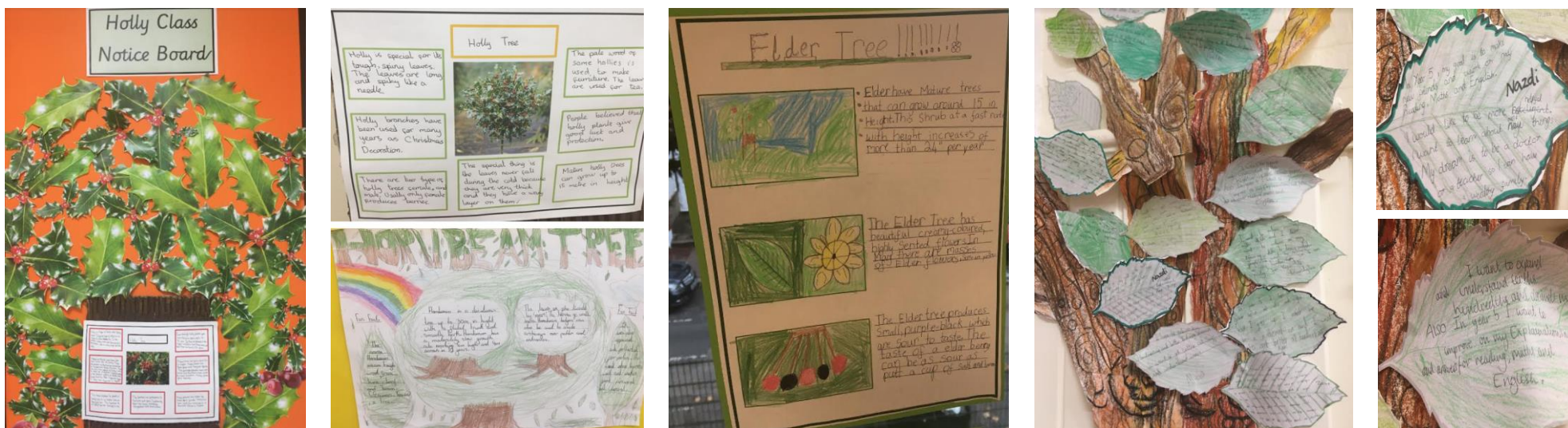


Year Group Leader update – Year 5

Year 5 this year is: Hornbeam class, Elm class, Hazel class, Elder class and Holly class. Each of our classrooms have their tree displayed and the children's work they completed as part of their class identity.



English: Writing

Children are currently reading the historical adventure story 'Secrets of a Sun King' by Emma Carroll. Part of the text is set in London at the time of World War II as well as in Ancient Egypt; it is a tale of mysterious packages, Egyptian tombs and a pharaoh's deadly curse!

Our Year 5 classes started the sequence of learning by engaging with the text using drama techniques such as hot seating to develop empathy with the character and to respond in role, freeze framing to develop their responses to different scenarios and key events in the story and conscious alley where children have to reason about the choices a character makes when faced with a dilemma.



I think they will get the period wrong and the queen will find out by the queen's words.

I think they are on a quest to follow the Sun as the boy in the picture is pointing at the sun.

I think the book is fiction as fiction usually has illustrations.

I think there is a girl because in Egypt ride on camels.

travelling to the sun

they are going to the sun king

Unusual events which reader to read on

Suspense to show something interesting is going to happen

debate which leaves the reader answering questions.

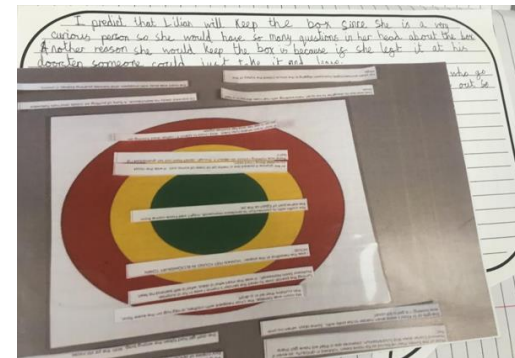

I think they are on holiday in Egypt as they get stuck in pyramids.

I think that the boy is smiling because they are in a good place to meet the queen.

they are travelling through the desert on a camel.

