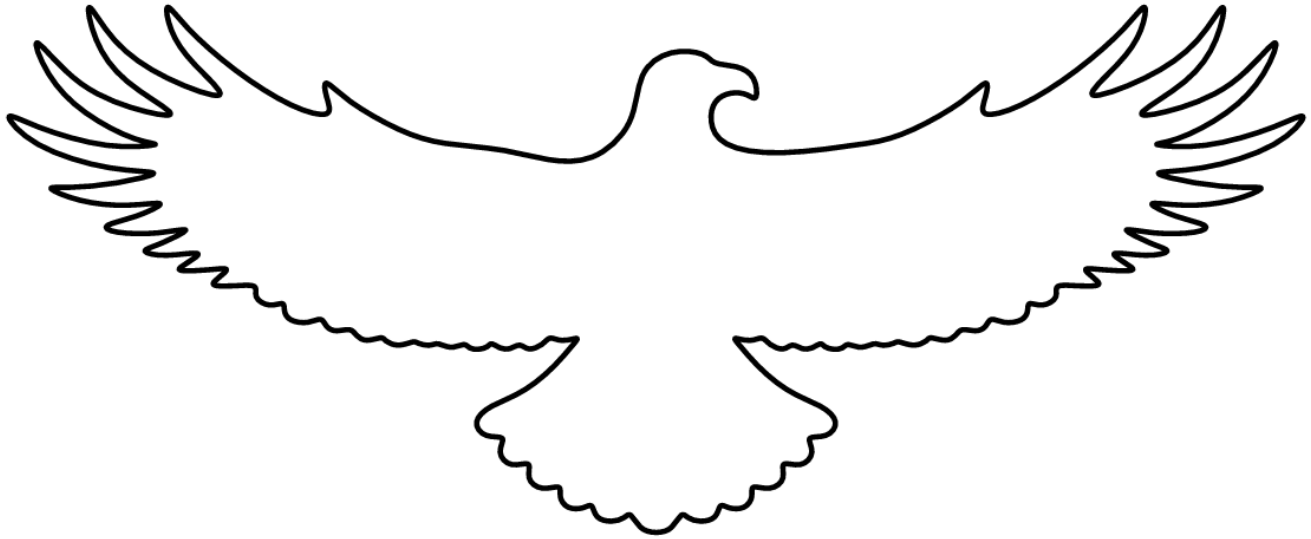


Eagle Class

Term 3 information

Term 3 - Eagle Class, Year 5

I hope you had a wonderful Christmas break. Please see information below for Term 3. I have attached the knowledge organisers for each subject and key texts that we will be covering. If you have any questions, please contact me via studybugs/ the school office or at the end of each day.

- PE kits will need to be in school on Mondays and Wednesdays. Earrings will need to be taken out.
- Children may bring their own pencil case. Please note that handwriting pens need to have blue ink.

At home:

- Reading (most children are now independent readers and should be choosing their own books for enjoyment. Ask your child questions about their book and encourage them to ask about, or research, any unfamiliar vocabulary.)
- TTRS (we encourage children to practise at least 3x weekly at home)
- Spelling Shed (3x weekly at home)

We will not be sending home a reading record or spelling book. The spelling list can be accessed via the Spelling Shed website if you wish for your child to practise offline.

Maths

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- whole
- equivalent
- mixed number
- improper fraction
- simplest form
- multiple
- common denominator
- common numerator

Fractions — Knowledge Organiser

Adding and Subtracting Fractions

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

Add Fractions When the Total is Greater Than 1

$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$

Add Mixed Numbers

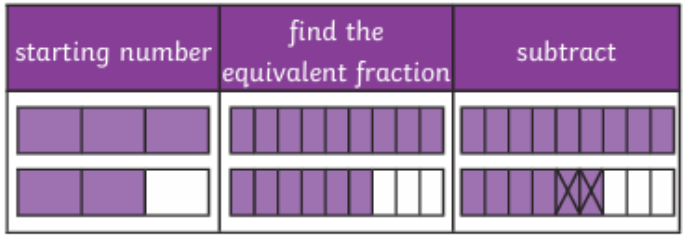
$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$

