

# Guide to Year 5



This leaflet is aimed at parents and carers of children starting their Year 5 journey.

The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
  - Curriculum Overview

# Year 5 Key Information

## Arrival:

Children enter the school gates independently between 8:45 and 8:55 and make their way straight to their classrooms.

Rowan and Sycamore class should enter through their exterior door.

## Children need to bring:

- A bottle of water
- A packed lunch (unless they are school dinners)
- A healthy snack
- A waterproof coat
- Reading book and reading record
- Appropriate shoes
- Hat and gloves if needed.

## Homework:

One piece of Maths homework (linked to current learning) will be sent out on Friday and should be completed by the following Thursday. We also encourage children to practice their times tables regularly.

Spellings are handed out on a Friday and tested on the following Friday.

## Collection:

Parents or carers are to collect their children at 3:20pm. Both Rowan and Sycamore classes will be released from their exterior doors.

Children need to inform an adult in Year 5 when they have seen the person picking them up, unless the office have received a signed permission slip.

## Reading books:

Children need to read their books from school or one of their own 5 times a week.

Children can fill in their own reading records but an adult at home needs to sign it once a week.

## PE:

PE for both classes are on a Tuesday and Friday.

## Swimming:

Swimming will be starting after Christmas and further information will be shared in due course.

# End of Year Expectations for Year 5

## Year 5 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li><input type="checkbox"/> Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li><input type="checkbox"/> Solve number problems and practical problems that involve all of the above.</li> <li><input type="checkbox"/> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li><input type="checkbox"/> Add and subtract numbers mentally with increasingly large numbers.</li> <li><input type="checkbox"/> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li><input type="checkbox"/> Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li><input type="checkbox"/> Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</li> <li><input type="checkbox"/> Establish whether a number up to 100 is prime &amp; recall prime numbers up to 19.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Multiply and divide numbers mentally drawing upon known facts.</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Multiply and divide whole numbers and those involving decimals by 10, 100 &amp; 1000.</li> <li><input type="checkbox"/> Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li><input type="checkbox"/> Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li><input type="checkbox"/> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li><input type="checkbox"/> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and order fractions whose denominators are all multiples of the same number.</li> <li><input type="checkbox"/> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li><input type="checkbox"/> Recognise mixed numbers and improper fractions and convert from one form to the other &amp; write mathematical statements <math>&gt; 1</math> as a mixed number [<math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>].</li> <li><input type="checkbox"/> Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li><input type="checkbox"/> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li><input type="checkbox"/> Read and write decimal numbers as fractions [for example, <math>0.71 = 71/100</math>].</li> <li><input type="checkbox"/> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li><input type="checkbox"/> Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li><input type="checkbox"/> Read, write, order &amp; compare numbers with up to three decimal places.</li> <li><input type="checkbox"/> Solve problems involving number up to three decimal places.</li> <li><input type="checkbox"/> Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, &amp; as a decimal.</li> <li><input type="checkbox"/> Solve problems which require knowing percent &amp; decimal equivalents of <math>1/2, 1/4, 1/5, 2/5, 4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>

## Year 5 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre &amp; millilitre).</li> <li><input type="checkbox"/> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li><input type="checkbox"/> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li><input type="checkbox"/> Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li><input type="checkbox"/> Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li><input type="checkbox"/> Solve problems involving converting between units of time.</li> <li><input type="checkbox"/> Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li><input type="checkbox"/> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li><input type="checkbox"/> Draw given angles, and measure them in degrees (°).</li> <li><input type="checkbox"/> Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line &amp; 1/2 a turn (total 180°) and other multiples of 90°.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve comparison, sum and difference problems using information presented in a line graph.</li> <li><input type="checkbox"/> Complete, read and interpret information in tables, including timetables.</li> </ul>

## Year 5 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluently and automatically read a range of ageappropriate 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.</li> <li><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.</li> <li><input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li><input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li><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.</li> <li><input type="checkbox"/> Recommend books they have read to their peers, giving reasons.</li> <li><input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres.</li> <li><input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart.</li> <li><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.</li> <li><input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li><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.</li> <li><input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories.</li> <li><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.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously.</li> <li><input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>

