and does not emit its own light. It can be terrestrial (dense and rocky) or Jovian (gas giant). |
| 3 Gravity | The force that attracts an object towards a larger object. |
| 4 Solar System | A star with objects (such as planets) revolving around it. |
| 5 Light-year | The distance light travels in a year (≈9.46 trillion km). |
| 6 Galaxy | An extremely large group of stars and planets that extends over many billions of light-years, held together by gravity (E.g. Milky Way and Andromeda). |
| 7 Universe | All of space and everything in it (including stars, planets and galaxies). |
| 8 Satellite | An object either natural (E.g. a moon) or man-made, that orbits around a planet. |
| 9 Orbit | A curved path of a planet, satellite or spacecraft around an object such as the sun due to the attraction of gravity. |
| 10 Vacuum | A space with no air. |
| 11 Asteroid | Irregularly shaped rock that orbits the sun, mostly occurring in the asteroid belt. |
| 12 Meteor | A mass of rock that burns after entering the Earth's atmosphere (meteorite when the rock has cooled on Earth) |
| 13 Comet | A mass of ice and dust that has a long, luminous tail of gas. |
| 14 NASA | The National Aeronautics and Space Administration – a US agency responsible for the exploration and study of space. |
| 15 Astronomy | The branch of science that deals with space and the physical universe as a whole. |

Moon Facts

| | No. of moons | Length of orbit (Earth days) |
|-----------|--------------|------------------------------|
| 1 Mercury | 0 | 88 |
| 2 Venus | 0 | 225 |
| 3 Earth | 1 | 365.25 |
| 4 Mars | 2 | 687 |
| 5 Jupiter | 79 | 4 380 |
| 6 Saturn | 62 | 10 585 |
| 7 Uranus | 27 | 30 660 |
| 8 Neptune | 14 | 60 225 |

Order of Planets



Space Exploration

| Humans in space | |
|-------------------------------------|--|
| 1 Laika | The first animal in space was a dog aboard Sputnik 2 in 1957. |
| 2 Yuri Gagarin | First human in space 1961, aboard the Vostok 1. |
| 3 Neil Armstrong | First person on the moon in 1969 aboard Apollo 11. |
| 4 International Space Station (ISS) | Collaboration launched in 1998. |
| Solar System Missions | |
| 1 Sputnik 1 | The first man-made satellite to orbit the Earth, launched by the Soviet Union in 1957. |
| 2 Mars Landers and Rovers | First launched in 1975 with plans to launch again in 2020 as part of the mission to get man on mars by 2030. |
| 3 Galileo | Launched 1989 exploring Jupiter and its moons. |
| 4 Hubble Telescope | Launched 1990 - captured images of both our own and distant galaxies. |
| 5 Cassini | Launched 1997 - exploring Saturn and its rings. |

Ideas for Home

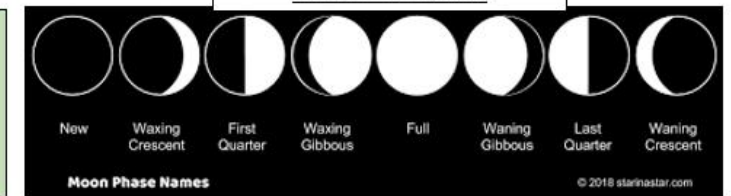
Things to try at home to support learning:

- Research some information about a specific planet
- Plan a space holiday with Virgin Galactic
- Keep a moon diary
- Write a prediction about what might be found on Europa
- Draw a timeline of key Space events
- Create a sundial to study shadow changes

Key Facts

- There are 24 hours in a day
- There are 365 ¼ days in a year
- The moon takes 28 days to orbit the Earth

Moon Phases



Autumn Term Part 2 North America!



Biomes of North America

| | | | | | |
|-----|--------|-----------|--------|-------|------------|
| Ice | Tundra | Grassland | Desert | Taiga | Rainforest |
|-----|--------|-----------|--------|-------|------------|

Teacher Challenge

How many 'states' of the USA can you learn? Challenge a Year 5 teacher to a 'State off' at the end of the project to see how many of the 50 states you can remember – good luck!