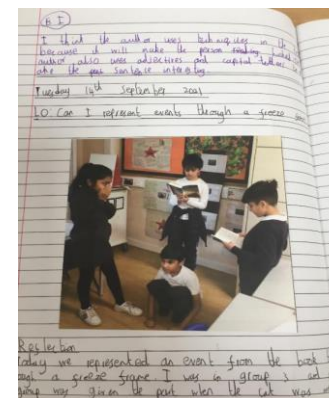
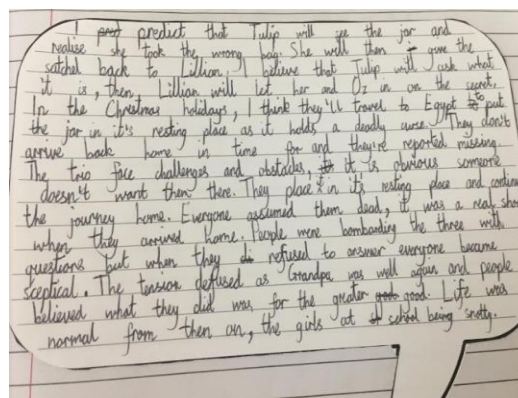
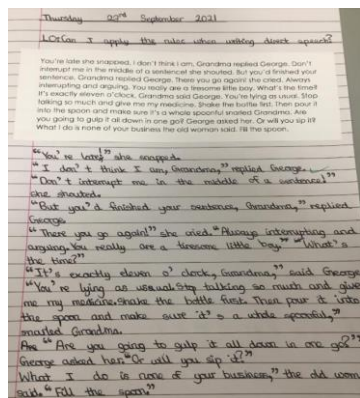
I have excited because when they get the queen's words I wanted to know what would happen next.

Emma Carroll
SECRETS OF A SUN KING

[illegible]

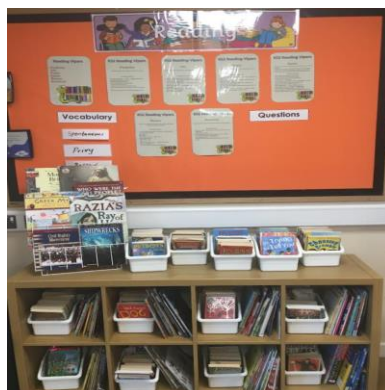
9.121 The strange and peculiar-looking wooden box must be magic and mystery. The mysterious-looking box is shiny and looks rather ancient. It was apparently "I looked and gave a long deep-thought" was full of mystery. Maybe this box was unharmed or maybe it was cursed. The girl's jawed box pulled plenty of questions to my head. What can this mystical box possibly be holding?

The ancient shining "or some holy means" of gold. It was unassuming and seemed like it had not been used for about one-thousand years. I couldn't believe my eyes. It was glorious and was a beauty for my eyes.



Reading

Year 5 has used this core text to also deliver reading three days a week, the fourth day being based on a non-fiction text linked to our current topic 'The Pharaohs' and the last day being a *Reading for Pleasure* day where children access online texts through Bug Club and choose a variety of texts that they want to read from our reading corners.



During reading the teacher models reading fluently, followed by the children echo reading in groups or pairs. They also read with a partner and finally read silently. This session is followed by defining unfamiliar vocabulary using an online dictionary. The teacher then works with the class to construct a modelled answer to the first of three comprehension questions, followed by two questions that the children answer with a partner. We are using different question formats to challenge our children.

Our reading in Term 1 has focussed on the following skills: retrieval, word meaning and explanation. Teachers ensure that skills are modelled and scaffolded and that children are given opportunities to apply and consolidate them in different contexts to ensure children make progress in reading. Year 5's core text for reading this term is 'Secrets of a Sun King' by the author Emma Carroll.



1

One filthy wet Wednesday morning, the world stopped making sense. I wish I could say I'd been expecting it, like those clever people who smell thunderstorms or feel tidal waves before they hit, but that wasn't quite how it happened.

We'd been eating breakfast, Mum and me, bumping knees under our tiny kitchen table as we polished off the last of the bread and dripping. I'd be hungry again within the hour: I always was. I was also dreading school. So you could say the day had started as grim as any other. Until, that was, I saw the headline in the morning paper:

'HUMAN FEET FOUND IN BLOOMSBURY TOWN HOUSE.'

'Is it true?' I asked, baffled.

Mum was scanning the inside pages for the death notices and horoscopes, which were the bits she always read first. 'Is what true, pet?'

I pointed to the article: 'Can I see?' because it was just the sort of queer story that'd stick in my head all day if I didn't read it.

Mum turned to the front page with a frown.

'Your dad wouldn't think much of you filling my brain with this, Lil,' she said, once she'd read it herself.

No, he probably wouldn't.

Dad wanted his daughter to be quiet, hard-working, with her nose always in a textbook. And I was like this, but I could be fierce if I had to be and wasn't good at niceties or looking neat for school. Which was why when Mum cut my

hair off with the dressmaking scissors, Dad didn't object. Better a daughter with boy-short hair than one whose plaits were always unravelling.

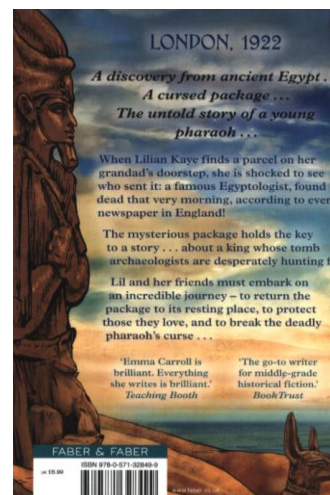
Meanwhile, across the kitchen table, Mum was still holding the newspaper.

'Oh come on, let me. Dad's not even here,' I pointed out.

