

Mathematics

In mathematics this term we are going to be recapping multiplication and division before focusing on fractions.

Multiplication

Complete the calculation to work out 123×23

| | | | | | |
|---|--|---|---|---|--------------|
| | | | | | |
| | | 1 | 2 | 3 | |
| x | | | 2 | 3 | |
| | | 3 | 6 | 9 | (123 × 3) |
| | | 2 | 4 | 6 | 0 (123 × 20) |
| | | | | | |
| | | | | | |

Use this method to work out the multiplications.

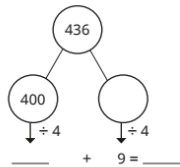
312 × 13

243 × 21

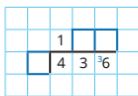
202 × 34

Here are four different ways of working out $436 \div 4$
Complete the calculation in each method.

Method 1: Partitioning



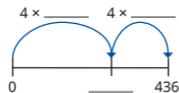
Method 2: Short division



Method 3: Half and half again

$436 \div \underline{\quad} = 218$
 $218 \div 2 = \underline{\quad}$

Method 4: Finding groups of 4 along a number line



Which method would you use to work out these divisions?

Fractions

This Term, we make links with our prior knowledge of multiplication and repeated addition. We learn that:

$$\frac{1}{5} \times 4 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

We use this understanding to solve problems like this:

Rosie is working out $1\frac{1}{5} \times 3$

I know that $1\frac{1}{5} \times 3 = 1\frac{1}{5} + 1\frac{1}{5} + 1\frac{1}{5} = 3\frac{3}{5}$

Use Rosie's method to work out the multiplications.

$1\frac{1}{7} \times 3$

$2\frac{2}{10} \times 3$

$3 \times 5\frac{3}{10}$

$2 \times 4\frac{3}{11}$

We also learn that a fraction of a number is the same as multiplying.

$$\frac{\square}{\square} \times \underline{\quad} \text{ is the same as } \frac{\square}{\square} \text{ of } \underline{\quad}$$

Things to look out for

- Children may need support to recognise the link between "of" and \times .
- Children may make errors if their times-tables knowledge is insecure.
- Children may choose the less appropriate method and face difficult calculations as a result.

Help your child succeed this Term by encouraging them to develop their timetable knowledge.

<https://play.ttrockstars.com/auth/school/student> Don't forget to log in and complete your Doodle homework! <https://doodlelearning.com/>

English

In English our three main writing genres will be narrative writing, persuasive writing and writing diaries.

| Writing Genre: | Creative Writing | Persuasive writing | Diary writing |
|-----------------------|---|---|--|
| Works: | During this, Year 5 pupils will be planning and writing a story set in Tudor times. We will be following a set structure to out planning, using our imagination to help us develop our own ideas. | Pupils will be using knowledge gained in history lessons to develop a job advertisement for a Tudor job. Some of the jobs were not particularly pleasant; can they persuade an audience to take on the role? | After studying a range of real-life diary entries from the period, looking at the style of language involved and themes covered in the diaries, pupils will be writing their own Tudor diary entries. They will write up their finished diaries onto tea-stained paper to add to the effect! |
| Main skills covered | Descriptive writing skills will be our focus, looking at expanded noun phrases and emotive language to develop our paragraphs. We will ask the children to develop suspense and atmosphere by using a wide range of vocabulary and sentence structures. They will effectively use relative clauses to develop complex sentences and use punctuation correctly to clarify meaning or signify dialogue. | A range of persuasive techniques will be explored such as appealing to the reader by flattering them and addressing them directly (e.g. 'You wouldn't want to miss out!'), using superlatives (these are the best, the most delicious etc.) and emotive language. | Using a variety of sentence starters, the children will create first-person diary entries in the style of someone from the Tudor period. They will need to include all the features of a diary and make their writing emotive. |
| Ways to help at home: | Relative clauses: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt Speech marks: https://www.bbc.co.uk/bitesize/clips/zvftsbk | Adverts and brochures: https://www.bbc.co.uk/bitesize/articles/zq8m8hw | Diary writing practice: https://www.bbc.co.uk/bitesize/articles/z6yxt39 |
| Reading and Spelling: | Guided Reading | Our weekly Spelling patterns: | |
| | This term's book is:  | Weeks 1-3 Words ending in -ibly - ably Weeks 4 - 6 Words ending in -ent and homophones | Try to practice spelling throughout the week with your child. |

