



Welcome to Year 5

Together Everyone Achieves More

The Team



Mr Jukes 5J

Class Teachers

Mrs Eccles 5E



Support Staff



Mrs Allsop



Mrs Squire



Madame Wilks (French)



Mr Duong (P.E)

Transition...



What do we expect?

What does a day in Year 5 look like?

Autumn 1 Weekly Timetable



Day/Time	09:00-10:40	10:40-10:55	10:55-12:15	12:15-13:15	13:15-14:15	14:15-15:15
Monday	English	Assembly	Break	Maths	Lunch	RE
Tuesday	Maths	Break	English	Lunch	History	Assembly
Wednesday	PPA		Maths	Lunch	English	Achievement Assembly
Thursday	Forest Schools			Lunch	Maths	Liturgical Prayer
Friday	PSHE/ Mass & Assemblies	Break	English	Lunch	RE	Hymn Practice

Autumn 2 Weekly Timetable



Day/Time	09:00-10:40	10:40-10:55	10:55-12:15	12:15-13:15	13:15-14:15	14:15-15:15
Monday	English	Assembly	Break	Computing	Lunch	RE
Tuesday	Maths	Break	English	Lunch	DT	Assembly
Wednesday	PPA		Maths	Lunch	English	Achievement Assembly
Thursday	Maths	Break	English	Lunch	Science	Liturgical Prayer
Friday	PSHE/ Mass & Assemblies	Break	Maths	Lunch	RE	Hymn Practice

Maths Expectations:



YEAR 5 MATHEMATICS

Number and place value

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Round any number up to 1,000,000 to the nearest 10; 100; 1,000; 10,000 and 100,000.

Solve number problems and practical problems that involve all of the above.

Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Number - addition and subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).

Add and subtract numbers mentally with increasingly large numbers.

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.

Multiply and divide numbers mentally drawing upon known facts.

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.

Number - multiplication and division continued

Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions, including decimals and percentages

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

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Read, write, order and compare numbers with up to three decimal places.

Solve problems involving number up to three decimal places.

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.

Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water].

Solve problems involving converting between units of time.

Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry - properties of shapes

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Draw given angles, and measure them in degrees ($^\circ$).

Identify:

- angles at a point and one whole turn (total 360°)
- angles at a point on a straight line and $\frac{1}{2}$ turn (total 180°)
- other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry - position and direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

Solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables, including timetables.

English Expectations:

YEAR 5 WRITING

Spelling

Use further prefixes and suffixes and understand the guidance for adding them.

Spell some words with 'silent' letters [for example, knight, psalm, solemn].

Continue to distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum Appendix 1.

Use dictionaries to check the spelling and meaning of words.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

Word

Convert nouns or adjectives into verbs using suffixes [e.g. -ate, -ise, -ify]

Use verb prefixes [e.g. dis-, de-, mis-, over-, re-]

Sentence

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

Indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must].

Text

Use devices to build cohesion within a paragraph [e.g. then, after, that, this, firstly].

Link ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choice [e.g. he had seen her before].

Punctuation

Use brackets, dashes and commas to indicate parenthesis.

Use commas to clarify meaning and avoid ambiguity.

Terminology for pupils

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Reading:



YEAR 5 and YEAR 6 READING

Word reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Comprehension continued

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Resilience and independence

- ▶ It is important for the children to continue to build up their resilience and ability to problem solve across a range of contexts
- ▶ Quality first teaching is a key focus and pupils are supported in a variety of ways to ensure that they are able to become more independent
- ▶ We are aware of individual needs within our classes and have completed transition meetings with Miss Ciach and Miss Richmond
- ▶ Although, some intervention may take place, the majority of scaffolding will take place inside the classroom within the lessons
- ▶ This may include handouts, the use of iPads, paired and group work, adapted activities, teachers' examples and modelling, as well as directed adult support and small group work
- ▶ All of these adaptations are a part of our every day provision



Homework

- ▶ Homework will be given out every Monday. This will then need to be returned the following Monday. It will consist of spellings (a sheet and a challenge on Spelling Shed), Maths (a sheet and Ttrockstars) and either English, topic or RE. We will post this all on SeeSaw and give the children hard copies
- ▶ TT Rockstars will be used to help children secure their multiplication facts. There will be the opportunity to compete with other classes and each other also. Children should use TT Rockstars regularly to secure their knowledge.
- ▶ Children are encouraged to read for a minimum of 20 minutes everyday. This can be a combination of silent reading and reading with an adult or MyOn.

Forest Schools:



- ▶ Children will be taken to Sharphill woods for six forest school sessions.
- ▶ This will begin tomorrow (Thursday 14th September)
- ▶ Children should wear appropriate clothing and expect it to get dirty!
- ▶ The sessions are designed to help build children's resilience and may involve shelter building, knot tying and mindfulness.

How to help your child:



- ▶ Ensure that they know all multiplication and division facts for time tables up to 12 x 12.
- ▶ Encourage your children to use a dictionary and a thesaurus when they read new words to ensure they are developing their understanding and meaning.
- ▶ Monitor that homework is completed to the best of their abilities and handed in on time.
- ▶ Read with your child- this doesn't have to be every time they read. If you haven't read with them, encourage them to give you a short summary of the book and ask them some questions about events and characters

Other key points:



- ▶ Accelerated Reader quiz- children will have the opportunity to quiz on the iPad everyday after completing a book.
- ▶ Uniform and PE kit labelled- all children require rugby shirt and shorts/ jogging bottoms for outside and a plain t-shirt and shorts for indoor PE.
- ▶ PE kits should remain in school (unless they need washing)
- ▶ Outdoor clothing will be required for forest school activities. You will be told in advance when these will take place.
- ▶ No pencil cases. Keep bags small to avoid a congested cloakroom.



Other key points continued...

- ▶ Children will be using seesaw to post their work, so please encourage them by liking/commenting on their work.
- ▶ If there is a change in collection arrangements, please write a letter or telephone the office to let us know.

Questions



If you have any questions please feel free to contact us on Seesaw or send a note in with your child.

Does anyone have any questions for us now?