$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$

Subtract From a Mixed Number

$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$

starting number	find the equivalent fraction	subtract



Subtract from a Mixed Number - Breaking the Whole

$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$

Subtract Two Mixed Numbers

$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$

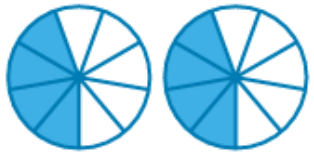
$2 - 1 = 1$

$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$

Multiply Unit Fractions by an Integer

$\frac{1}{3} \times 5 = \frac{5}{3}$

Multiply Non-Unit Fractions by an Integer



$2 \times \frac{4}{9} = \frac{8}{9}$

Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Use repeated addition.

$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Multiplication and Division

Knowledge Organiser

Key Vocabulary

- multiply
- groups of
- lots of
- times
- divide
- share
- remainder
- factor
- multiple
- product

Short Multiplication

$2543 \times 7 = 17\,801$

	2	5	4	3
×				7
1	**7**	**8**	**0**	**1**
1	3	3	(2)	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$2543 \times 67 = 170\,381$

		2	5	4	3
	×			6	7
	1 (1)	7 (3)	8 (3)	0 (2)	1
1 (1)	5 (3)	2 (2)	5 (1)	8	(0)
1	**7**	**0**	**3**	**8**	**1**
	1	1			

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Short Division

		3	**8**
4	1	$^{1}5$	(3)2

15 ÷ 4 = 3 remainder 3

Remember to regroup any remainders and move them into the next column.

		4	**5**	**5**	**r**	**3**
5	2	2	$^{2}7$	$^{2}8$		

28 ÷ 5 = 5 remainder 3

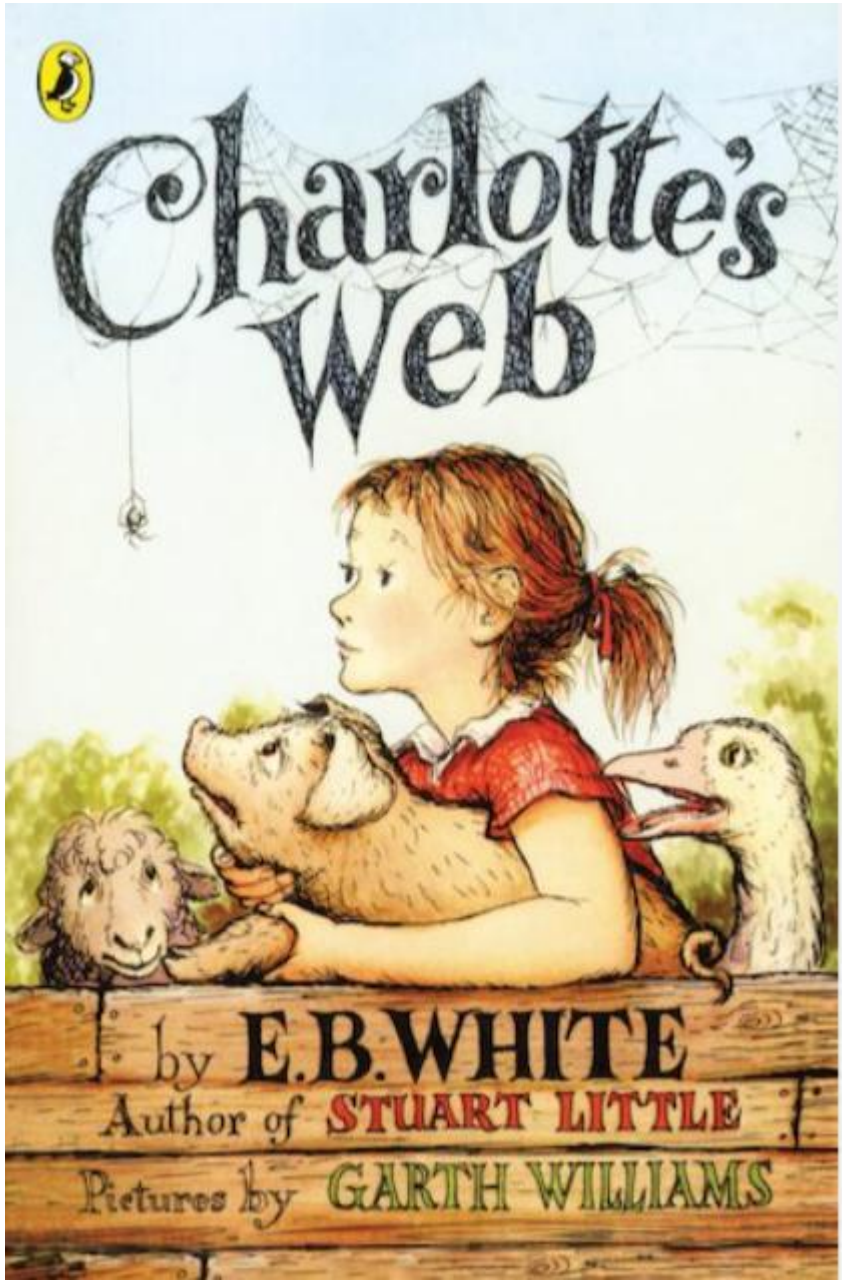
If your calculation has a remainder, remember to record it in the answer using the letter **r**.

