



Welcome back!

We hope you have all had a relaxing and enjoyable half term and are ready for an exciting period of learning!

This half term, the children will be learning about the Vikings. They will look at maps and discover where the Vikings came from and where they settled in Britain. They will find out what they were like, how they lived, how some Kings in Britain dealt with their arrival and what happened during raids and invasions.

In English, the children will be writing their own short story, using a variety of language features learnt throughout the year. The children will also be writing a biography on J.K. Rowling as we'll be reading *The Philosopher's Stone* this half term as part of Guided Reading.

In Maths, we will be continuing our journey through White Rose and will be focusing on Fractions, Decimals and Percentages. It is really important that children practise their multiplication tables as this knowledge will help them greatly when working with fractions, decimals and percentages.

Our Science topic this half term is 'Forces'. Children will explore and identify different forces. They will investigate up-thrust in different liquids and will also study air resistance.

You can find out more about what we will be learning this year from our Curriculum Maps. The half term map details our learning through to the end of the Spring term on Friday 5th April.

Class Dojo will continue to run so you can keep up-to-date with everything that's happening in the classrooms. Please feel free to speak to your class teacher or contact us via the office if you have any questions!

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DATES FOR YOUR DIARY

Thursday 5th March: World Book Day
Monday 9th March: Waterstones Visit
5T & 5BN will attend in the morning. 5B and 5R will attend in the afternoon
Tuesday 3rd March 4:45-6:20: Wind Band at OPEN, Bank Plain
Friday 6th March 6:00-7:20: Orchestra at Central Baptist Church, Duke Street
Wednesday 11th March 4:30-5:45: String Group at Central Baptist Church, Duke Street
Thursday 12th March 9:45-11:10: Year 5 Choir performance at St. Andrews Hall Music Festival

Please note: For evening performances, children can leave straight after their performance if they wish to.

PE DAYS

5T: Tuesdays, Thursdays and Fridays
5B: Mondays and Wednesdays
5R: Tuesdays, Wednesdays and Thursdays
5BN: Mondays, Wednesdays, Thursdays and Fridays

Please make sure your child has their PE kit in school each week. PE kits include a white T-shirt, black shorts or tracksuit bottoms, and trainers. Some lessons will be outside so children will need the appropriate clothing and footwear for this. Please ensure long hair is tied up or that your child has a hairband with them. For safety reasons, earrings must either be removed or taped up please!

Swimming will continue for those children who have not yet been signed off. New children will attend as soon as there are spaces available. Nearly all children have swum now and we will do our best to get as many children as possible signed off before the summer term!

PLEASE ALSO ENSURE THAT CHILDREN COME TO SCHOOL WITH A COAT AND A WATER BOTTLE.

Year 5 Optional Activities

to support your child's learning

Spring 2020



The Vikings

Our ICC topic this half-term is "The Vikings". Here are some ideas for further learning and research you could do at home:

- Research Viking Raids and Invasions
- Visit Norwich Castle Museum and go back in time to when the Vikings fought against the Anglo-Saxons
- Find out about the different types of weapons that Vikings used
- Produce a fact file about the long boats that the Vikings used to travel in
- Create your own Viking shield, helmet, axe or sword

Reading Ideas

Here are some ideas for extra reading about the Vikings. Don't forget to visit the Library too!

'I was there...Viking Invasion' by

It's 867, and young Aldwyn and his family have heard rumours that the terrifying Viking army are heading for York. Can they protect their home and escape in time? Jump into a gripping first-person adventure about life in the Saxon kingdom of Northumbria, as they prepare to defend themselves against the brutal Vikings.

It's a perfect introduction for younger readers into stories from the past, allowing children to imagine that they were really there. Brilliantly reimagined, readers aged 7+ will love this vivid first-hand account of a child's experience of the Vikings.

'The Last Viking' by Terry Deary

Adventure story, packed with facts about Vikings. When Emma spies the Viking ships on the horizon, she runs to warn her village but no one will believe her! Not even her monk brother Symeon, until it's too late. Worse, the village has been betrayed by one of its own - Will the siblings be able to stop the Viking invaders from destroying the village? This is particularly suitable for struggling, reluctant and dyslexic readers aged 8+

At Avenue Junior School, we no longer set any formal homework. We believe the most important thing you can do with your child is to spend enjoyable time with them. We ask that you read with your child as often as you can to help instil a love for reading.

We have also provided this list of ideas that you can use if you would like to. Please do as many or as few as you wish – and let us know if you have any more great ideas for activities that you and your child enjoy!

Mathematics

This half term, we are focusing on Fractions, Decimals and Percentages. Please continue to support your child in learning their multiplication tables as this is vital for them to be able to learn new concepts when working with fractions, decimals and percentages!

Find out how many miles the Vikings would have had to have travelled in order to land in Britain. Include Norway, Sweden and Denmark. Who travelled the furthest? By how many miles? How long would it have taken?

How many years did the Viking raids span?

The Vikings communicated in their own special writing called runes. Can you make up your own coded message using their system?

The floor of Viking houses were often dug below ground-level, this might have helped keep out draughts. Compare these homes with those that we live in today. Make a list of the materials ours are built with. Are there any similarities? Does anyone live in a house that has a basement? You could collect this data and represent it in a way that the children think will be suitable.

Other activities

- Write your own 500-word story
- Create your own Viking tools
- Design your own Viking long boat.