Concept 'Big Questions'

How might our lives have been different if we were born somewhere else?
How is each country and/or state in North America different?

Additional Home Learning ideas:

- Write an acrostic poem about differences.
- Choose two places in North America to compare with a Venn diagram.
- Choose a category (sports/food etc) and write a list of all the different types found in North America.
- Find out about the life of a ten-year-old child in a North American country – what is different to your life?
- Make a 'Fact File' about one country or state in North America.
- Do another task from homework project sheet.

Did you know?

- North America is the only continent to contain all the biomes!
- Various indigenous tribes lived or live in North America such as the Inuit and the Mayans.
- North America consists of 23 countries; not just the USA!
- The Caribbean islands are part of North America.
- There are 50 states in the United States of America.
- A native American tribe are called the 'Navajo' who are famous for their weaving.
- Some of the World's most famous landmarks are in North America such as Chichén Itzá, the Grand Canyon, and the Empire State building.
- If you travelled to Quebec in Canada, then ninety-five percent of people speak French!

Map of North America

A detailed map of North America showing the United States, Canada, and Mexico. It includes state and provincial boundaries, major cities, and surrounding oceans and seas. A legend in the bottom left corner identifies international and state/province boundaries.

Vocabulary

| Geographical | | | Science | | |
|---------------------|---|-----------------|--|-----------------|---|
| Biomes | Area of land where the climate and habitat are similar | Characteristics | A feature; in Geography, this can be human or naturally occurring | State of matter | Whether a material is a solid, liquid or gas |
| Northern Hemisphere | The Northern part of our Earth | Vegetation Belt | The area of land between the equator and the tropics where the climate is hot | Solubility | Whether a material is able to dissolve |
| Southern Hemisphere | The Southern part of our Earth | Continent | One of the World's main expanses of land which may consist of many countries such as North America | Filtering | When two materials are split between a solid and liquid |
| Tropics | The area around the equator which has a tropical environment | Central America | A group of countries in the lower part of North America from Mexico down to Panama | Evaporating | When a liquid is heated and turns into a gas |
| Equator | A line which divides the Northern and Southern Hemispheres | Country | A nation - What a continent is divided into such as Mexico, Canada | Dissolving | When a solid is heated in a liquid and becomes a solution |
| Taiga | A cold coniferous forest usually in the North | State | A part of a country. For example, California is a state in the USA | Solution | The mixture between a solid and liquid e.g. salt solution |
| Tundra | Frozen land | Settlement | Somewhere where humans live | Reversible | When a process can be reversed/ undone |
| Desert | An area where there is little or no water (and no rivers etc) | Land use | What the land is used for e.g. farming | Irreversible | When a process cannot be reversed/ undone |

Flags

A collection of flags representing the United States, Mexico, Canada, and several Caribbean nations including Haiti, Cuba, and the Dominican Republic.

Europe!



Ancient
Greece!

Spring Term

Summer Term


Caribbean!




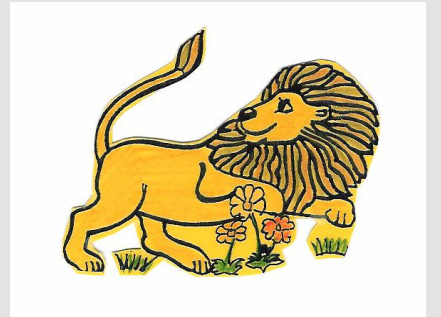
The Vikings!

English

 Sentence
Stacking
Lesson

 Experience
Lesson

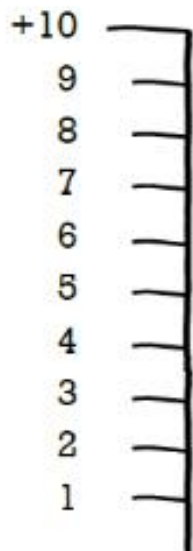
 Independent
Writing
Sequence



| | | | | | | | | |
|--|---|--|--|--|---|---|---|--|
| F | A | N | T | A | S | T | I | C |
| Feeling  | Asking  | Noticing  | Touching  | Action  | Smelling  | Tasting  | Imagining  | Checking  |
| GRAMMATISTIC | | | | | | | | |
| Adverbs and Adverbial Phrases  | Basics  | Sentence Structures  | Dialogue and Contracted Forms  | Purpose  | Paragraphs  | Passive/Active Voice  | Past and Present Tense  | Punctuation  |
| BOOMTASTIC | | | | | | | | |
| Onomatopoeia  | Alliteration  | Rhyme  | Repetition  | Simile  | Metaphor  | Pathetic Fallacy  | Pun  | Personification  |