Division

$136 \div 4 = 34$

		3	**4**
4	1	3	6
−	1	2	0 → **30** × 4
		1	6
	−	1	6 → **4** × 4
			0

VIPERS (reading comprehension) focus text



Science

Science - Earth and space

The Solar System is a group of celestial bodies, including the Sun, planets, asteroids and moons, held together by gravity.

The Sun, Earth, moons and other planets are spherical in shape.

Ptolemy

100-170 CE

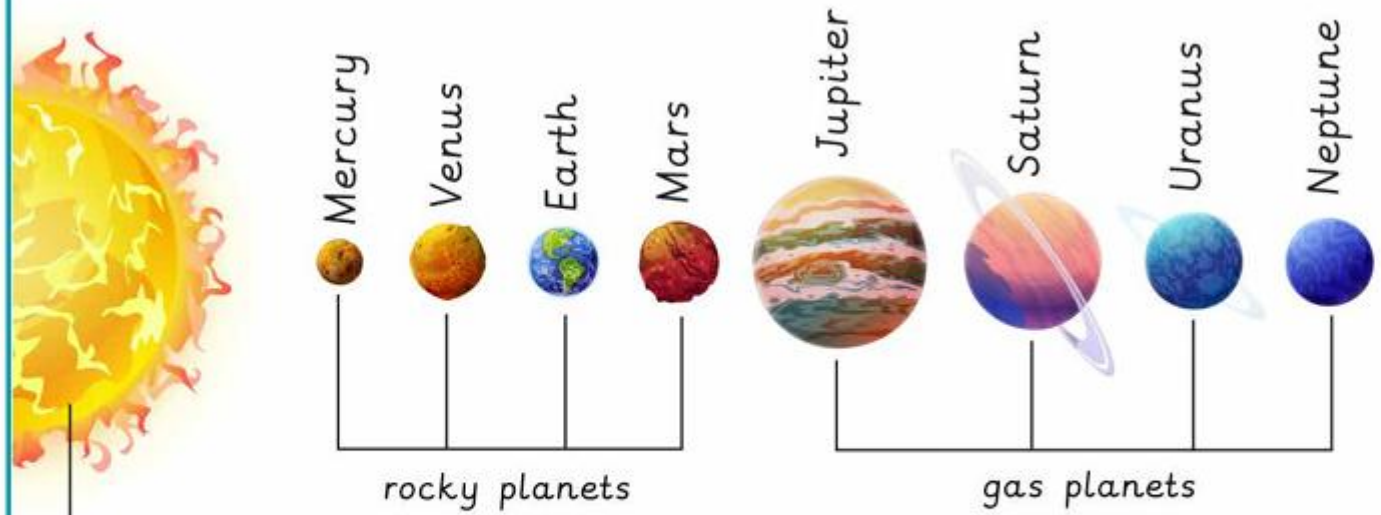
Alhazen

965-1040 CE

Copernicus