He'd gone to work early, as usual, selling carpets door to door. Mum said he was lucky to have a job when, since the war, times were hard for everyone. She worked in Woolworths, and no amount of lipstick could hide how tired she always looked. But at least we had a roof over our heads – a sloping attic one, because our rooms were on the very top floor, which was all right until you needed the privy. Then you'd have to go down four flights of stairs to the back yard, where you'd pray you'd remembered to bring lav paper, and that there weren't any rats waiting to nip you.

'Imagine being in the trenches, then,' Bobby Fitzpatrick, who lived in the ground-floor flat, used to say. 'The Frenchie rats were bigger than baby pigs, so Father told me.'

My dad never spoke about the war. Yet four years later, you still felt it everywhere, every day, like a gritty layer of dust. You'd notice men who'd once been soldiers now begging on street corners, unable to work because of blindness, or burns, or missing arms or legs – and those were the injuries you could see. I'd overheard enough adults whispering to know that the war did funny things to people. We were lucky that all Dad had to show for it was a tremble in his hands. On the outside at least, he was all in one piece.



Examples of non-fiction extracts used and comprehension questions:



Extracts from *Howard Carter's Diary (1922)*

[Abridged]

Between Wednesday 1st November and Sunday 5th November, Howard Carter found the entrance to, what he thought was, an undiscovered tomb. The doorway at the bottom of the excavated stairs was stamped with the Royal Necropolis seal indicating it belonged to a pharaoh. After years of little success, Carter now got excited. Although he couldn't be certain, and he was puzzled by the tomb's small size, he began thinking that he had discovered one of the missing tombs in the Valley of the Kings and messaged Lord Carnarvon (Who was providing Carter with the money for his investigations) to tell him to come to him as soon as he could. His message read;

"At last have made a wonderful discovery in Valley a magnificent tomb with seals intact recovered same for your arrival congratulations"

These diary entries continue from the day after he sent the message.

Tuesday 7th November 1922

The news of the discovery spread fast all over the country and inquisitive enquiries mingled with congratulations become the daily programme.

We continued clearing the bed rock of the valley where many more huts were exposed. These were evidently part of the camp for Ramses VI tomb. The investigation continued until 13th November. Here, as I found in most other cases, the excavations of former explorers only skimmed the top surface and had not even laid bare the huts of the ancient workmen.

Wednesday 22nd November 1922

Lord Carnarvon left Cairo for Luxor.

Non- Fiction text: Howard Carter's Diary

LO: Can I retrieve?

Q1. How did Howard Carter know this was the grave of a Pharaoh and not just a store of Egyptian objects?

Q2. Why was Sunday 26th November 1922 a memorable day for Howard Carter?

Q3. Why was Lord Carnarvon's role essential to the discovery of the tomb?

Stem sentences:

I discovered that...

From the text, I learnt that ...

Multiple dragon sightings cause mass panic in Essex

REPORTS of dragon sightings in Essex village have sparked scenes of panic.

By A. C. E. Reporter

Eyewitnesses claimed to have seen the fire-breathing monsters on FIVE separate occasions in and around the borough of Essex in the last few days. It is feared there could be more than one of the dreaded beasts and farmers in the region have reported instances of livestock going missing and the destruction of crops – fields of wheat have been found, black and scorched. At present, the exact location of their lair has not been discovered; it is not clear where they have come from and what their preferred habitat and diet is.

- Entertainment news – page 3
- Weather – page 5
- Shocking photos of what teachers do in their spare time – page 6



• Could this dragon be terrorising Essex?

Council leaders have called for experts to deal with the fiery menace. Councillor George Doors said, "This is a very serious issue. We are not just talking about dealing with vermin such as mice – this is a pest on a grand scale."

Killed

Fellow councillor Sandra Grimshaw, echoed his statements saying, "If this is true, then people could get killed. Dragons can cause serious injury and even death – they could cause wide spread destruction of homes, schools and businesses. Ms. Grimshaw has made it clear that no-one should attempt to approach this beast, rather they should call 999 immediately for assistance; we do not know at this point if they are man-eating dragons or if they leave humans unharmed."

Epidemic

Dragon expert Sparky McBlaze said, "It is possible that these dragons have returned to its native habitat after years away in order to start a family. In a few years we could have an epidemic of dragons plaguing this region."

Year five children from one of the local schools have been studying ways of how to trap and train dragons and have written some instructions detailing how to capture the fiery beasts.

* If you spot the dragon call 01246 444666 for an instant reward.

Maths

This term, children were reading, writing and representing numbers and their place value to 1 000 000. Time in each lesson is spent using concrete materials to represent numbers to 1 000 000, including number discs and place-value charts. Children then compared numbers to 1 000 000 using their knowledge of place value and using bar model supports to assist them. They also identified the mid-point between multiples of 1000 and 100 000 and other markers on numberlines; applied this knowledge to round numbers to the nearest 10, 1000, 10 000 and 100 000 and estimate and approximate answers to calculations.

