Year 5

Autumn 2 2026

WELCOME BACK

Welcome Back!
This half term we will be looking:
Science -Animals including Humans
Geography - Biomes
RE - Why do Chritians believe Jesus is the Messiah?
DT - Stocking making
Jigsaw -Celebrating difference
PE -Gymnastics and Dance
Music - Jazz
Computing - Micro bits



OUR LEARNING THIS TERM

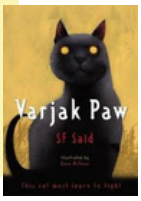
Core Subjects

In maths, we will be focusing on negative numbers.

In English, our focus is punctuation, vocabulary, and grammar creating a character description and a narrative with speech..

Our Class Reading text is: Varjak Paw

Library day is Wednesday.



IMPORTANT DATES

2..11.26 - Welcome back to school
3.11. 26 and 4.11.26 - Parents Evening
19.11.26 Biffa Planet Waste Workshop
13.11.26 Children In Need – Wear Something Spotty
9.12.26 PTA Santas Grotto 1.30-4pm
9.12.26 Parent Open Afternoon 2pm – 3.15
10.12.26 PTA Santas Grotto 1.30-4pm
14.12.26 Carols practise at the Church
17.12.26 Christmas Jumper Day and Christmas Lunch Day
17.12.26 KS2 Carol concert at the church.
18.12.26 - End of Term. finish at 1.30pm

STAY IN TOUCH

Please read the Friday News as there are lots of diary dates going in to next year!
If you have a suggestion or any questions, we love to hear from you
hello@probusschool.org.uk

PE AND HOMEWORK



PE days this term is Tuesday and Thursday. Please ensure that children come to school in their PE uniform.
Reading - The children should be reading at least 5 times a week at home. Attached are some questions that can enrich this and help them develop the necessary skills. Children will be expected to bring their books to school **every day** and will be responsible for changing them independently.
Maths - The homework with be a range of suggested Maths activities which are attached to support the children's learning. This term it is negative numbers. We would also like the children to complete **25 minutes a week of TTRS** times tables.
Topic - To help enhance the children's learning of our topics this term, a range of activities the children can complete to enrich their learning are attached should they wish to do so.

Reading questions

Fiction Text Questions

Vocabulary - Find a word or phrase that shows how the character was feeling. What does it tell you about their emotions?
Inference - How can you tell that the character is facing a challenge, even if the author does not state it directly? Use evidence from the text.
Prediction - Based on what has happened so far, what do you think will happen next? Explain your reasoning using clues from the story.
Explanation - Why do you think the author chose to describe the setting in such detail? How does it affect the reader?
Summarise - Summarise the main events of this chapter in no more than three sentences

How does the author's choice of language influence your opinion of a character?
Which character changes the most throughout the text? Explain your answer with evidence

Non-Fiction Text Questions

Retrieval - What are the three most important facts the author gives about the topic?
Vocabulary - What does the word _____ mean in this context? Which words around it help you work it out?
Explanation - Why has the author included headings, subheadings, or diagrams? How do they help the reader?
Inference - What can you infer about the author's viewpoint on the subject? Which parts of the text support your answer?
Summarise - Summarise the main idea of this section in one or two sentences.

How does the author make the information trustworthy and convincing?
Compare the information in two sections of the text. How are they linked?

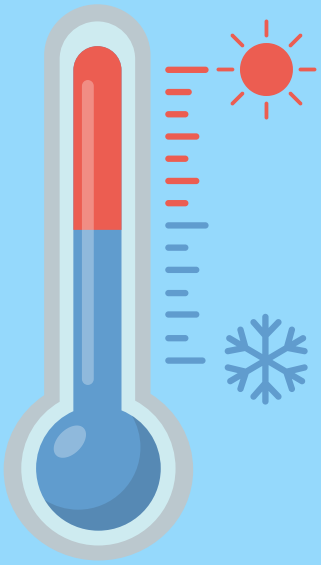
Poetry Questions

Vocabulary - Which word or phrase creates the strongest image in your mind? Explain why.
Inference - How do you think the poet wants the reader to feel? What evidence supports your answer?
Explanation - Why has the poet used repetition, rhyme, or alliteration in this poem?
Prediction - After reading the first stanza, what do you think the poem will be about? Which clues helped you decide?
Summarise - What is the main message or theme of the poem? Summarise it in your own words.