1473-1543 CE

Our Solar System

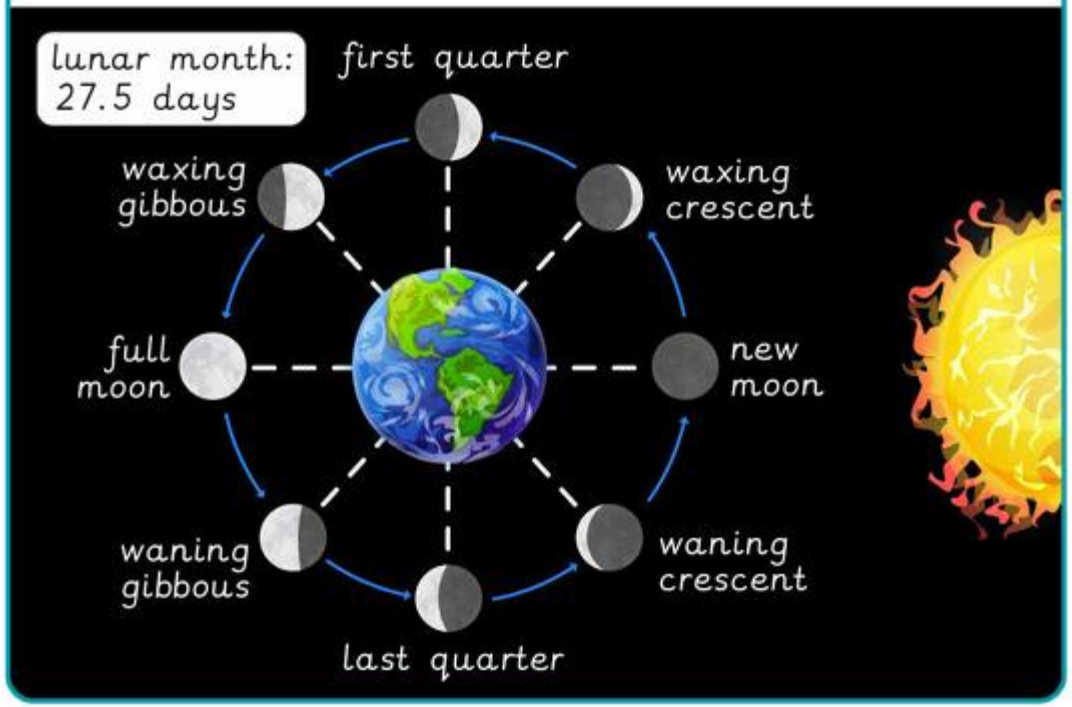


The heliocentric model was developed by Copernicus (1473-1543 CE) and theorised that the Sun was at the centre of the Solar System with the Earth and other planets orbiting around it.

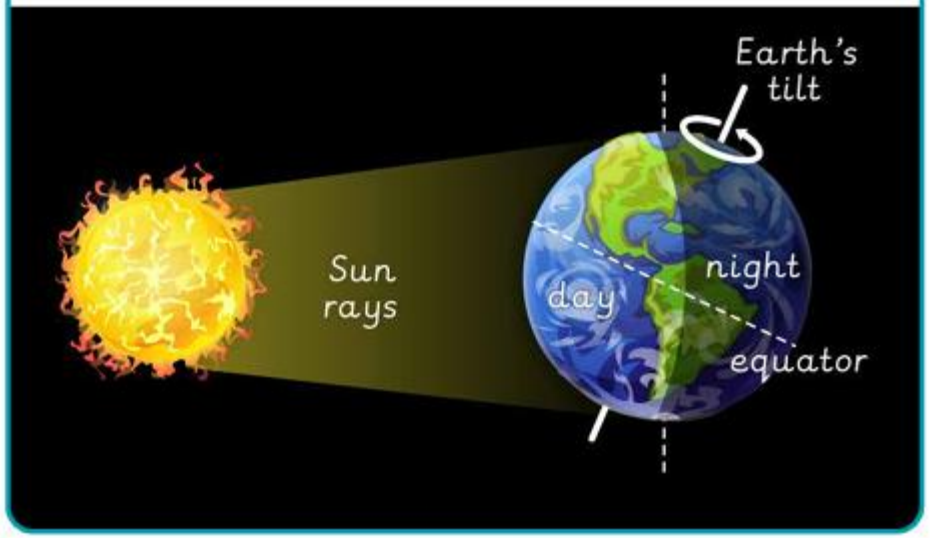
The geocentric model was developed by Ptolemy (100-170 CE) and theorised that the Earth was at the centre of the Solar System with the Sun and other planets orbiting around it.

