

# Welcome Back Snowy Owls

## Autumn 1 Newsletter

Welcome to Snowy Owls and Year Five!

### Christian Value: Thankfulness

*This is the day that the Lord has made, let us rejoice and be glad in it. Psalm 118:24*

*Let your roots grow down into Him and your lives be built on Him. Then your faith will grow strong in the truth you were taught and you will overflow with thankfulness. Colossians 2:7*

### Teachers:

	Mon	Tues	Wed	Thurs	Fri
AM	Mrs Morris	Mrs Morris	Mrs Morris	Mrs Farmery	Mrs Morris
PM	Mrs Morris	Mrs Morris	Mrs Morris	Music Mr Williams	Miss Richardson

### Topic:

This term, our class topic is history based and we will be learning all about life in Ancient Egypt. We will be comparing this to how life was in the Neolithic Stone Age period in Britain and discussing what made Egypt one of the earliest civilisations.

### Writing:

We will be looking at the Egyptian myth of Osiris. Children will be exploring the features of mythical narrative and we will have a go at writing our own myth. After this, we will turn to non-fiction and using the text Curiosity: The Story of the Mars Rover, we will be writing an expanded explanation text to link in with our Science learning.

### Spelling:

Your child will bring home weekly spellings on a Friday. We will begin the term revising Y3/4 spellings before moving onto new spelling rules and learning Y5/6 spellings.

### Reading:

In Guided Reading we will be reading The Secrets of a Sun King by Emma Carroll. We will practise key reading skills such as: inference, prediction, explanation, retrieval, summarising and vocabulary.

### Maths:

This half term, we will be beginning by looking at numbers up to 1,000,000 in place value. Following this, we will move onto addition and subtraction.

### Science:

Blast off! Over Autumn term, Snowy Owls will be learning all about Earth and Space. We will be learning all about the order of the planets in our galaxy and using drama amongst other things to learn about orbits. We will be learning why we have night and day, why a year is 365 days (366 in a leap year!) and making sundials to learn about the apparent 'movement' of the sun (or not....!) Using plenty of models, this will be an interesting, fun unit to start off Year 5 Science with!

### PSHE:

In our weekly PHSE sessions we will be covering the unit Being Me in My World where we think about how we can work together to make school a friendly and welcoming place for everyone (for more details on Jigsaw see PSHE under the Curriculum section of our website).

### Homework:

The new, Autumn term homework sheet will be handed out this week. This details recommendations on **must do** daily activities (such as spellings, times tables, daily reading) and **optional** activities related to our topics. Please note that homework will be celebrated in class, and will not be marked.

### Summary:

- ✓ AR quizzes on a Thursday
- ✓ Book changes as necessary
- ✓ PE kit on Wednesday
- ✓ 'Active Session' on Monday – trainers with normal uniform please
- ✓ Filled water bottles (WATER ONLY) to be brought every day
- ✓ Piece of fresh or dried fruit/vegetable may be brought for breaktime snack
- ✓ We are a Peanut and Nut Aware School. Nuts, peanuts or any products containing nuts or peanuts are NOT allowed in school.

Please contact admin or let us know after school if you have any questions or queries related to your child or their learning. We are more than happy to help.

Best wishes,  
Mrs Morris

Writing		Maths
Text type: <b>Narrative / Explanation</b>		<ul style="list-style-type: none"> <li>• Roman numerals to 1000</li> <li>• Read and write numbers to 1,000,000</li> <li>• Powers of 10</li> <li>• Partition, compare and order numbers to 1,000,000</li> <li>• Addition and subtraction of numbers with more than four digits</li> </ul>
<b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Revise word types (nouns, proper nouns, abstract nouns, verbs, adjectives and adverbs)</li> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in <a href="#">Appendix 2</a></li> <li>○ En5/3.4b indicate grammatical and other features by:</li> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul>		
<b>Spellings</b> <ul style="list-style-type: none"> <li>○ <b>Y3/4 common exception words</b></li> <li>○ Ough sound</li> <li>○ Silent letters</li> <li>○ able / ible endings</li> <li>○ isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</li> </ul>		
<b>Guided Reading</b>		<b>History:</b> <ul style="list-style-type: none"> <li>○ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>
The Secrets of the Sun King by Emma Carroll		
<b>RE</b> <b>Why do some people believe that God exists?</b> <ul style="list-style-type: none"> <li>○ Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>○ ☑ Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>○ ☑ Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>○ ☑ Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>○ describe the movement of the Earth, and other planets, relative to the Sun in the solar system (5-Earth and Space)</li> <li>○ describe the movement of the Moon relative to the Earth (5-Earth and Space)</li> <li>○ describe the Sun, Earth and Moon as approximately spherical bodies (5-Earth and Space)</li> <li>○ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (5-Earth and Space)</li> </ul>	