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| Escape the city in Saltaire - Aire Rivers Trust**A river running through a grassy area  Description automatically generated**  trumpet[1]  Elgar Class  From Malham to the sea…  imagesJG8KHKA2In this topic, we will be learning about the journey of the river Aire from Malham to the sea. | | |
| **English**  **As readers we will be:**  Writing a short story based the animation the piano looking at the impact of the war on a soldier’s life.  Answering questions about the texts we read focussing on inference and retrieval questions.  Rehearsing and performing a piece of poetry.  Exploring the picture book “The viewer” by Shaun Tan | **Homework**  Homework is handed out every Friday and must be returned to school or completed online by the following Wednesday.  We are loving reading our Reading Planet books. Please listen to your child read regularly at home. Please also ensure your child has their Reading Planet books in school every day.  Please ensure that your child’s planner is signed weekly as this will be being checked every Wednesday.  Monday is our ukulele lessons each week  PE is every Friday. Children can wear their P.E kits to school.  **Important dates**  Our Year 5 Malham residential is from Wednesday 20th – 22nd November | **As geographers we will:** be learning about  The journey of a river starting in the Yorkshire dales at Malham past where we live and ending in the sea on the north-east coast. We will learn all about the features of rivers, how they are formed and the water cycle  **As historians we will:** be learning about the causation and timeline of the First World War. We will be looking at the ways in which we currently remember the fallen and exploring the important role of women, children and animals in the First World War. We will be learning about the Battle of Somme, the Tomb of the Unknown Warrior and exploring the reasons why we wear poppies to show our respect on Remembrance Sunday.  **In computing we will:**  we will be learning to design and create vector drawings using google draw to make logos and more technical drawings  **In art we will:** be designing and creating our own sculptures.  **As scientists we will:** Learn about materials. We will compare different materials and investigate reversible and irreversible materials.  **In music:** We will learn about music through playing the ukulele  **In French:** We will be learning our colours, countries and greetings.  **P.E:** We will becreating movements and balances in gymnastics.  **R.E**: We will be exploring why people have different beliefs. |
| **As writers we will:**  Use commas to accurately mark clauses.  Use appropriate synonyms to enhance our descriptive writing.  Use parenthesis to add extra information.  Use apostrophes correct for contractions and possessions.  Write emotively Meet our writing targets to improve our writing.  Punctuate speech correctly. |
| **Maths**  **As mathematicians we will:**  Practise our methods for addition, subtraction, multiplication and division.  Improve our mental strategies.  Learn which order we add, subtract, multiply and divide in number sentences.  Solve a range of real life word problems using a range of strategies. | ***Resources***  If you have any objects, books or information that might help us with our history topic we would love to know about them!  ***Class Information***  If you would like to pass a message to a member of the year 5 team or have any queries, please write in your child’s planner or email: [year5@swainhouse.bradford.sch.uk](mailto:year5@swainhouse.bradford.sch.uk)  . | **How could you help your child at home?**  Ensure they complete their homework to the best of their ability.  Ensure your child is regularly practising the objectives for their continent/planet in maths – use the Times Tables Rockstars website.  Give opportunities for your child to practise their handwriting and spellings.  Practise reading with expression.  **English**  **As readers we wil**  **Improve our reading skilsl thorough learning new**   **To read two stories that deal with themes of overcoming worries and facing fears**   **To compare and describe characters**   **To write a letter**   **To write an extended story**      ***How could you help your child at home?***    Read and talk about stories.  Talk about the characters in a story and describe their appearance and how they behave.  Look at how letters are written. |