Children are encouraged to work collaboratively with others to investigate a range of mathematical concepts using a range of representations and in different contexts. Lessons start with a mental maths session, so children develop a quick and accurate recall of facts as well as developing both mental and written strategies.

Mental Maths

The number shapes in the diagram represent 1000s.
Record and continue the number sequences that are represented in the picture.

Can you include the number before and after the sequence?
What would one thousand more than 10 000 be?
How do you know?

a.

b.

c.

d.

A. $186 + 70 =$

B. $7,643 + 1,339 =$

C. $3 \times 7 =$

D. $\frac{1}{4}$ of $36 =$

Which of these diagrams is the odd one out? Explain.

Anchor Task

Children then work in mixed ability pairs to solve a problem using concrete materials that links to the main concept that will be taught in that lesson. The teacher moves around the class to assess pupils' mathematical understanding and gives children the opportunity to feedback in the resulting class discussion.

In Focus

59 725 people visited a museum in March.

I want to show the number using 1000s.

I want to show the number using 10 000s.

How many number discs does each of them need?

Place five 1 on a place-value chart to make numbers greater than 10 000.

hundred thousands	ten thousands	thousands	hundreds	tens	ones

What are the five greatest numbers and the five smallest numbers you can make?

My number rounded to the nearest 10 is 1,150
Rounded to the nearest 100 it is 1,200
Rounded to the nearest 1,000 it is 1,000

Jack

What could Jack's number be?
Can you find all of the possibilities?

Guided Practise

In Year 5 children develop their understanding of mathematical concepts by the teacher modelling and recording key strategies and methods using anchor charts and by planning opportunities for paired practise of the key skill, concept of method taught in the main teaching session.

59 725 people visited the museum

LO: As a Mathematician, can I recognise the place value of different digits?

59 725 People visited a Museum. How can I show this using number discs?

Expanded Sentence

59 725 = 50,000 + 9,000 + 700 + 20 + 5

Represent 18,045

Place value chart

18 045

Bar model

18 045

Number line

59 725 people visited the museum

LO: As a Mathematician, can I recognise the place value of different digits?

59 725

Expanded equation

59 725 = 50,000 + 9,000 + 700 + 20 + 5

Rob = 10,000 + 10,000 + 10,000 + 10,000 + 10,000

Ruby = 1000 x 59 Ruby will need 59 1000 counters.

LO: As a mathematician, can I recognise the place value of different digits?

59 725

Expanded equation

59 725 = 50,000 + 9,000 + 700 + 20 + 5

Rob = 10,000 + 10,000 + 10,000 + 10,000 + 10,000

Ruby = 1000 x 59 Ruby will need 59 1000 counters.













Independent Practise

Children have opportunities to work independently. They have a few questions based on fluency and varied fluency and two to three questions that are reasoning or problem-solving questions. During these sessions children are exposed to different representations and question formats; they can choose to use concrete, pictorial or abstract representation to calculate, solve and explain and in this way we differentiate work for different groups of learners.

Fluency/varied fluency

1.


Complete the table:

1,000 less	Number	1,000 more
		
		
		
		

4. Complete the table:

	Add 10	Add 100	Add 1000
2,506	2,516	2,606	3,506
7,999	8,009	8,099	8,999
5,070	5,080	6,070	6,070

L.O. As a Mathematician, can I represent numbers to 1,000,000 determining the value of each digit?

A large QR code is centered on the page. In the middle of the QR code is a small, square cartoon illustration of a grey rabbit wearing a brown hat and holding a stack of papers. The QR code is framed by a thick black border.

Math 1: Ones

10	10	10	10
10	10	10	10
10	10	10	10

Math 2: Ten's rods

65042

60000 5000 40 2

Math 3: Per cent

65.048
65.048

Math 4: Number line

0 0000 65048 90000

①

1.8 9 3 8 2 = 3 0 0 0 4 3 0 0 7 2 0 7 2

1.8 5 0 4 4 4 5 = 3 0 0 0 7 4 0 4 4

1. C 2 0 0 0 1 3 0 0 7 4 = 2 0 3 0 4

2. D.

9	3	4	4
100	30	40	40



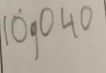

3. E.

0	0	2	9
10000	10	20	90

Fluency/varied fluency

1.

Complete the table:

1,000 less	Number	1,000 more
5204		7204
	9040	
2640	3640	

10: As a mathematician can I work systematically to solve number problems?

