


<p><u>Writing Outcomes</u> London Eye Mystery: Formal letter to the council Information leaflet about a tourist attraction Poem about the local area</p>	<p><u>Geography</u> Geographical features of the UK Regions/places of the UK Using maps of the UK Formation of UK mountains Rivers of the UK Costal knowledge/language</p>	<p><u>Maths</u> <i>Place value</i> (Roman Numerals, Numbers to 1,000,000, More or Less, Rounding). Addition and subtraction (Addition and Subtraction with more than 4 digits, rounding, multi-step problems, finding missing numbers). Multiplication and division A (Multiples, Factors, Prime numbers, square numbers, cube numbers)</p>
<p><u>MFL</u> French Phonetics 1-3 My family</p>	<p style="text-align: center;">Kestrels Class Term 1 Unbelievable UK</p> 	<p><u>Science</u> Changes in reproduction Puberty and human growth changes How to stay fit as a teenagers Human life-cycle stages Development of other animals</p>
<p><u>SMSC</u> <u>PSHE</u> Law and order, Forming relationships <u>RE</u> Sikhism Belief into action: How far would a Sikh go for their religion?</p>		<p><u>Music</u> To learn how to hold a ukulele in rest and playing position To learn how to 'strum' and keep in time with the pulse To learn the open string names To learn how to play C major and A Minor chords</p>
<p><u>Art</u> Street art Sketching and adding detail Graffiti art style discussions and examples Creating designs and stencils</p>	<p><u>P.E.</u> Swimming Developing swimming stroke techniques Effectively floating Water survival and safety skills</p>	<p><u>Computing</u> Systems and searching How computers link together to make whole systems Using search engines effectively Understanding results shown by search engines</p>

Kestrels

Class Spellings for Autumn 1






Week 2 shus endings spelt -cious	Week 3 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 4 Words with the short vowel sound /i/ spelt with y	Week 5 Words with the long vowel sound /i/ spelt with y	Week 6 Homophones & near homophones	Week 7 Homophones & near homophones	Week 1 of Autumn Term 2 Words with 'silent' letters
Tested on 15.09.23	Tested on 22.09.23	Tested on 29.09.23	Tested on 06.10.23	Tested on 13.10.23	Tested on 20.10.23	Tested on 03.11.2
accommodate excellent queue vicious gracious spacious malicious precious conscious delicious suspicious ferocious	forty programme available ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious*	leisure suggest community symbol mystery lyrics oxygen symptom physical system typical rhythm	occur develop average apply supply identify occupy multiply rhyme python hygiene hyphen	relevant identity neighbour past passed proceed precede aisle isle allowed aloud affect effect	definite marvellous system farther father guessed guest heard herd led lead morning mourning	disastrous twelfth symbol doubt lamb debt thumb solemn autumn column knight knuckle
<u>Year 3 & 4 Revision</u> forgetting forgotten beginning	<u>Year 3 & 4 Revision</u> beginner prefer preferred	<u>Year 3 & 4 Revision</u> gardening gardener limiting	<u>Year 3 & 4 Revision</u> limited limitation myth	<u>Year 3 & 4 Revision</u> gym Egypt pyramid	<u>Year 3 & 4 Revision</u> mystery young touch	<u>Year 3 & 4 Revision</u> disappoint disagree disobey

*Exception to the spelling rule

Spellings in **RED** are statutory spelling words from the Year 5/6 spelling list. The statutory words, words from the spelling pattern and the year 3&4 words are the spellings for that week. There are a total of 15 spellings per week. Please learn and prepare to be tested on all 15 in that week's column.

Year 5 Term 1 Homework Grid

<p><u>Reading:</u></p> <p>Read daily either on Reading Plus or your scheme book, remember to record this in your contact book.</p> <p>Discuss the following questions with your grown up:</p> <ul style="list-style-type: none"> • How were the characters feeling when Happened? How do you know? • How did the characters act? Would you have done the same? • What inferno level words has the author included? How do those words make the text better? 	<p><u>Writing/Handwriting</u></p> <p>Use the following words in a range of sentence: lightning, challenge, vehicle, persuade and neighbour.</p> <p>Challenge yourself:</p> <ul style="list-style-type: none"> • Can you use it in a rhetorical question? • Can you include subordinating conjunctions? • Can you include extra information in between commas? 	<p><u>Maths:</u></p> <p>Log in to Times Tables Rockstars to complete the set times tables and remember to challenge yourself with the linked division facts too.</p>
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Optional activities		
<p><u>Art:</u></p> <p>Pick a famous landmark in the UK and create a collage to represent it.</p> 	<p><u>Music:</u></p> <p>Compose a piece of music that represents a country in the UK. Think carefully about their style of music and the instrument that are associated with that country.</p> 	<p><u>Geography:</u></p>  <p>Create a map of the UK showing all of the places you have either visited or have links with e.g. family member lives there. Identify the county that each place is in.</p>
<p><u>PE</u></p> <p>Research famous swimmers such as Olympic or Paralympic swimmers. What motivates them? What skills did they need to develop? What advice would they give to others?</p> 	<p><u>Science:</u></p> <p>Create a poster showing all of the ways that you have changed since you started at school. Think about physical changes such as getting taller and how your likes and dislikes have changed too. Can you add a picture of yourself too?</p> 	<p><u>Writing:</u></p> <p>Write a story about a character who lives or works in a different part of the UK to Wilmington.</p> <p>Use as many adjectives and expanded noun phrases as you can and make sure that none of your sentences start with the word the.</p> 