How does the structure of the poem contribute to its overall meaning?
Which line do you think is most important and why?

Maths





1. Temperature Tracker

What to do:

- Draw a thermometer from -10°C to +10°C.
- Ask questions such as:
  - It is 3°C. The temperature drops 5°C. What is it now?
  - It is -2°C. It rises 7°C. What is it now?

Skill developed:

- Counting forwards and backwards through zero.
- Understanding negative numbers in real-life contexts.

2. Number Line Walk

What to do:

- Create a large number line on paper or use chalk outside.
- Start at a number and move:
  - "Start at -4 and move 6 spaces forwards."
  - "Start at 3 and move 8 spaces backwards."

Challenge:

- Let the child create questions for an adult.

Skill developed:

- Comparing and ordering negative numbers.
- Addition and subtraction involving negative numbers.



3. Negative Number Card Game

What to do:

- Write numbers from -10 to 10 on cards.
- Each player picks two cards.
- Compare the numbers:
  - Which is greater?
  - Which is smaller?
  - Put them in order from least to greatest.

Challenge:

- Draw three or four cards and order them all.

Skill developed:

- Recognising that negative numbers closer to zero are greater.

4. Lift (Elevator) Challenge

What to do: Imagine a lift in a building:

- Basement floors are negative numbers (-1, -2, -3).
- Ground floor is 0.
- Floors above ground are positive numbers.

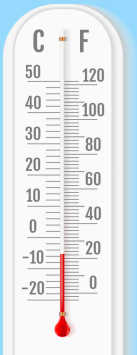
Ask questions such as:

- A lift starts on floor -3 and moves up 5 floors. Where does it stop?
- It starts on floor 4 and goes down 7 floors. Where is it now?



Skill developed:

- Applying positive and negative numbers in a practical situation.
- Mental calculation across zero.



Extra Challenge for Year 5

Ask your child to explain:

- Why is -2 greater than -5?
- Which is greater: -9 or -4?
- Put these numbers in order: 3, -7, 0, -2, 5, -1.

Being able to explain their thinking is often the best indicator that they truly understand negative numbers.

Topic Activities

1. Biome Fact Match-Up

What to do:

- Write the names of different biomes on separate pieces of paper:
  - Tropical Rainforest
  - Desert
  - Tundra
  - Grassland
  - Temperate Forest
  - Savanna
- On other pieces of paper, write facts about each biome (temperature, rainfall, plants, animals).
- Mix them up and ask your child to match the facts to the correct biome.

Questions to discuss:

- Which biome is the hottest?
- Which receives the most rainfall?
- Which plants and animals have adapted to survive there?

Skill developed:

- Identifying key characteristics of different biomes.

2. Around the World Biome Hunt

What to do:

- Use an atlas, globe or online map.
- Challenge your child to locate countries that contain different biomes.
  - Brazil (Tropical Rainforest)
  - Egypt (Desert)
  - Canada (Tundra and Forest)
  - Kenya (Savanna)
- Create a simple table with:
  - Country
  - Continent
  - Biome
  - One animal that lives there

Challenge: Ask, "Why do you think this biome is found in this part of the world?"

Skill developed:

- Understanding the global distribution of biomes.

3. Create a Biome Shoebox

What to do:

- Choose a biome and create a miniature scene inside a shoebox.
- Draw or make plants, animals and landforms that belong there.
- Label key features such as:
  - Climate
  - Vegetation
  - Animals
  - Rainfall

Discussion prompts:

- How have the animals adapted to survive?
- What would happen if the climate changed?

Skill developed:

- Understanding how climate, plants and animals are connected within a biome.





