



YEAR 5 Swifts

Class Teacher: Mrs Breslaw

Learning Support Assistant: Mrs Reilly

Important diary dates and reminders

Back-up Sports Day- Friday 12th June

Woolmer Hill Visit- Monday 15th June. Children to visit Woolmer Hill School 8:45 – 12:40.

KIRF (Key Instant Recall Facts): This term our KIRFs are: **to know decimal bonds to 1 and 10**. I have added these to the end of the newsletter. Please support your child with the learning of these key facts.

Class update

Dear Parents and Carers,

Welcome back! I hope you all had a lovely half term and enjoyed the beautiful sunshine. It has been great to have the children back in class, and I'm looking forward to a busy and exciting final half term together. Although this is a slightly longer stretch, it will fly by with all the fantastic learning planned.

Since returning, we have taken some time to revisit our behaviour expectations in class. Thank you for your support following my email earlier in the week- it really makes a difference when home and school work together. I have already seen an improvement, and if we continue to work in partnership to reinforce these expectations, we can ensure Swifts finish the year feeling proud, positive and prepared for year 6.

In English, we've begun exploring our Guided Reading text *Who Let the Gods Out?* and the children are hooked by the humour and characters. We've been diving into the opening of the story, sharing ideas and building our understanding of the plot – lots of brilliant discussion and enthusiasm all round! In Maths, we've started a new unit on negative numbers. The children have been learning to count through zero and are beginning to understand how numbers can go below it. I've been really impressed with how confidently they've been approaching this new concept, especially when comparing and ordering negative numbers.

Across the rest of the curriculum, the children have settled back into routines quickly and have shown great focus. There have been some thoughtful discussions in lessons, especially when thinking about big questions in Science and PSHE and sharing their opinions respectfully. We've also enjoyed some creative time, particularly in art where the children have started developing their portrait skills.

Wishing you a wonderful weekend.

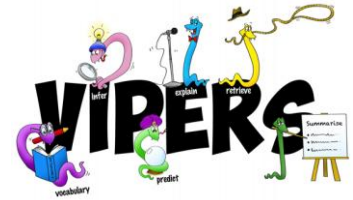
Mrs Breslaw



Home learning.

Maths- Mathletics

To consolidate learning I have set 2 tasks on Mathletics linked to Decimals: Complements and Adding Decimals. Any working out can be shown in their home learning books.



English- Comprehension

For home learning this week, I would like the children to complete the reading comprehension ‘Pandora’s Tale’. Please could all answers be written neatly into their home learning books. VIPERS Answers need to be written in full sentences using the question within their answer.

Spellings

Rule: Words that are homophones or near homophones

Please complete the assignments set on Spelling Shed and enjoy playing the games!

Green- all spellings	Orange- any 8 spellings	Red- any 6 spellings
affect		
effect		
dessert		
desert		
draft		
draught		
precede		
proceed		
who’s		
whose		



Key Instant Recall Facts

Year 5 – Summer 2

I know decimal number bonds to 1 and 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Some examples:

$$\begin{array}{ll} 0.6 + 0.4 = 1 & 3.7 + 6.3 = 10 \\ 0.4 + 0.6 = 1 & 6.3 + 3.7 = 10 \\ 1 - 0.4 = 0.6 & 10 - 6.3 = 3.7 \\ 1 - 0.6 = 0.4 & 10 - 3.7 = 6.3 \end{array}$$

$$\begin{array}{ll} 0.75 + 0.25 = 1 & 4.8 + 5.2 = 10 \\ 0.25 + 0.75 = 1 & 5.2 + 4.8 = 10 \\ 1 - 0.25 = 0.75 & 10 - 5.2 = 4.8 \\ 1 - 0.75 = 0.25 & 10 - 4.8 = 5.2 \end{array}$$

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. $0.49 + \bigcirc = 10$ or $7.2 + \bigcirc = 10$.

Key Vocabulary

What do I **add** to 0.8 to make 1?

What is 1 **take away** 0.06?

What is 1.3 **less than** 10?

How many more than 9.8 is 10?

What is the **difference** between 0.92 and 10?

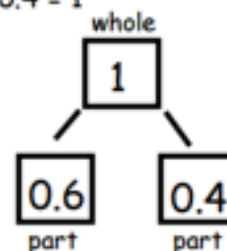
What is the **whole**?

What are the **parts**?

Key Imagery:

Prove using whole/part model:

Eg- $0.6 + 0.4 = 1$



Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Buy one get three free - If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 100?

Play games – There are missing number questions at www.conkermaths.org. See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.