



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL



# Years 5 and 6 Spring 2 Newsletter

28.03.2024

## Happy Easter from UKS2!

It has been a wonderful term in Year 5 and 6! We have had a great time studying our Create topic; our Year 5s have been to Boggle Hole; and our Year 6s have been going from strength to strength in their confidence—we are so proud to share all the children's primary journey here at St Michael's and we are so proud of their achievements this year.

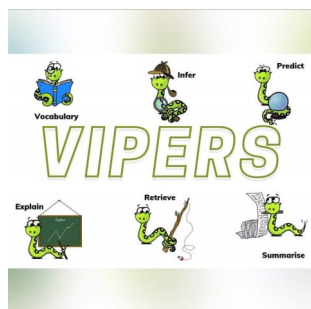
Take a look at our Spring 2 newsletter to see a selection of the work we have done in our Create topic. Next term, we will be starting Explore!

### Guided Reading



In Year 5, we have been reading 'Kensuke's Kingdom' (Michael Morpurgo), exploring many important themes such as: exploration, loss and friendship.

In Year 6, we have been reading 'Pig Heart Boy' (Malorie Blackman) and explored themes such as: friendship, betrayal and forgiveness.



We have also returned to shorter texts (these have focused on Residential and Separating Materials) and developing the children's abilities to answer a range of question styles.

After Easter, Year 5 will begin a book study again and Year 6 will continue to read shorter texts — this will include reviewing recent assessments.

### Spellings

This half term, we have covered spelling patterns including: prefixes, suffixes, letter patterns with different sounds and National Curriculum words.



It would be supportive if your child/ren could also regularly look at the Year 3/4 and Year 5/6 National Curriculum words as the children have found these patterns tricky to recall. These can be found in their Reading Record and their Spelling Book.

## English

In English, we began the term studying Greek Myths and the features of the genre. This led to the children writing their own myth narrative—they had so many creative ideas.

After this, we then studied biographies and wrote the biography of a potter from Ancient Greece.

Finally, we have read the book *Who Let the Gods Out* by Maz Evans and focused on the genre of diary. The children have had to be able to recall and use all the features of a diary during this unit, building to writing as a range of characters to develop their voice in writing. If your child has enjoyed this book, there are three sequels published and the author is currently writing a new series too!



## Maths

In Year 5, we have spent this term focusing further on multiplication and division, but we have also learnt more about fractions and we have just moved onto decimals.

In Year 6, we have now covered algebra, properties of shape (both 2-D and 3-D), statistics (including averages of data) and ratio and proportion.

As we continue through the Year 5 and Year 6 curricula, it has been evident that the children need to build on learning their times tables facts. They come into many areas (such as fractions and area and perimeter) and a rapid recall really helps.

Please be reminded that both Year 5 and Year 6 children have TT Rockstars set weekly and these will help improve their fluency and in turn their confidence to apply their timetables.



**Adding, subtracting, multiplying and dividing fractions**

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$$

$$\frac{1}{3} + \frac{1}{6} = \frac{2}{6} + \frac{1}{6} = \frac{3}{6} = \frac{1}{2}$$

$$\frac{1}{3} - \frac{1}{6} = \frac{2}{6} - \frac{1}{6} = \frac{1}{6}$$

$$\frac{2}{6} \div \frac{1}{6} = \frac{2}{6} \times \frac{6}{1} = 2$$

**Simplifying fractions**

$$\frac{9}{15} \div \frac{3}{5} = \frac{9}{15} \times \frac{5}{3} = \frac{45}{45} = 1$$

**Using scale factors**

|            |                     |                        |
|------------|---------------------|------------------------|
| 2 people   | 1 person            | 5 people               |
| 6 eggs     | $6 \div 2 = 3$ eggs | $3 \times 5 = 15$ eggs |
| 100g flour | $100 \div 2 = 50$ g | $50 \times 5 = 250$ g  |

**Finding a fraction or a percentage of a number**

$\frac{3}{4}$  of 48

$48 \div 4 = 12$   
dividing by 4 finds one quarter.  
 $12 \times 3 = 36$   
multiplying by 3 finds 3 quarters.