Artificial satellites are human-made objects that orbit planets. They have many uses, including gathering data, communications and taking images.

Phases of the Moon: the Moon appears to change shape as it orbits the Earth because we see different amounts of its lit-up side (the side reflecting light from the Sun).



Day and night: the Earth rotates on its axis every 24 hours, creating periods of daylight and nighttime.



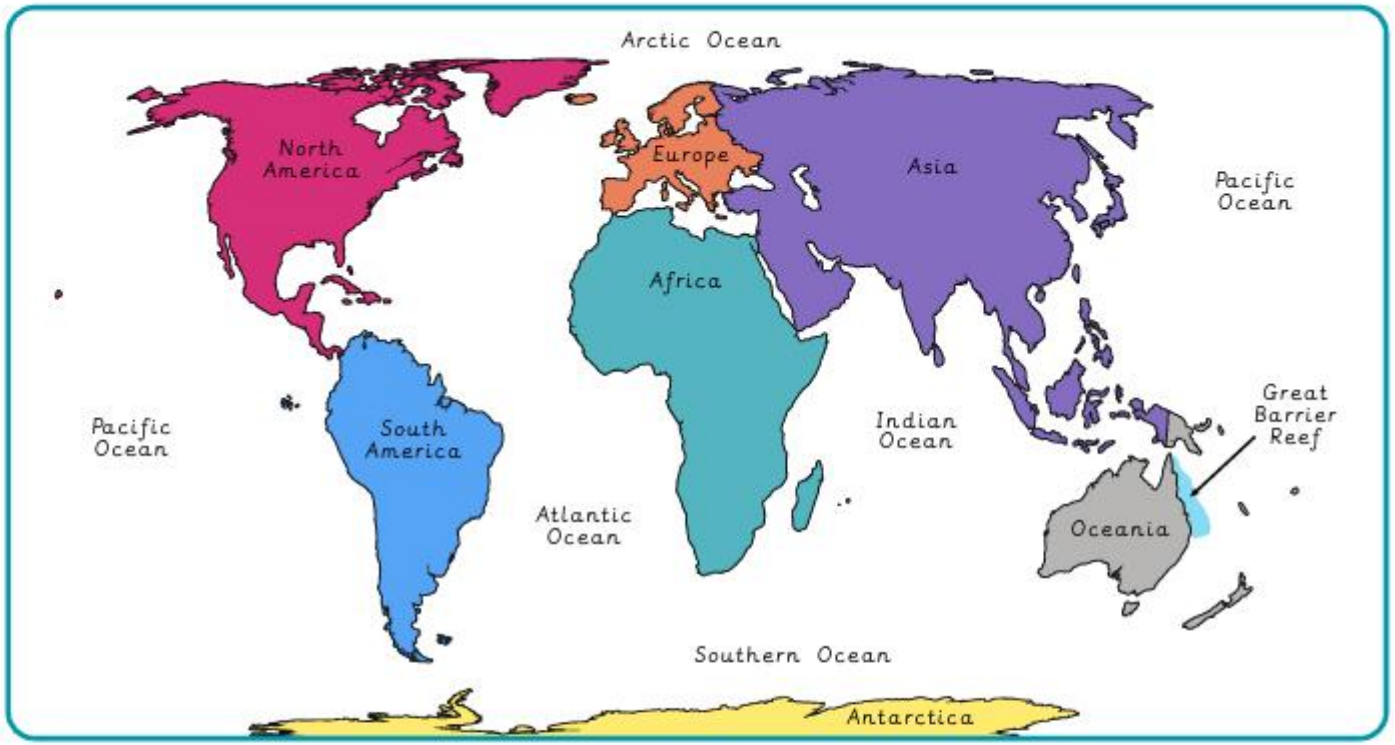
Moons, also called natural satellites, are celestial bodies that orbit planets. The Earth has one moon. Some planets, like Mercury, have no moons and other planets, like Saturn, have many moons (the current count is 146).