Fluency/ varied fluency

1. Order these numbers from smallest to largest.

5	-1	0	-3	1	3	-5	4	-2	-4	2
---	----	---	----	---	---	----	---	----	----	---

-5, -4, -3, -2, -1, 0, 1, 2, 3, 4

Q3 Fluency

3. Can you spot the errors? Explain.

nearest 10
851,270

nearest 100
851,700

851,271

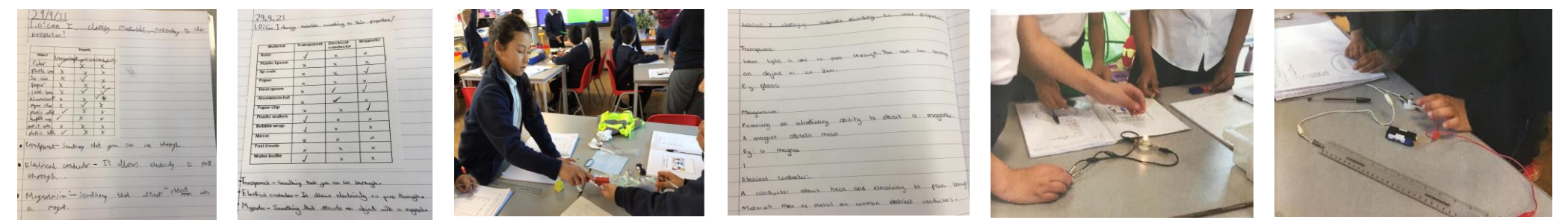
nearest 1,000
851,200

nearest 10,000
851,000

I knew that the nearest 100 0 is wrong because they switched 2 and 0 we want 10, 0 0 0 incorrect because they got to put 1 into 0 nearest 100 0 is wrong because they were supposed to look at 2 you kept 2 the same it was supposed to be

Science

As scientists, children compared and grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity in a circuit and response to magnets. They learnt that some materials will dissolve in liquid to form a solution and described how to recover a substance from a solution. Children used their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

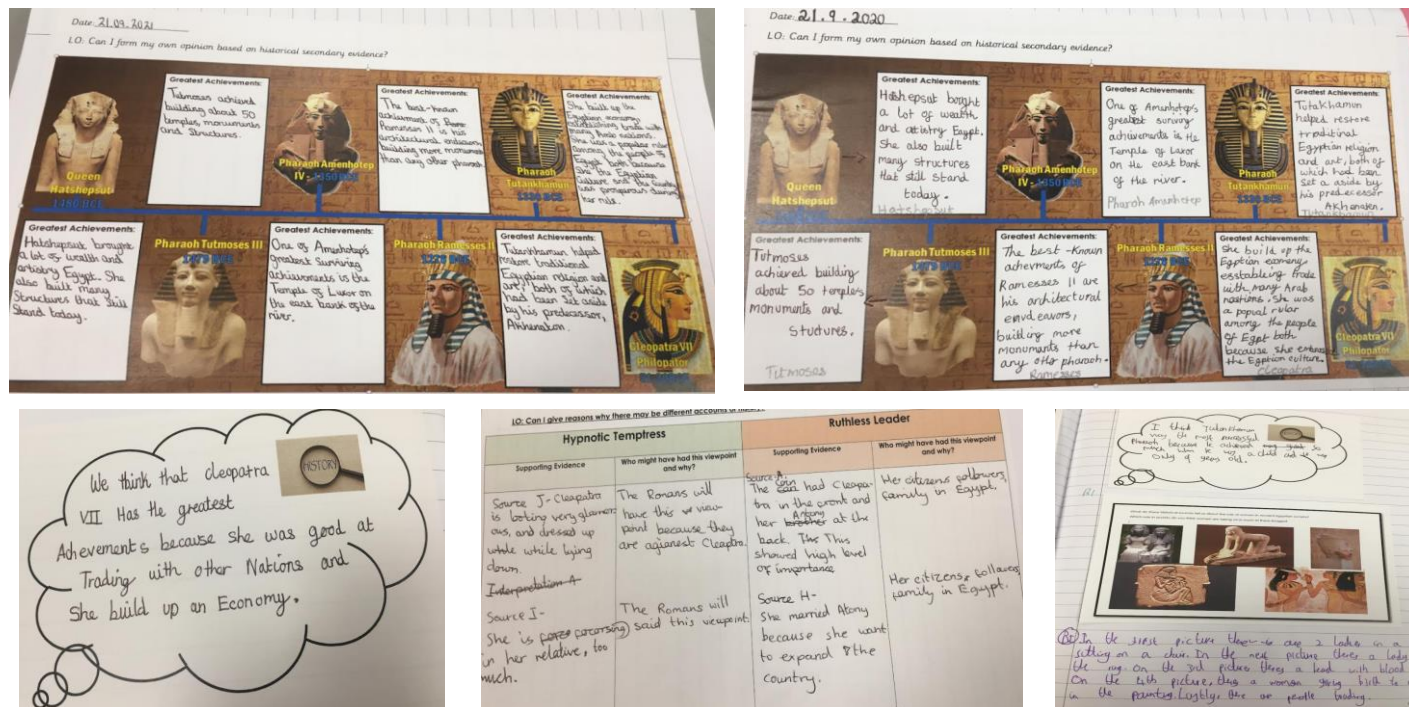


Children set-up their own simple enquiry to see how quickly a bead of butter would melt when placed on spoons made of different conducting materials – plastic, wood and metal. They recorded their results by observing over time and wrote a conclusion, making a generalisation that metals are usually good heat conductors by plastics are not.