**Calculating volume**

5cm x 2cm x 3cm = 30cm<sup>3</sup>

**Calculating ratio**

A prize is shared in a ratio of 3 : 4 between Jamie and Dan. If Jamie gets £21, how much will Dan get?

Jamie : Dan = 3 : 4

21 : 28

**Using known facts**

If  $3 \times 2 = 6$ , then  
 $3 \times 20 = 60$   
 $30 \times 2 = 60$   
 $30 \times 20 = 600$

**Using algebraic rules**

1st term:  $5 \times 1 - 4 = 1$   
 2nd term:  $5 \times 2 - 4 = 6$   
 3rd term:  $5 \times 3 - 4 = 11$   
 4th term:  $5 \times 4 - 4 = 16$   
 5th term:  $5 \times 5 - 4 = 21$

**Finding the area of rectangles, triangles and parallelograms.**

Rectangle:  $9 \times 4 = 36 \text{ cm}^2$

Triangle:  $\frac{1}{2} \times 10 \times 7 = 35 \text{ cm}^2$

Parallelogram:  $10 \times 7 = 70 \text{ cm}^2$

**Why are times tables useful?**

**Converting between mixed and improper fractions**

$1\frac{3}{4} = \frac{7}{4}$

**Convert between miles and kilometres**

To convert km to miles:  
 5 miles = 8km  
 30 miles = 48km

To convert miles to km:  
 1) Divide by 8 ( $48 \div 8 = 6$ )  
 2) Multiply by 5 ( $6 \times 5 = 30$ )

**Short and long division**

$$\begin{array}{r} 125 \\ 5 \overline{) 625} \\ \underline{50} \phantom{00} \\ 12 \phantom{0} \\ \underline{10} \phantom{00} \\ 25 \\ \underline{25} \\ 0 \end{array}$$

**Finding prime factors**

52 =  $2 \times 2 \times 13$

**Square and cube numbers**

$2^2 = 2 \times 2 = 4$   
 $4^2 = 4 \times 4 = 16$   
 $3^3 = 3 \times 3 \times 3 = 27$

**Factors and common factors**

Factors of 8: 1, 2, 4, 8  
 Factors of 12: 1, 2, 3, 4, 6, 12  
 Common factors: 1, 2, 4

**Identifying prime and composite numbers**

A prime number is a whole number greater than 1 with no divisors except 1 and itself.

Prime numbers: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97, 101, 103, 107, 109, 113, 127, 131, 137, 139, 149, 151, 157, 163, 167, 173, 179, 181, 187, 191, 193, 197, 199, 211, 223, 227, 229, 233, 239, 241, 251, 257, 263, 269, 271, 277, 281, 283, 293, 307, 311, 313, 317, 331, 337, 347, 349, 353, 359, 367, 373, 379, 383, 389, 397, 401, 409, 419, 421, 431, 433, 439, 443, 449, 457, 461, 463, 467, 479, 487, 491, 499, 503, 509, 521, 523, 541, 547, 557, 563, 569, 571, 577, 587, 593, 599, 601, 607, 613, 617, 619, 631, 641, 643, 647, 653, 659, 661, 673, 677, 683, 687, 691, 697, 701, 709, 713, 727, 733, 739, 743, 757, 761, 769, 773, 787, 797, 809, 811, 823, 827, 833, 839, 853, 857, 859, 863, 877, 881, 883, 887, 893, 897, 907, 911, 913, 919, 929, 937, 941, 947, 953, 967, 971, 973, 977, 983, 991, 997.