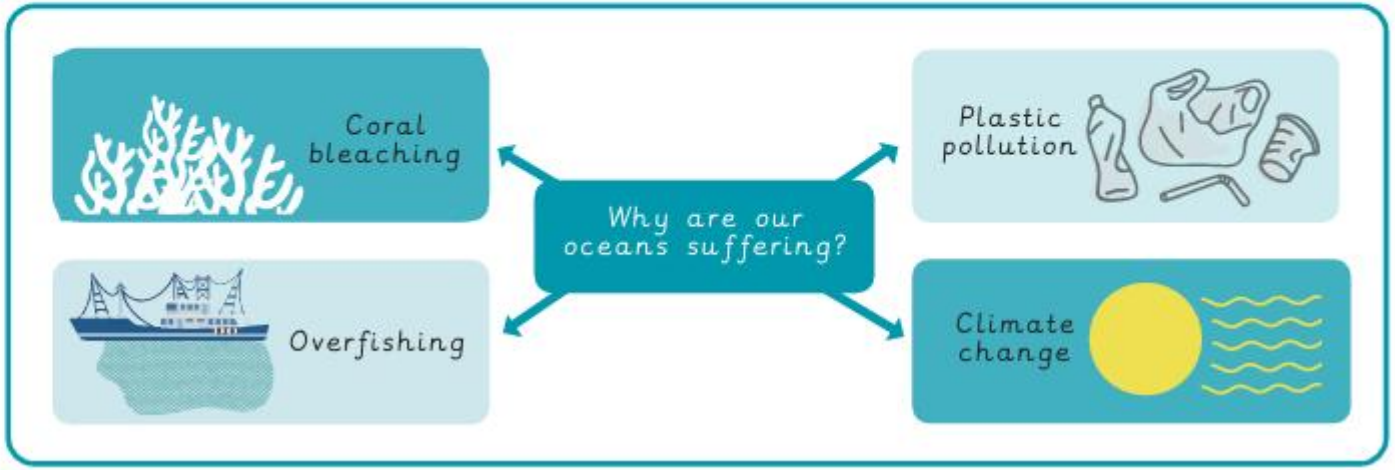
Why do oceans matter?

Geography

Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.





Why do oceans matter?

Why are oceans important?

- They are used for trading between countries.
- Ocean currents influence our weather.
- They provide food and jobs.
- They are used for fun activities.
- They give us ingredients for medicine.
- They absorb carbon dioxide and warm our planet.
- Coral reefs act as a buffer to natural disasters.
- Coral reefs are home to a quarter of our marine species.

ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

RE

How can following God bring freedom and justice?

Year 5 - Term 3 – People of God

What do people think and believe about God?

What does this look like in their life?

How does learning about religion cause you to question and wonder about the world around you and your own experience within it?

What does it mean for a child to belong to a family of faith?

Key Vocabulary	
Freedom	Freedom means being able to make choices and to live your life without anyone stopping you from doing what is right and safe.
Justice	Justice means making sure people are treated fairly.
The Old Testament	The Old Testament is the first part of the Bible. It contains stories, songs, and teachings that are important to many Christian people. The Torah also has some of the same stories which are important to many Jewish people.
Rescue	Rescue means helping someone who is in danger, stuck, or needs help, and bringing them to safety.
Moses	Moses is an important leader in the Bible who helped rescue God's people from slavery and taught them how God wanted them to live.
Exodus	The word 'exodus' means 'a big journey out'. Exodus is the name of a book in the Bible that tells the story of how Moses led the Israelites out of Egypt so they could be free.
Commandments	Commandments are important rules or instructions that tell people how to live in a good and loving way.

