

ROSSALL JUNIOR SCHOOL

WORK PLANNED FOR YOUR CHILD THIS TERM

Year Group: Year 5	Term: Summer 2010
<p><u>UNIT OF INQUIRY</u> - A Time to Explore</p> <p><u>Central idea</u> Exploration leads to discovery and develops new understandings</p> <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> • Why do people explore? • How has exploration changed? • How has exploration impacted our lives? • What new understandings can we gain from exploration? • Why explore space? • What are the limitations of exploring space? 	<p><u>UNIT OF INQUIRY</u> - Reversible and Irreversible Changes</p> <p><u>Central idea</u> Reversible and irreversible changes pose challenges and provide benefits for us.</p> <p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> • To understand that chemical and physical changes are reversible and irreversible. • To understand that some changes that occur when materials are mixed cannot easily be reversed. • To be able to describe reversible changes including dissolving, melting, boiling, condensing, freezing and evaporating. • To understand that heating and cooling materials can cause them to change. • To appreciate the difference between melting and dissolving, heating and burning. • To understand the processes involved in the Water Cycle.
<p><u>ENGLISH</u></p>	
<p><u>Reading Skills</u></p> <ul style="list-style-type: none"> • To read a range of recounted texts such as newspaper articles, letters, stories. • Understand the language features and organisation of recount texts and reports. • Understand the difference between direct and reported speech. <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> • Understand how to write a variety of recounts using the 5 W's as a guide - What? Where? When? Who? Why? • Understand how to write a plan, carry out interviews, collate and analyse the information they have gathered and then write an article or report. <p><u>Speaking and Listening Skills</u></p> <ul style="list-style-type: none"> • Carry out interviews/questioning to collect relevant information to recount. • Present their findings in group work to other. <p>Develop skills to help develop presentations.</p>	<p><u>Reading Skills</u></p> <ul style="list-style-type: none"> • To read and compare stories by significant children's authors. • To compare story structure in different stories. Compare story openings. • To explore aspects of an author's style, for example themes, settings, typical characters. <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> • To plan and write a new story inspired by a favourite book or author. • To develop story writing techniques. • To use various story openings. <p><u>Speaking and Listening Skills</u></p> <ul style="list-style-type: none"> • To present ideas about a story to class and read to an audience. • To talk about books by a favourite author, explaining why they enjoy them and how and why the books were written.

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<u>MATHS</u>	
<ul style="list-style-type: none"> • Percentages. • Ordering decimals. • Counting in decimal steps. • Written methods for \times and \div. • Number problems. • 3D shape - nets. • Metric units of length. • Reading scales. • Timetables. • Reflection/Translations. • Ratio and proportion. • Angles on a straight line/full turn. 	
<u>Visits/Visitors/Events</u>	<u>How you can help your child</u>
<ul style="list-style-type: none"> • Rossall Astronomy Centre/Planetarium - Dr Lister 	<p>Encourage your child: -</p> <ul style="list-style-type: none"> • To read a wide variety of texts. • To check through their work for mistakes. • To set short and long term personal targets to improve their work. • To challenge themselves over the coming weeks by attempting things they never thought they would be able to do.