**Multiples and common multiples**

Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 132, 135, 138, 141, 144, 147, 150, 153, 156, 159, 162, 165, 168, 171, 174, 177, 180, 183, 186, 189, 192, 195, 198, 201, 204, 207, 210, 213, 216, 219, 222, 225, 228, 231, 234, 237, 240, 243, 246, 249, 252, 255, 258, 261, 264, 267, 270, 273, 276, 279, 282, 285, 288, 291, 294, 297, 300, 303, 306, 309, 312, 315, 318, 321, 324, 327, 330, 333, 336, 339, 342, 345, 348, 351, 354, 357, 360, 363, 366, 369, 372, 375, 378, 381, 384, 387, 390, 393, 396, 399, 402, 405, 408, 411, 414, 417, 420, 423, 426, 429, 432, 435, 438, 441, 444, 447, 450, 453, 456, 459, 462, 465, 468, 471, 474, 477, 480, 483, 486, 489, 492, 495, 498, 501, 504, 507, 510, 513, 516, 519, 522, 525, 528, 531, 534, 537, 540, 543, 546, 549, 552, 555, 558, 561, 564, 567, 570, 573, 576, 579, 582, 585, 588, 591, 594, 597, 600, 603, 606, 609, 612, 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4666, 4669, 4672, 4675, 4678, 4681, 4684, 4687, 4690, 4693, 4696, 4699, 4702, 4705, 4708, 4711, 4714, 4717, 4720

- |   |  |   |
|---|--|---|
| 1 | Change the whole number into a fraction.                                     | $\frac{4}{5} \times \frac{2}{1}$                |
| 2 | Change the division sign to a multiplication sign.                           | $\frac{4}{5} \times \frac{2}{1}$                |
| 3 | Invert (flip) the second fraction.   | $\frac{4}{5} \times \frac{1}{2}$                |
| 4 | Multiply the numerators together.  | $\frac{4}{5} \times \frac{1}{2} = \frac{4}{10}$ |
| 5 | Multiply the denominators together.  | $\frac{4}{5} \times \frac{1}{2} = \frac{4}{10}$ |
| 6 | If necessary, simplify the answer by dividing by the greatest common factor. | $\frac{4}{10} = \frac{2}{5}$                    |

## Maths—Our formal written methods:

As we continue to practise our formal written methods, some parents/carers find examples of the calculations helpful. Please see the images below:

### Column Addition and Subtraction

$$53996 + 2759 =$$

$$\begin{array}{r} 53996 \\ + 2759 \\ \hline 56755 \\ \text{X X X} \end{array}$$

$$57034 - 8365 =$$

$$\begin{array}{r} 57034 \\ - 8365 \\ \hline 48669 \end{array}$$

### Column Addition and Subtraction with decimals

$$9.02 + 203.1 =$$

$$\begin{array}{r} 203.10 \\ + 9.02 \\ \hline 212.12 \\ \text{X} \end{array}$$

$$9 - 3.03 =$$

$$\begin{array}{r} 9.00 \\ - 3.03 \\ \hline 5.97 \end{array}$$

### Long Multiplication

$$124 \times 26 =$$

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \text{X X} \end{array}$$

$$2854 \times 38 =$$

$$\begin{array}{r} 2854 \\ \times 38 \\ \hline 22832 \\ 85620 \\ \hline 108452 \\ \text{X X} \end{array}$$

### Short Multiplication with decimals

$$4.67 \times 7 =$$

$$\begin{array}{r} 4.67 \\ \times 7 \\ \hline 32.69 \end{array}$$

### Short Division with remainders

$$124 \div 3 =$$

$$\begin{array}{r} 041 \text{ r } 1 \\ 3 \overline{) 124} \\ \underline{312} \\ 12 \\ \underline{9} \\ 3 \end{array}$$

$$\begin{array}{r} 041.33\bar{3} \\ 3 \overline{) 124.000} \\ \underline{312} \\ 120 \\ \underline{90} \\ 30 \\ \underline{21} \\ 90 \\ \underline{60} \\ 30 \end{array}$$

$$\begin{array}{r} 041\frac{1}{3} \\ 3 \overline{) 124} \end{array}$$

### Long Division

$$936 \div 36 =$$

$$\begin{array}{r} 026 \\ 36 \overline{) 936} \\ \underline{72} \\ 216 \\ \underline{216} \\ 000 \end{array}$$