## Year 5 Writing

Transcription	Composition
<p><b>Spelling</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, dictated sentences which include words from the ks2 curriculum.</li> <li><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.</li> <li><input type="checkbox"/> Spell correctly words with letters which are not sounded e.g. knight, solemn.</li> <li><input type="checkbox"/> Use the hyphen to join a prefix to a root e.g. reenter.</li> <li><input type="checkbox"/> Spell some homophones from the YR 5-6 spelling appendix.</li> <li><input type="checkbox"/> Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</li> </ul>	<p><b>Handwriting</b> Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</li> <li><input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>
<p><b>Composition: structure and purpose</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing.</li> <li><input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</li> <li><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.)</li> <li><input type="checkbox"/> Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li><input type="checkbox"/> Use dialogue to indicate character and event.</li> <li><input type="checkbox"/> Describe characters, settings and plot, with growing precision. Find key words and ideas; begin to write a summary. Evaluate own and others’ writing; with direction, proof read, edit and revise.</li> </ul>	<p><b>Vocabulary, grammar and punctuation</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.</li> <li><input type="checkbox"/> Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</li> <li><input type="checkbox"/> Usually maintain correct tense.</li> <li><input type="checkbox"/> Begin to recognise active and passive voice.</li> <li><input type="checkbox"/> Identify and select determiners.</li> <li><input type="checkbox"/> Choose vocabulary and grammar to suit formal and informal writing, with guidance.</li> <li><input type="checkbox"/> Use vocabulary which is becoming more precise.</li> <li><input type="checkbox"/> Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</li> </ul>

## Staff working in Year 5

<b>Year 5 Teacher Rowan Class</b>	<b>Mrs Staley</b>
<b>Year 5 Teacher Sycamore Class</b>	<b>Mr Cartwright</b>
<b>Year 5 Teacher</b>	<b>Miss Holmes</b>
<b>Year 5 Teaching Assistant</b>	<b>Mrs Denny</b>
<b>Year 5 Teaching Assistant</b>	<b>Mr Williamson</b>

# Curriculum Overview Year 5

	<b>Terms 1 and 2: War!! What is it good for?!</b>	<b>Terms 3 and 4: How do you sink that which is unsinkable?</b>	<b>Terms 5 and 6: Back in my day...</b>
<b>Focus</b>	WW2 and the formation of the United Nations	The Titanic and the migration of people to New York and the resulting culture of New York	The Industrial Revolution and the Great Exhibition and its impact on technology and society.
<b>English – Key Texts</b>	Diary of Anne Frank Goodnight Mister Tom	The Arrival by Shaun Tan	David Copperfield (abridged version)
<b>English – Genres</b>	War poems Diary Write Newspaper reports Settings and descriptions	Non-chronological report Persuasive texts. Leaflets	Writing a description of slums and factories. Persuasive writing to advertise a product. Narrative writing.
<b>Maths</b>	Place Value Addition and Subtraction Multiplication and Division Fractions	Multiplication and division Fractions Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals Negative numbers Converting units Volume
<b>Science</b>	Space	Reproduction (animals and plants) Materials	Grouping living things Forces
<b>History</b>	Origins and protagonists of WW2. The Home Front Aftermath of WW2 and changes in society (NHS, UN etc.) Identifying primary and secondary sources	Making and voyage of the Titanic Primary and secondary sources. New York and its culture (music and art from the city) Landmarks e.g. Skyscrapers	Impact of technology on production (production lines) Social impact of industrialisation (slums and working conditions) Local history study (Cromford Mill)
<b>Geography</b>	Using maps, Political borders, Migration of people	Using maps Migration of people Oceans Climates across the globe	Using Maps Urbanisation Rural vs Urban Water and its uses (water wheels)
<b>Religious Education</b>	Humanism Christmas story	Islam Easter Hinduism	Judaism Philosophical questions
<b>Computing</b>	Coding Online Safety Spreadsheets	Touch Typing Online Safety E-mail	Branching database Online Safety

<b>Design and Technology</b>	Air raid shelter		Floating and sinking ships		Make bridges	
<b>Art</b>	Pencil sketches Propaganda art Using paints to create realistic colours on models (linked to d and t with the air rai shelters) Simulating texture and material using sketching.		Perspective drawing Realism		Lawry Oil colours and how to use colours subtly Pencil sketches and shading Portraits and the facial features	
<b>Music</b>	Charanga: Interesting Time signatures	Charanga: Combining different elements to make music.	Charanga: Creating simple melodies together.	Charanga: Developing pulse and groove through improvisation.	Charanga: Connecting notes and feelings	Charanga: Purpose identity and expression in music
<b>French</b>	All About Ourselves	Family and Friends	Getting to know You	School Life	That's Tasty	Time Travelling
<b>PSHE/RSE</b>	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: Dreams and goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
<b>PE</b>	Athletics Dance	Gymnastics Basketball	Dance Dodgeball	Swimming Gymnastics	Swimming Tri-Golf	Swimming Tag Rugby Orienteering

