



This half term year 5 will be looking to the stars before we take a look back at the history of England. We will be answering the age old questions: Is the Earth really round? How long does it take for planets to circle the sun? How many planets are there in the Solar System? We will also be looking closer to Earth, investigating why things fall to the ground, why rockets are shaped the way they are and why it always seems to be the morning in Australia when it's the evening here. When we return to Earth we shall be looking backwards into the past. How did early man live? What did Stone Age people do for fun? How could they cut down trees if they didn't have metal objects? We will be travelling through many thousands of years, from the earliest days of man right up until the end of the Iron Age.

The children are expected to complete the following tasks and bring them into school. It is parents' responsibility to ensure children complete the tasks. Teachers will keep records of which tasks are completed and celebrate the children's work.

<p>Discovery Create a profile of a Stone Age person. What skills do they have? What are they not so skilled at? What are their day to day priorities?</p>	<p>Reading Please listen to your child read <i>at least</i> four times a week and sign their home reading record book.</p>	
<p>Y5 Spellings <i>The children will be tested on these spellings during the week beginning 3 February</i> variety familiar exaggerate marvellous controversy theory average astronomy system constellation profession rotation immediately disastrous category settlement resistance neighbour forty curiosity</p> <p><i>Try learning two or three spellings a week.</i></p>	<p>Science Time how long it takes 5 different objects to sink to the bottom of a bucket full of water. Record your results on a table and then create a graph to show them. Choose items with very different weights.</p> <p>Can you make a piece of blue tak float?</p> <p>Maths</p> <ol style="list-style-type: none"> 1. Practise all multiplication tables up to 12 x 12. Create an interesting way of presenting them. 2. Which planet has the longest year? Which planet has the shortest? What is the difference between them? 3. What is the average length of a day across all of the planets in our Solar System? 	
<p>Writing Write a diary entry as an astronaut who is on the International Space Station. Think about how you would spend your day and your feelings about being in space for long periods of time.</p>	<p>History Create a timeline detailing key moments in the history of Chelmsford. (If you are stuck, you could visit Chelmsford Museum or search online.)</p>	<p>Art Create an orrery (model of the solar system). It can be 2D or 3D and you can choose to include moons or not.</p>

These tasks are optional but will greatly enhance the children's learning opportunities and understanding if completed:

<p>Writing Write a job advertisement for an archaeologist. What skills would be required for the job?</p>	<p>Discovery Create a fact file about a famous astronomer of your choice.</p>	<p>Art Create a cave painting story inspired by the Stone Age using something that is not pencil or pen.</p>
<p>History/art Create a Stone Age, Bronze Age or Iron Age weapon or tool.</p>	<p>Writing Create a poem about a journey through space. Think about what you would see and how you would feel.</p>	<p>Writing/Computing Write a play script about online safety. It should include a dilemma and a resolution at the end.</p>

Websites to help your research:
<https://www.solarsystemscope.com/> - an online interactive Solar System
<https://solarsystem.nasa.gov/planets/overview/> - NASA overview of the planets
<https://www.pbs.org/wgbh/nova/ancient/stone-age-toolkit.html> - Stone Age tools
<https://www.theschoolrun.com/homework-help/the-iron-age> - Iron Age homework tips

During this half term in maths, the children will be learning:

Spring - Block 1

Multiplication & Division

- ▶ Multiply 4-digits by 1-digit
- ▶ Multiply 2-digits (area model)
- ▶ Multiply 2-digits by 2-digits
- ▶ Multiply 3-digits by 2-digits
- ▶ Multiply 4-digits by 2-digits
- ▶ Divide 4-digits by 1-digit
- ▶ Divide with remainders

Multiply and divide numbers mentally drawing upon known facts.

Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers.

Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

Spring - Block 2

Fractions

- ▶ Equivalent fractions
- ▶ Improper fractions to mixed numbers
- ▶ Mixed numbers to improper fractions
- ▶ Number sequences
- ▶ Compare and order fractions less than 1
- ▶ Compare and order fractions greater than 1
- ▶ Add and subtract fractions
- ▶ Add fractions within 1
- ▶ Add 3 or more fractions
- ▶ Add fractions

Compare and order fractions whose denominators are multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Glossary of terminology to support your children with reading and writing:

Determiner	A word that introduces a noun (the, some, a, a few, many, four)
Conjunction	A word that connects two clauses (and, or, but, however, although, yet)
Pronoun	words that are used in place of a noun (he, she, they, it, them)
Parenthesis	A way to enclose extra information in a sentence with brackets, commas or dashes
Tenses	Tells the reader when something happened (past, present, future)
Adverbial phrase	A phrase that explains how, where, when or to whom a verb occurs