



Welcome to Year 5

Here starts the
lesson!

What does Y5 look like?

Whole class lessons

Discrete subjects taught each week – e.g. Geography, RE, Art etc

High expectations

The same expectation for handwriting and presentation is the same for all subjects.



Topics

Making the most of cross-curricular links. E.g. Art may be linked to History. Maths with Science etc

Maths

In Year 5, we continue to consolidate and to further develop the main strands of mathematics, which are:

Number: Place Value

Number: Addition, Subtraction, Division and Multiplication

Number: Fractions

Algebra

Ratio and Proportion

Geometry

Statistics

Measurement

The end of year expectations document also shows what your child needs to be able to do independently by the end of Year 5 in more detail.



In Maths we are focusing on problem solving and reasoning which allows children to apply skills taught across all areas of the maths curriculum.

In Year 5 we focus on numbers to 1,000,000. We will be working with these numbers to problem solve and reason, develop fluency.

End of year expectations...

End of Year Expectations for Year 5 for New National Curriculum – EXPECTED (At National Standard)

Year 5 Maths			
Year 5 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 1000 (M) and recognise years written in Roman numerals. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 (nonprime) numbers. Establish whether a number up to 100 is prime & 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 & 1000. 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 & write mathematical statements > 1 as a mixed number ($2/5 = 4/5 = 6/5 = 1 \frac{1}{5}$). 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 & compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal. Solve problems which require knowing percent & 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.
Year 5 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & 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 (cm²) and square metres (m²) and estimate the area of irregular shapes. Estimate volume (for example, using 1 cm³ 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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 (°). Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line & 1/2 a turn (total 180°) and 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including times tables.



English

In Year 5, we will continue to develop speaking and listening, reading and writing through a range of interesting and exciting text types.

The text types we will focus on are:

Stories with imaginary worlds

Suspense

Stories in the style of an author

Recounts

Journalism

Explanations

Significant poems



It is really important that children are confident and consistent with basic skills in writing such as letter formation, capital letters and full stops to be at the expected standard.

It is great to see other skills being used but we need to see that they are consistent with the basics first.

Please ensure when your child is completing homework that you to have those same standards – e.g. ascenders above the line, descenders below the line, writing in full sentences.

End of year expectations...

Year 5 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. <input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. <input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 		<ul style="list-style-type: none"> <input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. <input type="checkbox"/> Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. <input type="checkbox"/> Recommend books they have read to their peers, giving reasons. <input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres. <input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart. <input type="checkbox"/> Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. <input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar. <input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. <input type="checkbox"/> Readily ask questions to enhance understanding. <input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories. <input type="checkbox"/> Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. <input type="checkbox"/> Distinguish fact from opinion with some success. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	
Year 5 Writing			
Transcription		Composition	
Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, dictated sentences which include words from the ks2 curriculum. <input type="checkbox"/> Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. <input type="checkbox"/> Spell correctly words with letters which are not sounded e.g. knight, solemn. <input type="checkbox"/> Use the hyphen to join a prefix to a root e.g. re- enter. <input type="checkbox"/> Spell some homophones from the YR 5-6 spelling appendix. <input type="checkbox"/> Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 		Handwriting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) <input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	
Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. <input type="checkbox"/> Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) <input type="checkbox"/> Use a range of presentational devices, including use of title, subheadings and bullet points. <input type="checkbox"/> Use dialogue to indicate character and event. <input type="checkbox"/> Describe characters, settings and plot, with growing precision. <input type="checkbox"/> Find key words and ideas; begin to write a summary. <input type="checkbox"/> Evaluate own and others' writing; with direction, proof read, edit and revise. 		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. <input type="checkbox"/> Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. <input type="checkbox"/> Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. <input type="checkbox"/> Usually maintain correct tense. <input type="checkbox"/> Begin to recognise active and passive voice. <input type="checkbox"/> Identify and select determiners. <input type="checkbox"/> Choose vocabulary and grammar to suit formal and informal writing, with guidance. <input type="checkbox"/> Use vocabulary which is becoming more precise. <input type="checkbox"/> Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	



Handwriting

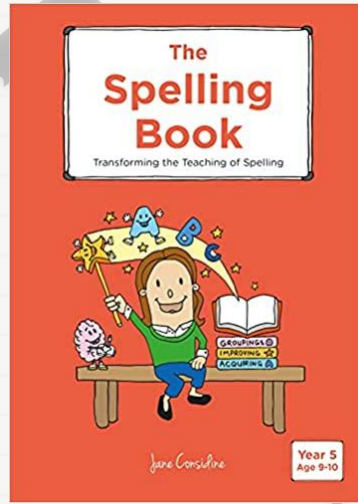


Writing must be legible and fluent.

