



YEAR 5 Swifts

Class Teacher: Mrs Breslaw

Important diary dates and reminders

Weald & Downland Trip- Monday 12th October

Parents Evening- Thursday 15th October

Half Term- Monday 19th October - Friday 30th October

Weald & Downland Trip: Children should come to school dressed in their school uniform with a waterproof coat and sensible shoes.

KIRFs: Our KIRF this term is: **To know the multiplication and division facts for all the times tables up to 12 x 12** which the children will be tested on before we break for half-term. Please refer to the KIRF sheet at the end of this letter to support your child with their learning. The key to success is practising little and often.

Class update

On Wednesday we visited the church for our annual Harvest Service where we were treated to a special performance by Year 1. Over the coming year, each year group will take it in turn to lead one of our special services and Swifts will be the next year group to perform in church when we retell a section of the Christmas story.

This week in English, we began our new journey with Roald Dahl's beloved story, The BFG. The children dove into the first chapter and discovered how Dahl's clever use of language helps create a mysterious and magical atmosphere. The children have been exploring some powerful literary tools- similes, metaphors, and personification- learning how they can bring writing to life. These devices are helping us build vivid descriptions and add depth to our storytelling. Our English adventure will lead them to writing their own short narratives, packed with suspense and rich atmosphere.

In Maths, the children sat their end-of-unit assessment on addition and subtraction. While many showed good progress, an area we will continue to develop is their ability to understand and break down what is required in multi-step word problems. Next week, we will begin our new unit on multiplication.

In other areas of learning we have; used inventories to make deduction about people in Tudor England; conducted an experiment in science to identify the effects of friction that act between moving surfaces; discussed how technology can affect our health and mental wellbeing, and in DT the children followed their design concepts to make and evaluate their Wobble Bot! The products they have made have been truly outstanding.



Diocese of Guildford



It really has been another busy week, so on that note I would like to wish you a lovely weekend,

Mrs Breslaw

Home learning

When completing English and Maths home learning, can all work please be dated- long date for English and short date for Maths. The children are used to doing this in class. Also, to ensure books can be marked, can home learning please be returned by **Wednesday** of the following week.

Spellings

Rule: Challenge words

Green- all spellings	Orange- any 8 spellings	Blue- any 6 spellings
appreciate		
cemetery		
conscious		
convenience		
environment		
immediately		
language		
sufficient		
thorough		
vegetable		
*mystery word x2		

Maths- Mathletics

I have assigned three tasks on Mathletics to help consolidate the work completed in class. Please ensure that any working out is clearly shown in home learning books.

You will find your child's Mathletics log-in details stuck inside the front cover of their reading record.

History- Henry VIII Newspaper Report week 2

Choose **one event** from Henry VIII's reign and research it:

- Anne Boleyn becomes Queen
- Execution of Anne Boleyn
- Henry VIII creates the Church of England
- Birth of Prince Edward

Your Task: Write a **newspaper report** about your chosen event.

Include:

- A headline
- An **orientation** (Who? What? Where? When?)
- At least **one direct quote** "This decision will change England forever," said a nobleman.
- At least **one indirect quote** A court official reported that many people were surprised.
- At least **two relative clauses** Henry VIII, **who was King of England**, made the decision.
- Formal newspaper language
- A **reorientation** ending that sums up why the event was important.

Challenge ★

Can you include a rhetorical question and some Tudor vocabulary such as *monarch*, *heir*, *execution*, *monastery*, or *Parliament*?

Due: Please return your finished article by **Wednesday 14th October**



Key Instant Recall Facts

Year 5 – Autumn 1

I know the multiplication and division facts for all times tables up to 12×12 .

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

Please see separate sheet for all times table facts.

Key Vocabulary

What is 12 multiplied by 6?

What is 7 times 8?

What is 84 divided by 7?

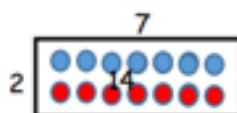
What is the whole?

What are the parts?

Key Imagery:

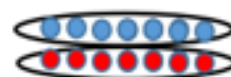
Prove using array:

Eg- $7 \times 2 = 14$



(the parts are 7 and 2 and the whole is 14)

Prove using array using grouping $14 \div 2 = 7$



They should be able to answer these questions in any order, including missing number questions e.g. $7 \times \bigcirc = 28$ or $\bigcirc \div 6 = 7$.

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 family of the day. If you would like more ideas, please speak to your child's teacher.

Speed Challenge – Take two packs of playing cards and remove the kings. Turn over two cards and ask your child to multiply the numbers together (Ace = 1, Jack = 11, Queen = 12). How many questions can they answer correctly in 2 minutes? Practise regularly and see if they can beat their high score.

Online games – There are many games online which can help children practise their multiplication and division facts. www.conkermaths.org is a good place to start.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

Make a poster- Record the fact families for each multiplication times table, for example:

$$7 \times 10 = 70$$

$$7 \times \underline{\quad} = 70$$

$$10 \times 7 = 70$$

to make it harder, try removing some of the parts e.g. $\underline{\quad} \div 7 = 10$