Narrative Map

Based on this film



Plot Point 1
Luna gets her moonboots



Plot Point 2
Luna & her dad imaginative space play



Plot Point 3
Kiss under the moon



Plot Point 4
Time at school



Plot Point 5
The rejection letter



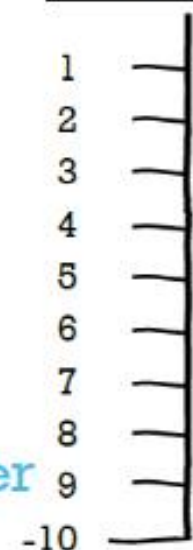
Plot Point 6
Luna's father dies



Plot Point 7
Important shoes throughout Luna's life



Plot Point 8
On the moon



Character
Lows

Pandora

Non-chronological report

The Hexapede - An Amazing Animal!

These incredible animals, which are highly adaptable deer-like creatures, reside in various biomes of Pandora. Most species would succumb to this planet's suffocating humidity in a matter of minutes, but the diverse landscape of Pandora has proved to be the most perfect environment for one of the hardest herbivores ever to have lived: the hexapede.

Easy prey or escapologists?

You might think of the hexapedes as docile, quiet and fragile, with their delicately shaped bodies (around 6 feet tall - slightly taller than the average man), but they have a selection of skills up their sleeve to make themselves appear more intimidating as well as being great detectives. Because the hexapede is probably one of the most hunted animals on Pandora, it has developed a range of defence mechanisms: a retractable fan which is structured by twin horns that sheath a thin, patterned membrane; a feathery scent organ which samples the air as an early warning; and a membrane which helps to amplify the sound of nearby predators.

Their behaviour is their saviour!

Incredibly, these passive creatures have little hostility either among their own herd or in the presence of a predator: they are the peacemakers of Pandora despite being a popular choice of prey. Hexapedes, which are only moderately fast runners, can weave, bob and turn to grab the best prey in the grasslands. Unfortunately, when they venture into the forest for food, a lack of manoeuvring room limits their strategies of escape and so they become the prey and not the predator.

Importance

Because they breed so rapidly, hexapedes are not under threat of extinction. Unluckily for many inhabitants of Pandora, they are one of the main animals responsible for the survival of the Na'vi. Despite aiding the enemy of so many, its image is represented on the war banner of several clans, and the animal is often depicted on shields and in carvings - the sign of a truly admired animal.

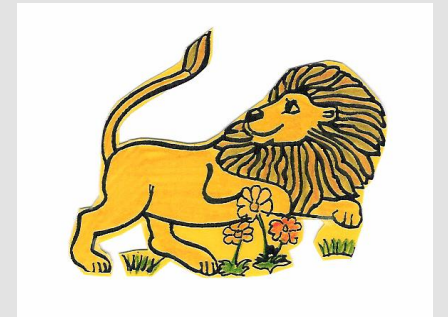
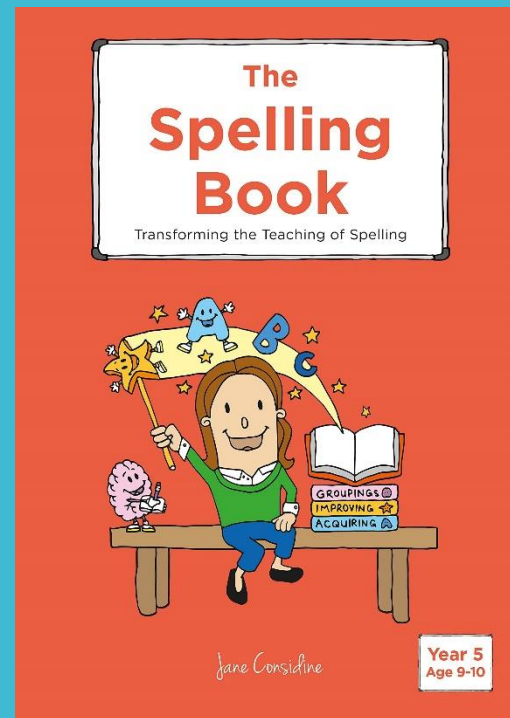