Key Knowledge
The Old Testament pieces together the story of the People of God.
The story of Moses and the Exodus show how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

My Questions and Reflections

DT

Mechanical Systems - Pop-up book

Aesthetic	How an object or product looks.
CAD	Computer-aided-design. To use the computer to design a product, diagram or drawing.
Caption	A short piece of writing under a picture that describes or explains the picture.
Design	To make, draw or write plans for something.
Design brief	A description of what you are going to design and make and how it will work.
Design criteria	To help designers focus their ideas and test the success of them.
Exploded-diagram	A diagram which shows all of the parts of a product, including the internal and external parts.
Function	How an object or product operates or works.
Input	Input is the motion used to start a mechanism.
Linkage	A set of bars linked together to form a mechanism.
Mechanism	A system of parts working together.
Motion	The movement an object makes when controlled by an input or output (e.g. left, right, up, down).
Output	Output is the motion that happens as a result of starting the input.
Pivots	A shaft or pin on which something turns.
Prototype	A simple model that lets you test out your idea, showing how it will look and work.
Sliders	A part of a mechanism which allows an object to move from side-to-side (e.g. left-to-right).
Structure	Something which stands, usually on its own.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter).

Key fact

Input is the **motion** used to start a **mechanism. Output** is the **motion** that happens as a result of the **input.**

Think of a see-saw, when you sit on your side of the see-saw (**input**) your friend goes up on the other side. (**output**)

Did you know?

Did you know that the first children's pop-up books were invented in the 1700s? That's over 300 years ago! Lothar Meggendorfer was a well-known pop-up author in the 1800s.

Music

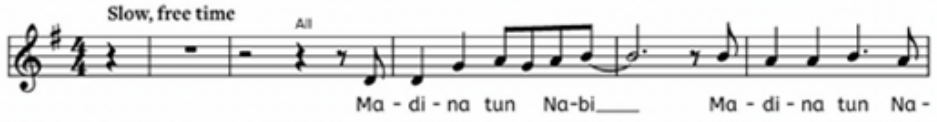
Name: .....

Class: .....

Madina tun Nabi

A 'Nasheed' is a type of Islamic song that teaches about the Islamic faith.

Traditionally Nasheeds were sung unaccompanied, but nowadays they are often accompanied.



Vocal decoration = a singer decorates a word by adding notes to the tune. Listen to the performance then try singing the 'n' sound of 'tun' copying the singer.

Drone = a note or chord that is held continuously throughout most of a piece of music.

Sing these lines from the Verses as solos:

Verse 1: The city of the Prophet's where we all like to be.

Verse 2: The city that's bright where you'll become light of all worries and burdens. When you set sight your heart will delight at the wonders of Madina.

(Part 1) *Madina Madina*
(Part 2) *Ah*
(Part 1) *Madina Madina*
(Part 2) *Oh*
(Part 1) *Madina Madina*
(Part 2) *Oh*
(Part 1) *Madina Madina*

G major (G)

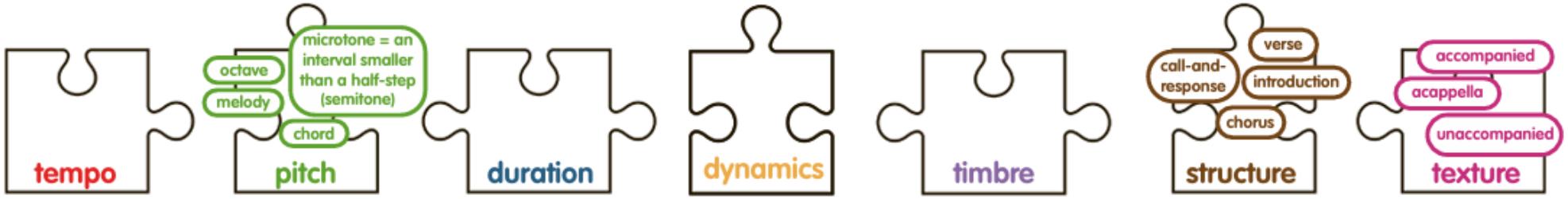
G B D

D major (D)

D F# A

Play the chords:
Chorus: D - G - D - G - D - G - D - G

Verse: G (12 times)
Chorus: D - G - D - G - D - G - D - G



PE

Knowledge Organiser
Dance Year 5

Get Set 4 Education

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest.

