



# Extreme Earth

**Spring 1 2018/19**  
**Year 5 - Holywell Class**



## Welcome to Holywell Class

Welcome back! I hope you all had a wonderful Christmas break. We are looking forward to an exciting first Spring half term in Year 5. Our topic is 'Extreme Earth' and we will be learning all about volcanoes and other geographical features.

### Reminders

- ◆ It is vital the children have a complete outdoor P.E. kit each week, please check the school website if you are not sure what this includes.
- ◆ A minimum of three pieces of topic homework will need to be handed in before the February half term holiday. See homework sheet for details.
- ◆ We learn a different spelling rule every week in class. To assist your child I have attached a sheet of ideas to help the children practise in different ways.
- ◆ Spelling tests run each Friday, please help your child try to learn these so we can celebrate their excellent scores.
- ◆ Please encourage your child to read regularly at home and to complete their reading diary. It makes a huge difference in the classroom.
- ◆ Please assist your child in practising the multiplication tables, that have been sent home, as this really does help to secure those vital number facts. We will be checking these in our Monday tests

Thank you for your support.

**Mrs Yeomans, Miss Toy and Miss Kevill**

### English

Week 1-3 - Myths and Legends surrounding volcanoes using Magic Dogs of the Volcanoes by Manlio Argueta.

Week 4-5 - Persuasive writing (presentations) - Which important person will you save?

Shared reading - A variety of fiction and non-fiction based on volcanoes.

### Maths (Fractions)

Identify and name equivalent fractions of a given fraction, represented visually.

Compare and order fractions whose denominators are multiples of the same number. Add and subtract fractions.

Recognise mixed numbers and improper fractions and convert from one form to the other. Multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams.

### R.E. (Judaism)

**Outcome:** Working creatively to will find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life.

- Explain how Abraham founded Judaism.
- Know that Judaism was founded in Israel.
- Understand that Jews believe there is only one god.
- Understand that Jews live by ten key rules.
- Label the key objects in a synagogue.
- Name the key Jewish festivals and explain the relevance of each item on a Seder plate at Passover.
- Understand the holy book for Jews and recreate their own holy book and

### Music (Stomp)

**Outcome:** To explain who Stomp are.

I can define key musical terminology. Use the internet to research the music of Stomp. Listen to examples and identify musical features. Find out how and when the music is performed.

How can we use the features we have identified in our own STOMP Composition?

I can create a repetitive rhythm.

I can create a musical instrument.

List Different ways you can create effects with your instrument

I can evaluate my own composition.

## Extreme Earth

### Focus Subject: Geography

Our Christian Value: Perseverance

**Outcome:** To understand that perseverance is about developing resilience to keep trying and not give up.

### Science (Scientists and inventors)

**Outcome:** To plan, carry out, interpret and evaluate scientific experiments based around the work of a variety of famous scientists.

- I can describe the life and work of David Attenborough.
- I can describe how evidence is used to solve crimes.
- I can use chromatography to separate mixtures.
- I can describe Margaret Hamilton's life and work.
- I can carry out an inquiry to answer a question and make new predictions (Vitruvian man).
- I can describe Eva Crane and her work with bees.

### Computing (We are Web Developers)

**Outcome:** To create a web page about Cyber Safety.

This unit will enable the children to:

- develop their research skills to decide what information is appropriate.
- understand some elements of how search engines select and rank results.
- question the plausibility and quality of information.
- develop and refine their ideas and text collaboratively.
- develop their understanding of e-safety and responsible use of technology.

### Geography (Volcanoes)

**Outcome:** To answer the key question: How do volcanoes affect the lives of people on Hiemaey?

- Identify, recognise and describe where Saethor takes his dog for a walk each day.
- Identify, describe and compare and contrast the countries of Europe.
- Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular.
- Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.
- Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey.

### Physical Education (REAL PE)

**Outcome:** To develop Static Balance skills

- I can respond imaginatively to different situations.
- I can change tactics, rules or tasks to make activities more fun or more challenging.
- I can link actions and develop sequences of movements that express my own ideas.