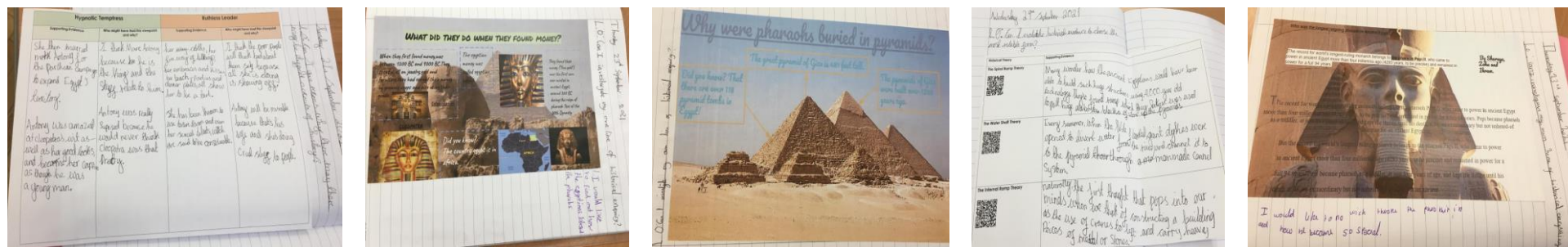


History

This term Year 5 has been studying the topic *Ancient Egypt* and learning about the reign of significant pharaohs and their legacy. We looked at a range of secondary sources to research key aspects of life in Ancient Egypt, including the lives and roles of Egyptian women in society and the dynasties of some of the great pharaohs like Ramses II and Cleopatra. Children were encouraged to form their own opinions based on the evidence and answer historical questions as part of their enquiry. They looked at events from the past and key dates, identifying these on a timeline. Children recognised that people in the past represent ideas in different ways to persuade others; as part of this work, they explored alternative viewpoints on the legacy of the Egyptian queen, Cleopatra.



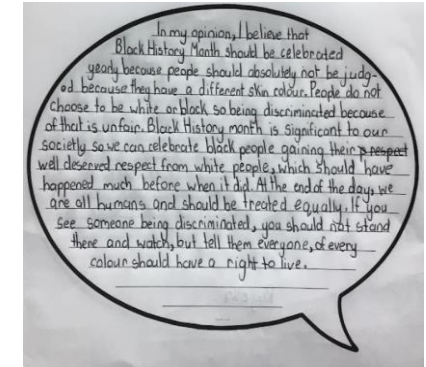
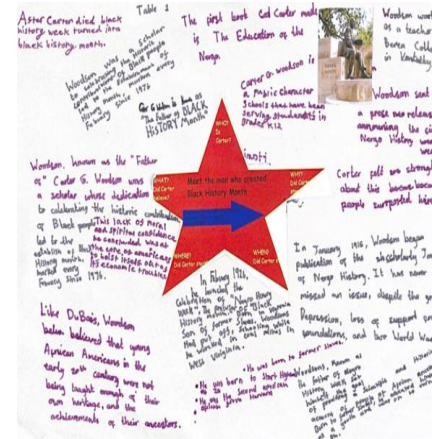
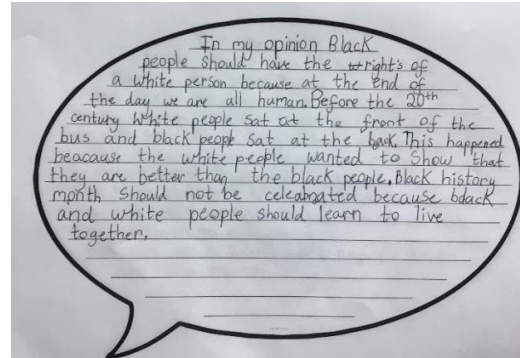
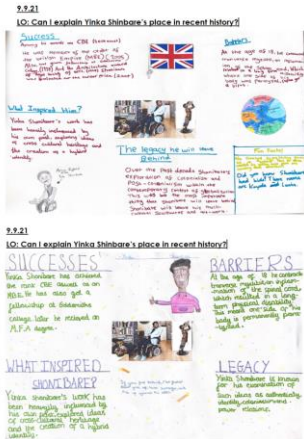
Children used the iPads to follow their own line of enquiry and to research a key question – they collated the information to produce an informative poster using image and text.