Year 5 Spring 2: Half Term planning (2020)

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
International Creative Curriculum	The Vikings The children will look at the Viking's place in British History and understand where they came from and where they settled, using map skills to locate the countries.	The Vikings The children will learn about the Anglo-Saxon kings and how they dealt with the Vikings when they invaded.	The Vikings Looking at how Vikings lived and worked, the children will research the homes they built and produce an advert to sell their 'Viking home'.	The Vikings Children will look deeper into Viking invasions to understand what happened during raids and what Viking warriors were like.	The Vikings Through research, children will identify and describe various Viking artefacts. They will record their findings and report back to the class on their learning.	The Vikings The children will look at Viking longboats and design and make their own using a range of materials and equipment in a DT focus day.
English: Spoken English, Reading Comprehension and Writing Composition	Short stories Children will be looking at examples of short stories; learning about what makes a short story short, the features and language used.	Short stories Children will write their own short story and can submit it as part of the school's World Book Day writing competition.	Short stories Children will write their own short story and can submit it as part of the school's World Book Day writing competition.	Biography Children will look closely at our half term author; J.K. Rowling and will learn about her work as an author.	Biography Having carried out their research, children will use their knowledge of biographies to write their own about J.K. Rowling.	NFER Assessments will also be completed this half term.
Vocabulary, grammar and punctuation	Modal verbs, descriptive language	Fronted adverbials	ISPACED to improve work when self-editing	Cohesive language	Using paragraphs effectively	NFER Assessments will also be completed this half term.
Spelling	Words ending in -ibly and -ably	Words ending in -ibly and -ably	Words ending in -ent	Words ending in -ent	Words ending in -ence	NFER Assessments will also be completed this half term.
Maths	Fractions Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	Fractions Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. [for example $3 \frac{1}{4} \times 2 = 6 \frac{1}{2}$ OR $\frac{1}{4} \times 3 = \frac{3}{4}$]. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$].	Fractions Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios.	Decimals & Percentages Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places.	Decimals & Percentages Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	NFER Assessments will also be completed this half term.
Science	Forces Children explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring	Forces Children identify the effects of air resistance by investigating the best parachute to slow a person (or object) down.	Forces Children identify the effects of air resistance by investigating the best parachute to slow a person (or object) down.	Forces Children identify the effects of water resistance by planning and creating streamlined boats.	Forces Children carry out a practical investigation into floating and sinking. Children observe events and accurately record results.	Forces Assessment week.

Year 5 Spring 2: Half Term planning (2020)

	the force of gravity pulling on objects.					
Computing Media and E-safety	<p>Internet Research & Web Design</p> <p>This unit combines the further development of children’s skills for searching the internet with the introduction of creating and editing a webpage using Google Sites. Children will learn how to use some of the other advanced search features in Google, such as fill in the blanks; and how to create a webpage with a layout of their choosing, which includes images and links to other webpages.</p>					
DT	<p>The children will design and make their own long boats as part of their learning in The Vikings topic.</p> <p>They will develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggest alternative methods of making if the first attempts fail. They will select appropriate materials, tools and techniques. They will measure, mark out, cut and shape, join and finish a range of materials, using appropriate tools, equipment and techniques.</p>					
PSHE	<p>PATHS – Making and Keeping Friends</p> <p>The children will learn how to strengthen peer relation and improve peer resistance skills.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will become more aware of their skills to better communicate about emotional stress.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will improve their ability to recognise and interpret similarities and differences between feelings, reactions and points of view of self and others.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will improve their ability to recognise and interpret similarities and differences between feelings, reactions and points of view of self and others.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will learn how to work more co-operatively in groups.</p>	<p>PATHS – Making and Keeping Friends</p> <p>The children will apply problem-solving and conflict-resolution skills to real-life situations.</p>
French	<p>A School Trip</p> <p>Children will learn and perform songs in French such as ‘The Wheels on the Bus’.</p>	<p>A School Trip</p> <p>Children will explore new vocabulary related to school trips to describe some of the activities they like doing on the way to a destination.</p>	<p>A School Trip</p> <p>Children will learn to describe some of the common sights they may encounter on a journey, including un arbre – a tree; une ville – a town; and un oiseau – a bird.</p>	<p>A School Trip</p> <p>Children will learn and use a variety of vocabulary associated with visits to a museum (musée).</p>	<p>A School Trip</p> <p>Children will learn and use a variety of vocabulary associated with trips to the countryside and activities they may do here.</p>	<p>A School Trip</p> <p>Children will recap the work in this unit as a School Trip to the Museum.</p>
RE	<p>Children will explore the key beliefs of Islam and relate them to their own beliefs.</p>	<p>Children will learn what the Hajj is and why Muslims complete this pilgrimage to Mecca.</p>	<p>Children will explore the steps of the Hajj, what it means to Muslims and why Mecca is important.</p>	<p>The children will continue their exploration of the Hajj, learning about all aspects of it including who should go, preparation and what happens on each day.</p>	<p>The children will create their own posters, depicting why the Hajj is so important to Muslims.</p>	<p>Using knowledge gained, the children will make a 6-point plan for their own spiritual journey.</p>
Music	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Chinese music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Caribbean music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Indian music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Irish music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore African Drumming music.</p>	<p>What does Music sound like in other parts of the World?</p> <p>Children will explore Indonesian Gamelan music.</p>
PE	<p>Swimming will continue at the UEA for remaining children in Year 5, which is in addition to regular PE sessions at school.</p> <p>The children will be learning skills involved with racket sports, focusing on tennis.</p>					