The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.

Chinese New Year

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

Each year relates to an animal.

The lion represents joy and happiness.

The longer the dragon is in the dance, the more luck it will bring to the community.

Key Vocabulary

actions: the movement a performer uses e.g. travel, jump, kick
canon: when performers complete the same action one after the other
choreograph: create a sequence of actions or movements
choreography: the sequence of actions or movements
collaborate: work jointly with others
dynamics: how an action is performed e.g. quickly, slowly, gently
formation: where performers are in the space in relation to others
genre: a style
motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance
pathway: designs traced in space (on the floor or in the air)
performance: the complete sequence of actions
phrase: a short sequence of linked movements
posture: the position someone holds their body in
quality: the standard of the skill
relationship: the ways in which dancers interact; the connections between dancers
space: the 'where' of movement such as levels, directions, pathways, shapes
structure: the way in which a dance is ordered or organised
timing: moving to the beat of the music
transition: moving from one action or position to another
unison: two or more people performing the same movement at the same time

Ladder Knowledge

Actions:	Dynamics:	Space:	Relationships:
Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.	Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.	Space relates to where your body moves both on the floor and in the air.	Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social collaboration, consideration and awareness of others, inclusion, respect, leadership

Emotional empathy, confidence, perseverance

Thinking creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

Healthy Participation

You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

How will this unit help your body?

Balance, co-ordination, flexibility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

PSHE

Year 5 - Health and wellbeing

Fail	To be unsuccessful in achieving a goal.
Goal	Something you want to achieve.
Protect	To keep someone safe from something.
Relaxation	Doing calming activities such as having a bath or reading a book.
Responsibility	Being in charge of our own actions.
Steps	To do what is necessary to reach a goal.

Health tips

Establish good habits for sleeping.

Remember: "If at first you don't succeed, try, try and try again".

Write down your goals and the steps you need to get there.

Try to have a balance of food groups in each meal or across the day.

Getting help

If you are worried about your health, talk to an adult you trust or your doctor.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

There are things we can do to look after our mental health, such as yoga.

Sleep is an important part of keeping healthy.

As we get older, we take on more responsibility for our own health.

Finding things hard and failing can feel uncomfortable but they are part of learning.

Having goals can help us achieve things and we will sometimes need to break these down into steps.

We all experience different feelings and we can decide how we are going to react to them.

When we plan a meal, we need to try and include all the food groups which keep us healthy.

UV rays from the sun can damage our skin if we don't protect ourselves.

French

Les Romains

phonics

é
sound in:
- légende

è
sound in:
- frère

eux
sound in:
- deux
- dieux

silent letters

Some letters in French are silent, for example the final 's' in 'esclaves'.

nasal sounds

There are words in French that are made through the nose as well as the mouth! These do not exist in English. Examples include 'latin', and 'dimanche'.

vocabulary

As this is a unit that explores language learning strategies, there is a wider range of vocabulary than in other units. Not all will be learnt from memory, but there will an opportunity to also revisit core vocabulary like Days of the Week in French.

Monday →	lundi
Tuesday →	mardi
Wednesday →	mercredi
Thursday →	jeudi
Friday →	vendredi
Saturday →	samedi
Sunday →	dimanche

grammar

To understand better how to use the negative structure in French.

Je porte une toge.
I wear a toga.

Je ne porte pas de toge.
I do not wear a toga.

Wider range of 1st person high frequency verbs:

je suis	j'habite	je vais
I am	*I live*	*I go*
je porte	je mange	je travaille
I wear	*I eat*	*I work*

What I will learn:

- ☐ Objective 1: I will learn to listen attentively to longer passages in French and how to decode using cognates.
- ☐ Objective 2: I will learn to understand more of what I hear and read using a listening activity to help decode unknown language.
- ☐ Objective 3: I will learn the names of 7 Romans gods and goddesses and will link them to the days of the week in French.
- ☐ Objective 4: I will learn all about key Roman inventions in French.
- ☐ Objective 5: I will revisit the negative structure in French and will present to the class as a Roman rich child and/or poor child.