Black History

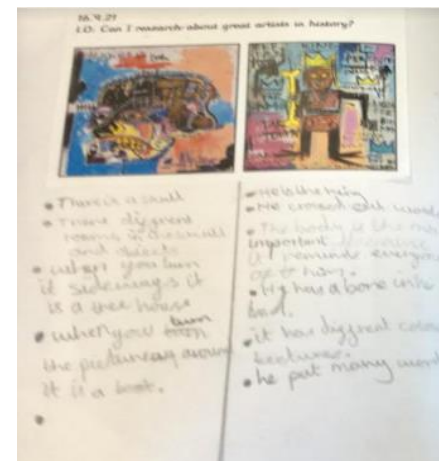
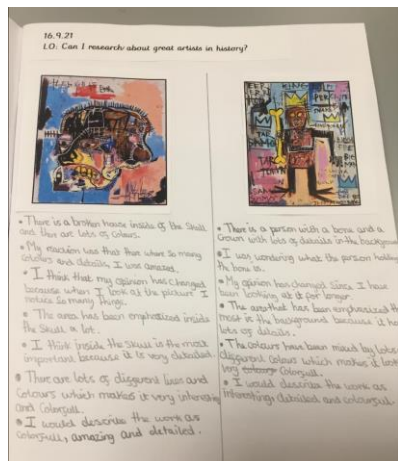
At the start of the term, and as part of the initial return to school, children learnt about the life and artworks of **Yinka Shonibare**. Born in 1962, he is a British-Nigerian artist living in the United Kingdom. His work explores cultural identity, colonialism and post-colonialism within the contemporary context of globalisation.

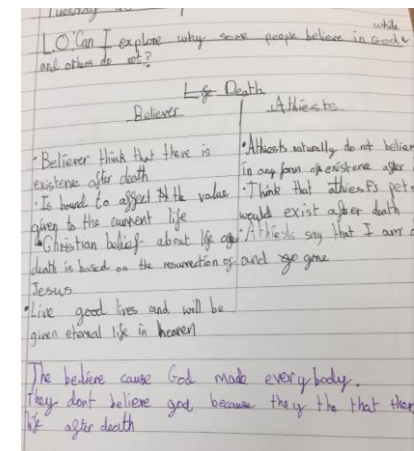
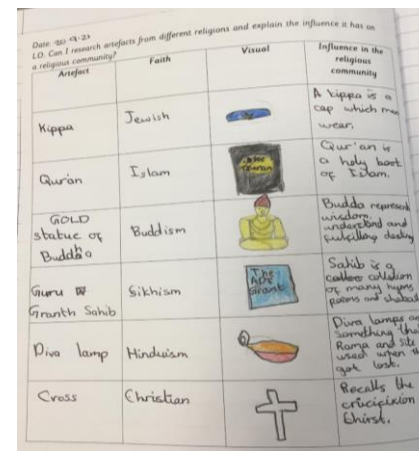
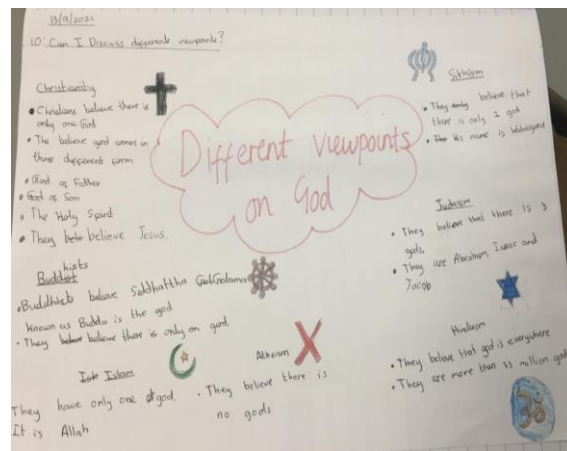
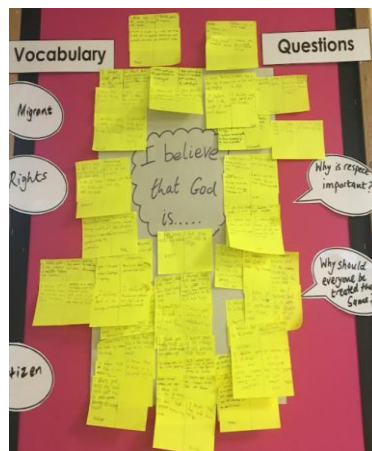
A hallmark of his art is the brightly coloured **Ankara** fabric he uses. Children used fabric in their own artwork.



Art

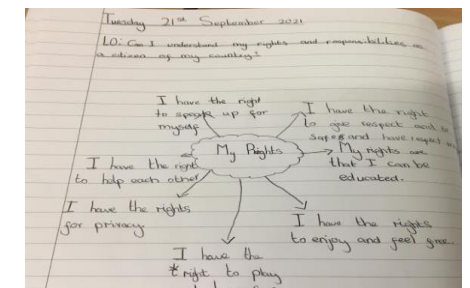
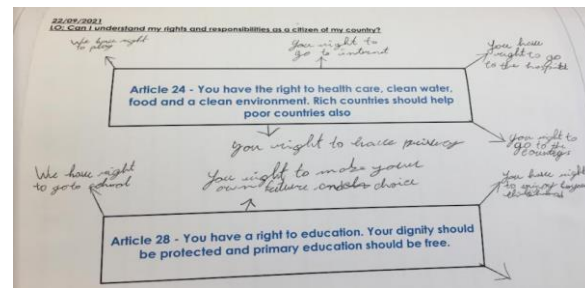
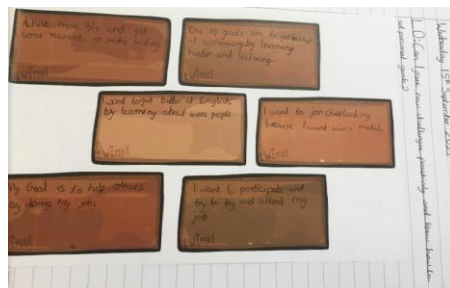
Children are studying the artworks of *Jean-Michel Basquiat*, a Neo-Expressionist painter in the 1980s. *Basquiat* used bold colours in his work, working in a range of materials such as oil-stick, acrylic, and spray-paint and he worked on giant canvases. Children experimented mark-making in an abstract style.