This image of a hexapede shows its dark blue colour, piercing white and yellow stripes and its retractable light-coloured fan.

Have a hexa-read of these three fascinating facts...

- Hexapedes can be found roaming around the rainforest, the savanna, the subarctic tundra and in the mountainous regions of Pandora.
- Their eyes are wide-spaced and large, and they have sloped snouts that end in a small bifurcating jaw.
- Some of their most favourite food includes tree bark, various leaves and berries found in the forests.

Spelling



G R O U P I N G S

Good Endings/
Suffixes
Recognising
Punctuation
Organising
Sounds
Understanding
Plurals
Prefixes
Irregular/
Exception Words
New Meaning/
Homophone
Group/Year
Specific
Syllables



I M P R O V I N G

Interrogate
and Check
Memorise Rules/
Exceptions
Pronunciation
Rely on
Phonics
Order of
Letters
Verification
Inspecting
a Dictionary
Navigating a
Thesaurus
Guesses



A C Q U I R I N G

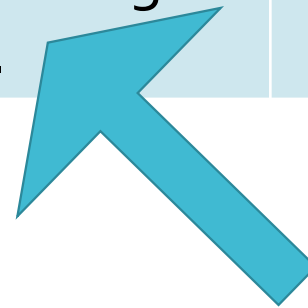
Analogies
Check
Etymology
Quiz
Yourself
Understanding
Patterns
I/Me Personal
Spelling
Recognising
Parts
Illustrative
Noticing Families
and Roots
Go! Speed!
Write!



Spelling Rainbow

Two Week Cycle

| Week A | Week B |
|--|--|
| <p>One taught lesson – investigating a spelling rule</p> <p>One taught lesson - exploring a list of words, their phonetic sounds, syllables and spelling patterns.</p> | <p>Five short daily tasks – rehearsing previous year groups spelling rules and other Year 5 objectives (once taught)</p> |



**These are words
are going onto
Google Classroom
fortnightly**



SPELLBOUND

WE
ARE

1
Read with a
'switched on'
brain



3
Seek patterns
in sounds,
letters and
shapes



2
Be a phoneme
finder and a
syllable seeker



4
Say words
slowly and
clearly to hear the
smallest of sounds



Think hard about
logical and
plausible options

5
Internalise letter sequences in words
and know how from root words new
words can be built



Helping at home

- Talking about spellings
- Reading with a switched on brain and talking about spellings
- Breaking words down into syllables
- Raising the profile of spelling
- NOT learning to spell specific word lists

Q&A



Interval



Maths



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|-------------------------------------|------------------|--------|----------------------------------|-------------------------------|------------|----------------------------------|-------------------------------------|-------------------------------|----------------------------------|---------------------------------|---------------|
| Autumn | Number: Place Value | | | Number: Addition and Subtraction | | Statistics | | Number: Multiplication and Division | | | Measurement: Perimeter and Area | |
| Spring | Number: Multiplication and Division | | | Number: Fractions | | | | | | Number: Decimals and Percentages | | Consolidation |
| Summer | Consolidation | Number: Decimals | | | Geometry: Properties of Shape | | Geometry: Position and Direction | | Measurement: Converting Units | | Measurement: Volume | |