The children's work is checked regularly and they are rewarded with a 'pen licence' if they consistently write using the correct joins. This can also be taken away.

If the children believe they are ready for a pen licence they can arrange a chat with myself and we will discuss whether they are ready. They will be given a clear aim and timescale.

Spelling



We have moved away from weekly spelling tests and use spelling investigations instead.

We teach spelling as a problem solving process. We will be looking at spelling rules rather than certain words. We encourage our pupils to be 'brave spellers' and to look closely at their mistakes so they can improve, with practice and commit spellings to their long-term.

All words outlined within our spelling sessions are Year 5 focus areas within the National Curriculum. We focus on these fifteen words on a cycle of two weeks.

We will send home your child's sheet with the incorrect spellings next to the correct one so you are able to see which words need more focus. Any support with practising correct spelling at home would be fantastic.

Reading

The children have a chance to read daily, we focus on independent reading.

When reading with an adult we will look at what they can read but with a far greater emphasis on the understanding as well.

We will use different strategies like inference and questioning strategies to check understanding as well as the links children can make to other texts they have read.



We aim for our children to foster a real enjoyment of books, be eager to read and be able to choose the right books for their stage of the reading journey.

Children will experience reading throughout the day through a variety of activities. These include:

- Shared reading – whole class share a book together;
- Independent reading – children read a book of their choice; and
- Storytime – listening to a story read by an adult

Reading records



We need your
help!

- We really would like you to use the reading record as a way of communicating to us what **skills** your child is using.
- Try to avoid 'well read' and instead tell us about new vocabulary your child has learnt, or if they noticed a word with a suffix, or if they could compare one book to another book they have read.

Examples

Phil could read with expression and fluency. He was confident discussing the meaning of new words, linking new vocabulary to words he already knew.

Lucy was able to determine the meaning of new words by applying knowledge of root words.

Fleur read the story of Horrid Henry and used the correct intonation, tone and volume.

Recommended Reads

I have attached the Year 5 recommended reads to our pack.

Recommended Reads for Year 5



The Polar Bear Explorer's Club by Alex Bell
Iguana Boy by James Bishop
King Kong by Anthony Browne
The Secret Garden by Frances Hodgson Burnett
Artemis Fowl by Eoin Colfer
The Storm Keepers Island by Catherine Doyle
The Infinite Lives of Maisie Day by Christopher Edge
Who let the Gods Out by Maz Evans
Flour Babies by Anne Fine
The Girl with the Lost Smile by Miranda Hart
Storm Breaker by Anthony Horowitz
The Switch by Anthony Horowitz
A Galaxy of Her Own by Libby Jackson
Out of the Ashes by Michael Morpurgo
My Parents are Driving Mr Crazy by Pete Johnson
The Turbulent Term of Tyke Tyler by Gene Kemp
Beetle Boy by M G Leonard
The Ghost of Thomas Kempe by Penelope Lively
The Fastest Boy in the World by Elizabeth Lord
Silly Verse for Kids by Spike Milligan
Private Peaceful by Michael Morpurgo
Five Children and It by E Nesbit
Inkling by Kenneth Opel
I Funny by James Patterson
The Amazing Maurice and His Educated Rodents by Terry Pratchett
I was a Rat by Philip Pullman
The Boy at the Back of the Class by Orjali Q Rauf
Percy Jackson and the Lightning Thief by Rick Riordan
The Wolf Wilder by Katherine Rundell
The Silver Sword by Ian Serriller
Bloom by Nicola Skinner
The Lady of Shalott by Alfred Lord Tennyson
The Iliad and the Odyssey by Marcia Williams

Reading fluency



We need your
help!

To ensure fluency we encourage the children to read four times a week and have their reading record signed by an adult at home weekly.



This terms topics

Space

*We will be looking at a range of texts
exploring Space*

Next term...

We will be looking at Anglo-Saxons

We need you!

The support you can offer your child at home is hugely important and can make a dramatic difference to your child's learning. There are many ways to help besides the homework we provide. These include:

- Sharing books and reading stories together
- Counting change when shopping;
- Reading scales and converting measures when cooking;
- Helping your child to learn how to tell the time using an analogue clock;
- Reading timetables and calculating time differences (how long a TV programme/journey lasts);
- Counting numbers within number plates;
- Playing cards and board games;
- Reading thermometers; and
- Measuring and planning a new bedroom.

Reminders

PE is on a Monday and Tuesday.

Water bottles need to be in school every day. Water only please.

Please write in the Reading Records when you have read with your child with a suitable comment.

Homework.

If you have any questions or concerns, please do speak to me at the end of the day.

Trips

We are in the process of planning exciting trips for this year, as soon as I know more I will let you know!

Extra supporting documents

White Rose One Minute is a fantastic free maths resource.