Year 5 - What was life like in Tudor times?

| | | | |
|----------------|--|------------------|---|
| authority | A person or ruler's power to give orders and make decisions for the country. | secondary source | A document or a record that was not written at the time of the event studied. |
| evidence | The information that historians extract from sources. | tyrant | A person or ruler who uses their authority cruelly. |
| heir | A person who inherits money, property or a title after a family member dies. | | |
| inventory | A list of all the items belonging to a person who died in Tudor times. | | |
| portrait | A painting or drawing of a person's face and expression. | | |
| primary source | An original document from the period being studied that has not been changed in any way. | | |
| progress | A monarch's tour of the kingdom, accompanied by his or her court. | | |
| propaganda | Information given out that may not be accurate but is intended to make people believe something or to hold a particular point of view. | | |



Hans Holbein the Younger

A German painter who lived at Henry VIII's court for periods. His portraits are some of the most famous of Henry VIII.



Henry VIII

Henry VIII was the King of England from 1509 to 1547. He married six times to get a male heir. He used portraits of himself to portray himself as a powerful king.



Anne Boleyn

The second wife of Henry VIII and the mother of Elizabeth I. She was strongly Protestant and tried to influence Henry VIII to change his religious views.



Elizabeth I

The daughter of Henry VIII and Anne Boleyn, Elizabeth I ruled from 1558 to 1603. She used portraits, royal progresses and coins as propaganda to show her power and authority as queen.

Science Term 3 Forces



Forces in Action Glossary

| | |
|---|--|
| air resistance - the force that air exerts on a moving object | mass - the amount of material in an object measured in grams (g) |
| balanced - when the forces acting on an object are opposite and equal such that the object does not move | newtons - the units used to measure forces (N) |
| force - a push, pull, twist or turn - gravity, friction and upthrust are all examples of forces | speed - how fast an object is moving |
| force diagram - a diagram which represents forces and the directions they are acting with arrows | stationary - not moving |
| forcemeter - a device used to measure forces (sometimes called a newtonmeter) | unbalanced - when one force acting on an object is greater than the other forces, the object moves in the direction in which that force is acting |
| friction - is the force between two moving surfaces | upthrust - a force in water which pushes upwards |
| gravity - the force that causes all objects to fall to the ground | water resistance - the force that water exerts on a moving object |
| lubrication - a method to reduce the friction between two surfaces | weight - the force downward on an object caused by gravity |

Forces in Action Fact Sheet

| | |
|---|--|
| <p>Air resistance is a type of friction which slows the fall of a parachute or a piece of paper in air. The bigger the surface area the greater the amount of air resistance.</p> | <p>This is a forcemeter. It is marked in newtons, and is used to measure the magnitude of a force.</p> |
| <p>Friction is the force between two surfaces - for example there is friction between a car tyre and the road, or a ski and snow. Melted snow between the ski and the snow lubricates the ski and reduces the friction.</p> | <p>These two teams are both pulling, in the direction of the arrows, in this game of tug o' war.</p> |
| <p>Water resistance is another type of friction which slows objects moving through water:</p> | <p>The forces of gravity and upthrust need to be balanced for a ship to float.</p> |
| | <p>The Earth's gravity pulls objects to its centre.</p> |

Forces links to support learning at home:

<https://www.bbc.co.uk/bitesize/topics/znmnn39>

<https://www.stem.org.uk/resources/community/collect/12696/year-5-forces>

<https://kidadl.com/articles/what-is-a-force-ks2>

