



Year 5

Spring 2

How to support your child's learning.

First follow the link (control and hover) [click here](#)

Mathematics

We are returning to decimal fractions over the next few weeks, having focused on them for a unit in September. The children will be learning about multiplication and division of numbers by 10, 100 1nd 1000 and how this may result on decimal answers. They will consider how 4 divided by 10 is the same as 1/10 x 4.

How to help:

It is essential that your child know their times tables and division facts to help them be comfortable to manipulate numbers. Keep working on TT rock stars regularly. If your child has not got their password, please let us know.

After this unit, we will move on to factors, multiples and primes. It would be an advantage to your child if they knew what these words meant and could give examples. Use a 100 number square to explore the terms.

The BBC bitesize website is a good place to start to learn about the terms with videos and explanations. <https://www.bbc.co.uk/bitesize/topics/zfq7hyc>

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

KS2

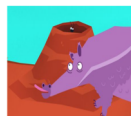
Factors, multiples and primes

Part of Maths

4 learner guides

What are factors?>

Take a look at how to work out the factors of a number.



Reading and Spelling

This half-term we will be reading Percy Jackson and the Lightning Thief by Rick Riordan. This modern day retelling of Greek myths will build on our work from last term on The Odyssey. We hope to develop the children's reading through this exciting story. Year 5 will also be able to use their previous knowledge from their history topic on Ancient Greece to enjoy and understand this book.



How to help:

As we improve as readers, we will be continuing to focus on reading fluency particularly as we tackle more advanced texts. We would ask that you read as much as possible with your child at home. Even confident readers need to work on their reading stamina and this is especially important in upper key stage two.

Spelling

We will still be using the words from the Year 5/6 spelling list as homework. The children will receive a selection of words (usually on Tuesday) and they will see how many they can spell correctly the following week. Thanks for your support with this.

Writing

Percy Jackson and the Lightning Thief is also our main inspiration as we write our narratives. We will use the themes of Ancient Greek myths and fantasy story texts to help us with our own writing.

We will continue to practise the skills we have learnt so far in Year 5 as well as developing our narrative writing through planning, drafting, editing and revising. We are going to focus on using dialogue to effectively advance the action in our stories. We will continue to look at writing effective settings full of rich figurative language and carefully selected adjectives.

How to help:

It would be very useful when reading at home to look out for good setting description or good examples of dialogue in stories. You could also discuss the author's choice when it comes to adjectives or verbs. Keep an eye out for times when an author uses a simile, metaphor or personification. Ask your child:

Would you use it in your writing?

Do you think it's effective?

What does this make think/feel?

Would you use a different word/phrase?

Do you think this could be improved?

Science

We are continuing with our topic of materials and their properties. We have studied mixtures and separating mixtures using evaporation and sieving. This half term we will be focused on reversible and irreversible changes and then why objects are made of certain materials.

How can you help?

There are lots of ways to help. Just asking the questions, @ what is your.....made of ?” “ Why do you think it is made of.....?” For example, whilst using oven gloves or a football.

If you want to carry out similar experiments to those at school, try this website:

SCIENCE FUN AT HOME



A collaboration between
Science Sparks and the
Primary Science Teaching Trust



We have attached the activity information to the next page and also included the lengthy website link below if you would prefer to access the website.

<https://pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home?>

gclid=CjwKCAiAxP2eBhBiEiwA5puhNTGn3tCaClHvRsl5G_QUWK5DzQHozXx-PBxGB1E0yqtMz-FXeSmahσCKt4QAvD_BwE

Geography

The geography project is the physical and human features of Greece and compliments all the work from the previous half term where your child has used Ancient Greek stories in their writing and reading and found out about the Ancient Greek civilisation in history. The key question is which would they prefer, to holiday in Greece or Yorkshire? To do this they will need to explore the geographic features.

How can you help?

If you or family members have been to Greece, please share the experience and photos with your child. Explain the geographical features if you can. Make a scrap book to show places to visit in Yorkshire. You may have photographs of them walking the Wolds Way for example or visiting York. This website can help expand their knowledge.

<https://kids.kiddle.co/Yorkshire>

Knowing about our local area, will free your child up to concentrate on learning about Greece in school.

Art

In Art this half term, we are focusing on natural sculpture. We will use Giuseppe Penone, an Italian sculptor. He uses natural products to create his Art.



The children will explore natural materials found in school and in our local community. Then design and produce a unique sculpture of their own.

How to help your child

Look on website such as the Yorkshire sculpture park or visit if you have the chance.

Please gather up items from your garden or in our local area when you are out and about. Encourage your child to create different shapes and forms with them. Let them experiment with how to join the materials together.



Clean me!

LINKED CHALLENGE

To create a filtration system to clean water

ACTIVITY OVERVIEW

Make a bucket full of 'dirty' water before the session. (Ideas provided in the resources list.)

Review the basics of a solution versus a mixture. In two clear beakers of water, add sugar to one and stir, and add paperclips to another. Ask children to talk to their partner about whether/how they could separate the materials that are in each beaker. Draw out key facts then add the contents of both beakers to the bucket.

Set the children a challenge: Each pair will have their own beaker half-filled with 'dirty' water from the bucket. On each table are tools/materials that they could use to 'clean' the water. Their challenge is to use some/all of these tools in a set time, to make their beaker of water as clean as possible. They need to decide the order of use, whether they want to use all the materials, and whether there are other tools they could try. Ensure you have discussed why the water will NOT be clean enough to drink at the end of the process.

After the set time, bring the group together to explain what they have 'cleaned' from their water and how they did this. Ask pairs to describe one of their processes in detail and why they used it, e.g. "Magnets were used to remove the paperclips because they are magnetic." Hand lenses should be used to decide which pair has 'cleaned' their water the most.

KEY FACTS/SCIENCE

Mixtures and solutions of solids and liquids can be separated in many ways, including filtering and sieving. Larger items can be picked out by hands and magnetic materials can be removed using a magnet. A *mixture* is a substance made by combining two or more different materials physically together without causing a chemical reaction. As such, the components are unchanged and the components can usually be separated again. Passing a mixture through a sieve will catch the largest particles. For those that are smaller, funnels and filter paper can be used. In both cases, the water passes through and the solid particles are left behind.

A *solution* is made by combining a *solute* and a *solvent*. A simple example is sugar dissolved in water: water is the solvent and sugar is the solute. Solutions cannot be separated using sieves and filters. If the water is heated until it *evaporates*, in this case the sugar is then left behind. The water could also be collected by distilling it - cooling it down from vapour back to liquid.

Bacteria and other microbes are microscopic and we will not have removed these. Some may be dangerous to health. Without proper water treatment our 'cleaned' water MUST NOT be consumed.



RESOURCES

One bucket of 'dirty water' (water, sugar, sand, soil, gravel, leaves, salt, paperclips)
Spoon/stirrer
Beakers
Funnels

Filter paper
Sieve
Paper towels
Magnets
Hand lenses

Health and Safety:

Ensure no one drinks water that has been 'cleaned'.

QUESTIONS/FURTHER LEARNING

- What is a mixture and what is a solution?
- How can we separate each?
- What dangers are there in drinking water that has only been filtered?
- Why can't we see these hidden dangers and filter them out?
- Do you know how our drinking water is made safe?
- How can we save water?

Online supporting video:

<https://www.youtube.com/watch?v=RqWV7ozfFNQ>