**Jottings**

- 1 x = 36
- 2 x = 72
- 3 x = 108
- 4 x = 144
- 5 x = 180
- 6 x = 216
- 10 x = 360

### Long Division with remainders

$$609 \div 14 =$$

$$\begin{array}{r} 043.5 \\ 14 \overline{) 609.0} \\ \underline{56} \\ 49 \\ \underline{42} \\ 70 \\ \underline{70} \\ 00 \end{array}$$

**Jottings**

- 1 x = 14
- 2 x = 28
- 3 x = 42
- 4 x = 56
- 5 x = 70
- 6 x = 84
- 7 x = 98
- 8 x = 112
- 10 x = 140



## General Reminders:



Please be reminded that children should not be wearing any makeup (including nail varnish) to school.



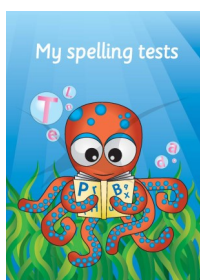
Please be reminded that children should only be bringing a small pencil case to school which fits into their tray.

Children are to come to school in their PE kit on their PE days. For Foxgloves, this is Monday and Thursday; for Lupins this is Wednesday and Thursday and for Sunflowers, this is Wednesday and Friday.

Their PE kit should consist of:

- plain white t-shirt/polo-shirt (a change of polo-shirt from their uniform);
- plain black shorts or plain black PE skirt;
- plain black jogging trousers;
- plain black sweatshirt;
- trainers or plimsolls.

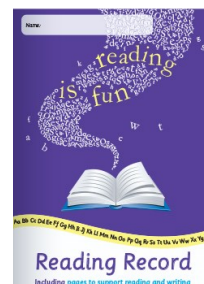
Please ensure you name **every** piece of your child/ren's school uniform and PE kit – including socks and tights.



Please remind your child/ren to have their Spelling Books in school for their spelling test day (Wednesday for Class 9 and 10 and Friday for Class 8, unless told otherwise).



Please remind your child/ren to have their Reading Record in school every day and remember it should be signed a minimum of three times per week.



Please only send your child/ren to school with water in their water bottle, **not** squash, juice or anything fizzy.



**Thank you!**

## School Easter Traditions—Egg rolling fun





## Create

We have loved diving into our 'What if materials were not available for the world's creations?' topic. Our key focus values have been: happiness, integrity, creativity and diversity. We are so proud of what the children have created this term.

Take a look at the pictures on the following pages to see what we have learnt about...

### Greek Pot Creations



### Mosaics

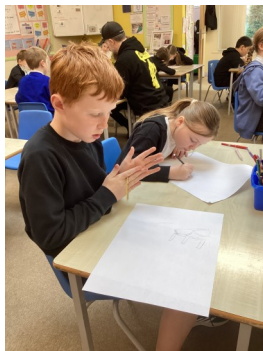
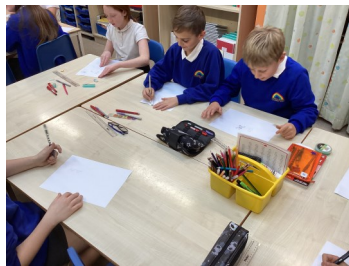


'For we are God's handiwork, created in Christ Jesus to do good works.' Ephesians 2 v10



## Create (continued)

### Graffiti Artist



## Publishing our Greek Myths



### God's Planet Day



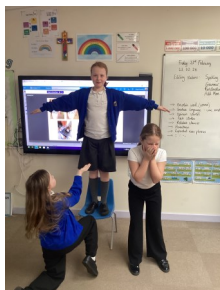
'For we are God's handiwork, created in Christ Jesus to do good works.' Ephesians 2 v10



## Create (continued)



## RE — Stations of the Cross



## Science — Properties and Changes of Materials



‘For we are God’s handiwork, created in Christ Jesus to do good works.’ Ephesians 2 v10



## Boggle Hole—Our Year 5 Residential



What an incredible few days away we had!

Year 5, you were amazing!  
We hope you have lots of happy memories—we all do!

Wishing you and your family a happy Easter!

