



Kibworth C of E Primary School
 Year 5
 Autumn 2 2021
 Scream Machine



Dear Parents and Carers,

We've had a fun start to Year 5! Our Tudor topic was well received by all of the children and our group PowerPoints at the end of the topic really expressed our learning. We hope you have rested well over half term and that you are ready to come back to learn.

Reminder: we have two sessions of PE a week on a Monday and Friday. Please ensure correct PE kits are brought to school on these days. As the weather is getting colder, make sure children are appropriately dressed.

This term we are taking a trip to the 'theme park' in our second topic 'Scream Machine.' Throughout this unit, we will be exploring the questions:

- What considerations need to be made when opening a theme park?
- How do forces and mechanisms interact with rides?
- What is the design process for making a ride?

Literacy

Throughout our literacy learning this year, we are going to be learning about how to write for a range of purposes. Our focus for this half term is writing to persuade

Persuasive leaflets

Book: The Unforgotten Coat by Frank Cottrell Boyce and The Boy who Swam with Piranhas by David Almond.

We spend a couple of weeks studying the book 'The Unforgotten Coat' by FCB and exploring the themes in it. Literacy will then move on to exploring how authors write to persuade. The unit will explore rhetorical questions and how the author engages the reader. The journey will then focus on relative clauses and how extra information can be added to a text using relative pronouns.

Mathematics

Multiplication and division

Children will practice their formal written methods for multiplication and division which were introduced in Year 4. Having a sound understanding of times tables will really help the children to develop their fluency in these areas. Children will learn how to apply their fluency in these skills to multi-step problems.

Angles

This unit will build on the learning that took place in Year 4. Children will learn how to measure angles using a protractor and use their knowledge of acute, obtuse and straight angles to reason. This unit will even have a big maths where we get to explore angles through writing on the tables!

Key areas of learning:

Computing	RE
<p>Children will:</p> <ul style="list-style-type: none"> - Routinely evaluate and improve work as part of the design process. - Know how to select suitable software tools to accomplish specific goals and tasks. - To know what makes a video effective - To know how to use digital devices to record videos - To understand how to capture a video using a range of techniques - To be able to create a story board for a video. - To understand that videos can be improved through reshooting and editing. - To evaluate the impact of their choices made when making and sharing a video 	<p>Children will:</p> <ul style="list-style-type: none"> - Know the Muslim practice of the Five Pillars, beliefs about God and the Prophet Muhammad. - Know the significance of the Holy Qur'an to Muslims. - Know the forms of guidance a Muslim uses and compare to forms of guidance they experience. - Know the key functions of the mosque and make connections with the beliefs of Muslims.
Design & Technology	Science
<p>Children will:</p> <ul style="list-style-type: none"> - Know how to produce a range of ideas after collecting information from different sources - Know how to produce a detailed step-by-step plan. - Know how to design a product that requires a pulley or gears. - Know how to use a range of tools and equipment competently. - Know how to evaluate appearance and function against original criteria. 	<p>Children will:</p> <ul style="list-style-type: none"> - Know what gravity is and its effect on objects and its impact on our lives. - Know and identify the effects of air resistance, water resistance and friction. - Explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Outline of Learning Journey

Where are the theme parks?	We will start the unit by exploring where and why theme parks are located in the UK. We will focus on the human and economic geography of theme parks and understanding how they can make the biggest profit. Additionally, we will build on prior learning of the USA from year 4 to compare and contrast the positioning of theme parks in the 2 countries taking into account geographical elements such as population density, terrain and climate.
Forces	For a few weeks, children will develop their understanding of the forces, gravity, air resistance, water resistance and friction. It will then move on to exploring the how these forces act on a rollercoaster and move our forces learning forward to look at momentum, kinetic and potential energy. In order to apply this knowledge, the children will get the opportunity to build their own foam rollercoasters and make loop the loops!
Mechanics	To prepare for the building of our rides, we will explore the mechanisms gears and pulleys. This will involve us drawing on our knowledge of circuits from Year 4 so that we can create a working circuit to test our mechanisms out.

Designing, creating and evaluating theme park rides	In order to apply the knowledge we have learnt over this unit, we will design a fairground rides. We will then learn how to use CAD software to design and use recyclable materials to create working fairground rides.
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Things that you could do at home:

- Visit a theme park
- Look at the maps of different theme parks: where are the facilities and rides? Why is this?
- Look at leaflets of themes parks - How do they persuade you to visit their theme park?
- Design your own rollercoasters using ideas from rollercoasters which already exists.

Here are a few ideas of how you can support your child's learning at home this half term:

- Use Times Table Rockstars to practice rapid recall of times tables. <https://trockstars.com/login>
- Consolidate mathematics learning at school by using Century Tech learning. <https://app.century.tech/login/>
- Continue to support your child's reading and recording of reading at home. Encourage them to discuss what they have learnt from their reading: this may be through clarifying unknown vocabulary or answering the types of questions we shared with you at parents' evening. Encourage them to read the reading passport books!
- Continue to practice children's weekly spellings which are posted weekly on Teams.

Thank you so much for your continued support. We are looking forward to a fun-filled half term.

Miss Parrott, Mr Swingler, Mrs Clarkson, Miss Withers, Miss Craven & Mr Campton
Year 5 team