

CURRICULUM INFORMATION-YEAR 5

WELCOME



WHO'S WHO

- Miss Silcox and Mrs Prentice – class teachers in 5SP
- Mrs King – class teacher in 5K
- Mrs Gilsean – PPA teacher - teaches 5K on Wednesdays
- Mrs Moore- PPA cover – teaches in 5SP on a Wednesday afternoon

- Mrs Scott- LSA in 5K
- Mrs Percy – LSA in 5K and working across Year 5 in the afternoons
- Mrs Theodore – LSA in 5SP and working across Year 5 in the afternoons



A TYPICAL DAY IN YEAR 5

AP

- 8.40am doors open, children have a morning task set out – Maths and SPaG 5aday
- 8.55 Register
- 9.05-9.55 Lesson 1 (English)
- 9:55-10:20 Reading
- 10.20 Collective worship
- 10.40-10.55 Morning break
- 10.55-12.00 Lesson 2 (Maths)
- 12.00-13.00 Lunch break
- 13.00-13.30 Register and quiet reading/phonics
- 13.30-14.15 Lesson 3 (for example History)
- 14.15-15.00 Lesson 4 (for example PE).
- 15.00 Class reader and get ready for home
- 15.25 Children leave


YEAR 5 CURRICULUM TOPICS – A BRIEF OVERVIEW

CK

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- Autumn 1 – Earth and space. Space narratives and solar system in Science. History – ancient China (Shang Dynasty). Art- clay terracotta warriors.
 - Autumn 2 – Forces in Science, moving Cam toys, Mountains (Mt Everest) and Earthquakes in Geography.
 - Spring 1 – Fantastic beasts, life cycles in Science, European study in Geography (France).
 - Spring 2 – Focus on Baghdad in History, art and DT – Islamic prints, cushions and sewing.
 - Summer 1 – Rainforest inspired Geography, chemical reactions in Science.
 - Summer 2 – History inspired by how crime and punishment has developed over different periods, news report writing, DT – bath bombs.


READING EXPECTATIONS BY THE END OF YEAR 5

KS

- I can increase my knowledge of root words, prefixes and suffixes so I can read aloud and understand new words
 - I read a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends, fairy stories, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and begin discussions about these with help from others.
 - I can discuss books and courteously challenge others' opinions with some support from an adult (including asking questions and clarifying things I don't understand).
 - I can infer characters' feelings, thoughts and motives and justify using evidence independently.
 - I can summarise main ideas across larger texts/ passages by identifying key details and begin to use evidence.
 - I can identify how language, structure and presentation contribute to meaning and begin to write clear, reasoned explanations
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WRITING EXPECTATIONS BY THE END OF YEAR 5

KS

- I am beginning to select the appropriate form and use other similar writing as models for my own work.
 - I can demonstrate I have understood audience and purpose through my choice of grammar, vocabulary, formality and structure.
 - I can create pace and enhance the mood by describing settings, characters and atmosphere with carefully- chosen vocabulary, grammar and punctuation.
 - I can show parenthesis using brackets, dashes and commas (including the use of relative clauses).
 - I can use basic punctuation (capital letters, full stops, question marks, commas for lists and apostrophes for contraction) correctly. [*the children should know this as 'the basics'*]
 - I am beginning to integrate dialogue (punctuated correctly) to advance action and help convey the character's personality or mood.
 - I can use a wide range of linking words/phrases between paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly) and tense choices.
 - I can proofread my work for spelling, punctuation and grammar errors (including brackets, commas or hyphens).
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MATHS EXPECTATIONS BY THE END OF YEAR 5 AP

Number and Place Value

- Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Shape

- Draw given angles and measure them in degrees.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions.

Maths expectations by the end of year 5 AP

Measurement

- Convert between different units of metric measure (kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.)
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.

Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.

Fractions

- Compare and order fractions whose denominators are multiples of the same number.
- Read and write decimal numbers as fractions e.g. $0.71 = 71/100$.
- Read, write, order and compare numbers with up to three decimal places.
- 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.

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

READING AND HOMEWORK IN YEAR 5

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- Homework and new spellings are handed out every Friday and they will be posted on the forum
- Children are expected to spend max 30 minutes on homework.
- Year 5 children have been given a CGP book for Maths and English. Each week, they will be given one-two pages to complete from the workbooks.
- Homework club will be every Friday at 12:30
- You will receive information about spellings from Mrs Garside soon as this is in the process of being reviewed. Children will still be able to use Spelling Frame to practise their spellings.
- Children can also access their Typing.com, Times Table Rockstars, MyMaths and Sora accounts from home for extra practise. They have a copy of their logins in their Reading Records.

Reading at home

- Children should aim to read at home 3 times per week. This needs to be logged in their reading record and signed by an adult.
- Reading records will be checked at the end of each week on Fridays to see if children have completed 3 reads at home.
- Year 5 and Year 6 – If your child completes 3 reads at home they will get 3 dojo points to put towards a reward of their choice.

Tips for reading at home:

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks (!). Ask: what are these for? What should you do when you see an exclamation mark?

As they're reading ask questions. Who, What, Where, Why, How?

Ask children to tell you what they have read. Can they describe, explain or summarise?

PE DAYS

AP

- In the current term, our PE days are:

Monday – Outdoor PE – Orienteering

Tuesday – Indoor PE – Gymnastics

These will change each half term due to opportunities to work with different coaches and specialists. New days will always be emailed to you.

TRIPS IN YEAR 5

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- *Winchester Science Centre in the Autumn term.*
 - *TBC Rainforest workshop in the Summer term.*

CURRICULUM APPLICATIONS, LOG-INS AND HEADPHONES KS

- Your child has a login for these various apps and websites where they can further their education.
- These programmes are designed to engage children and motivate them to further their learning/ understanding while also having fun! There is no **set** time that children should be spending on these apps at home but the use of them is encouraged.



We do expect children to have their own pair of headphones in school to make it easier/ more enjoyable to use these apps.

ANY QUESTIONS?