PSHCE

In PSHCE the theme for this term is 'Being Me'; we have been discussing how we face new challenges positively and know how to set personal goals. We have compared our life with other people around the UK and explained why we have rights, responsibilities and rules to make both school and the wider community a fair place. We have discussed how actions of one person can affect another person.



British Values

Children have lessons linked to the British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance. This term we have learnt about democracy linked to lessons in PSHCE - our roles as citizens. we made posters about the five British Values as one of their lessons.



We refer to these values when learning together, following rules at school and when we have class and whole school assemblies. Children made posters and class charters to include our British Values.

PE
This term and next, children will have swimming sessions at East Ham Leisure Centre.

Computing: Online safety

Online Safety

If someone bullies you or says something bad about you u have to just ignore them and think that that's a good comment that they said about you.

Also if ur still sad about those people that was being rude and unkind to you, just go to the park and play with your friends or siblings.

Don't tell anyone your password it's probably a

If a stranger asks u for your password to see notes would u say yes or

Do not bully people

Online safety

No one likes a bully so stop bullying

STOP BULLYING

STOP cyber bullying

Non-stereotypical poster

These are jobs that anyone can do.

What is non-stereotypical ?

Non stereotypical means when there is a job that females and males can do.

Men can be cooks ,be a house husband and take care of babies. Women can go outside and work.

staying safe is a very important thing. Make sure that you dont give your password to anyone and to talk to strangers.

Define what a system is and its purpose. Identify the input, process and output for the following items:

camera
Keyboard
Microphone
Justeat app

Challenge: How will the components work together as a system?

Input: Pressing the buttons to take a picture

Process: The lens will take a picture

Output: A photo will print out

Parents Information Sharing Session

The Year Group Leader, held a parent information sharing session via Zoom this term. Information about school routines and the curriculum being taught this term in Year 5 was shared. Over 50 parents attended and they had a chance to ask questions. All parents received to information slides and the information sheet detailing the curriculum for term 1.

Homework

Home learning is going to be updated on: Spellingshed, TT Rockstars, Bugclub and Mymaths every Friday and should be completed over the week. Every week, you must choose one activity from the writing grid and one activity from the topic grid and upload to the Google classroom by Thursday (You can upload images of your completed homework which will take a variety of forms e.g. notes etc)			
Reading	Spelling	Maths	Writing and Topic
<p>Reading: Read for at least 20 minutes every night and complete your Reading Record entry.</p> <p>If you find unfamiliar words use a dictionary to find the definition.</p> <p>Reading: https://www.activelearningprimary.co.uk/login/cis</p> <p>Alongside your chosen home reading book, spend some time on Bugclub reading a chosen online book.</p>	<p>Spellings: https://www.spellingshed.com/stage5</p> <p>Each week you must complete the games assigned to you.</p>	<p>Times Tables Rockstars Spend 15 minutes each day on TT Rockstars.</p> <p>Mymaths Complete the activities that have been assigned to you.</p>	<p>Each week complete an activity from your Writing and Topic grid and upload on to the Google Classroom.</p>
<p>Acknowledgement and Celebration of Work</p> <ul style="list-style-type: none"> The purpose of home learning is to consolidate new learning and practise key skills. Mymaths, Bugclub and Spellingshed will be automatically corrected. Reading Records will be monitored daily. Writing and Topic that have been submitted will be acknowledged with a short comment. Over the half-term, key pieces of homework will be celebrated. 			

Guided Reading Y5

Lathom's Reading Vision

At Lathom we follow a whole text reading approach for Guided Reading.

Each lesson focuses on developing their reading fluency and comprehension skills.

Autumn 1	Secrets of a Sun King by Emma Carroll
Autumn 2	Coraline by Neil Gaiman
Spring 1	Beowulf and the Norse tales by Michael Murporgo
Spring 2	Wonder by R.J.Palacio
Summer 1	The London Eye Mystery by Siobhan Dowd
Summer 2	rom Here about Hill by Michael Murporgo

Art

As artists, children are encouraged to think and work creatively. Children will have opportunities to work independently as well as collaboratively, working with a range of art resources.

Children will learn about the modern artist Jean-Michel Basquiat; they will explore his artworks and use techniques that are used in his paintings.

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