Flashback Maths – Week 3

| | | | |
|--|--|---|---|
| $287 + 976 =$ $5 \times 4 =$ $50 \times 40 =$ Write the next 3 numbers 9,997, 9,998, _____, _____, _____ What is the value of 8 in 736,811? 5,122 to nearest 100 = | $1,728 + 427 =$ $3 \times 6 =$ $300 \times 6 =$ Write the next 3 numbers 99,997, 99,998, _____, _____, _____ What is the value of 6 in 64,127? 15,122 to nearest 100 = | $13,746 + 2,988 =$ $7 \times 3 =$ $70 \times 300 =$ Write the next 3 numbers 399,997, 399,998, _____, _____, _____ What is the value of 4 in 49,115? 185,774 to nearest 100 = | $107,445 + 4,229 =$ $8 \times 6 =$ $80 \times 6 =$ Write the next 3 numbers 999,997, 999,998, _____, _____, _____ What is the value of 2 in 298,764? 799,804 to nearest 100 = |
| Joseph has 17 sweets. He is sharing them between 3 friends. How many sweets will be left over? | Sophie has 59 sweets. She is sharing them between 5 friends. How many sweets will be left over? | Ben has 53 sweets. He is sharing them between 4 friends. How many sweets will be left over? | Matt has 73 sweets. He is sharing them between 6 friends. How many sweets will be left over? |

Visuals

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Place Value objectives

1000s, 100s, 10s and 1s

Numbers to 10,000

Rounding to the nearest 10

Rounding to the nearest 100

Round to nearest 10, 100 and 1,000

Numbers to 100,000

Compare and order numbers to 100,000

Round numbers within 100,000

Numbers to a million

Counting in 10s, 100s, 1,000s, 10,000s, and 100,000s

Compare and order numbers to one million

Round numbers to one million

Negative numbers

Roman Numerals to 1,000

Addition & Subtraction Objectives

Add two 4-digit numbers - one exchange

Add two 4-digit numbers - more than one exchange

Add whole numbers with more than 4 digits (column method)

Subtract two 4-digit numbers - one exchange

Subtract two 4-digit numbers - more than one exchange

Subtract whole numbers with more than 4 digits (column method)

Round to estimate and approximate

Inverse operations (addition and subtraction)

Multi-step addition and subtraction problems

Home Learning



Homework



- Daily Reading (most nights)
Weekly raffle prizes
- Exploring Spellings
Support with in class learning

Google Classrooms
for home learning



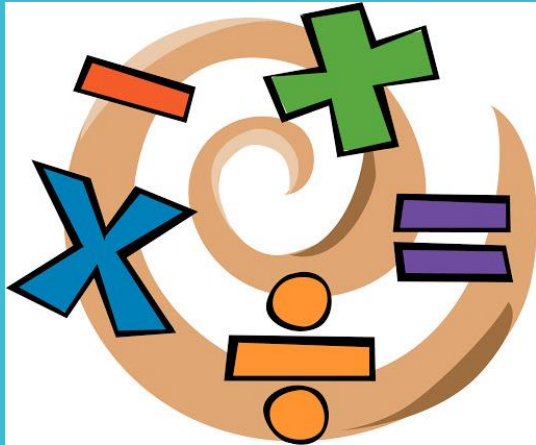
Reading



What can you do at home?

- Listen to your child read
- Read to your child
- Listen to audiobooks
- Video call other family members to read to them
- Talk about books and characters
- Talk about spelling when reading
- Sign their reading logs!

Maths



What can you do at home?

- Rockstars and times tables

Times tables disclaimer

By the end of Y4, children should know their tables up to 12x12.

Practise, practise, practise!

School Trips



What is the plan?



| Autumn Term | Summer Term |
|--|---|
| <p>Winchester Science Centre - Thursday 21st October</p> <ul style="list-style-type: none">- Permission slips completed please- Children in school as close to 8.30am as possible | <p>Swimming -</p> <p>Monday 13th June Wednesday 15th June Monday 20th June Wednesday 22nd June Monday 27th June Wednesday 29th June Monday 4th July Wednesday 6th July</p> <p>Viking Trip to Ufton Court - date TBC</p> |

Q&A



Interval



Thank you!

Notices:

- Snacks for break time please
- Coats
- Book folders
- PE kits on Thursdays – hair tied back and earrings taped
- Going home arrangements – please keep us up to date

Remember to use the year group email address to contact us if you need to speak to us:

year5@stmarksce.org.uk