

Year 5



2023 - 2024

Meet & Greet Booklet

Welcome to Year 5



Mrs Stewart Class 11



**Miss McDonnell
Class 12**



Year 5 Curriculum Overview 2023 - 2024

Year 5	Autumn 1 Rivers	Autumn 2 Vikings and Anglo Saxons	Spring 1 Shakespeare Production	Spring 2 European Volcanoes	Summer 1 WWII	Summer 2 Fairgrounds
History		Vikings and Anglo Saxons			WWII	WWII
Geography	Rivers			European Volcanoes and Earthquakes		
Science	Materials Properties, Changing and Separating Materials	Electricity	Habitats/Lifecycles Plants	Habitats / Lifecycles Animals	Forces	Sex Education
Nutrition Cooking		Viking Stew	Bread		Rationing biscuits	
DT			Bread		Make do and Mend – Soft toys	Fairgrounds- CAM toys
Art and Design	Printing : Rivers	Painting : Viking Seascape	Sculpture: People in motion	Still Life Drawing : Objects and Meaning	Textiles: Make Do and Mend	Sculpture: Natural Materials
Physical Education	Hockey Shape and balance (gym)	Rugby Viking dance	Cricket and Rounders Responding to Music Dance (gym)	Football Country dancing	Athletics WW2 dance	Tennis Key Steps Body Management (gym)
Heartsmart	Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't run it in, rub it out	Fake is a mistake	No way through isn't true
RE	Prayer (Islam)	Interpretation - Birth Stories (Christianity)	Stewardship (Islam)	Salvation (Christianity)	Sacrifice (Christianity/ links to WW2)	It's a Good Life (Humanism)
Music	Storm Interlude	Map rappers Christmas Carol Concert singing	Harry Potter Ostinato	Stomp	Eleanor Rigby	WW2
Computing	Vlogging	Creating STEM challenges	e-Safety – My Online Life	e-Safety Animation	Augmented reality game making	Podcasts
MFL	Zoo Animals	TEXT: Cher Zoo	Numbers 1-60 Sports	Topic on France	French – WWII Unit - Le Depart	Days / Months Seasons / Weather

Year 5 Educational Visit/Visitors 2022 - 23

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	River trip to Selbourne Gilbert White St Mary's Church Harvest	St Mary's Church Christmas		Shakespeare Workshop and Performances	Paulton's Park Testbourne School	



Year 5 Reading Key Objectives

Use a wide range of strategies to work out unfamiliar words

Read a range of non-fiction and modern fiction, from literary heritage and from other cultures/traditions

Make book recommendations about books, giving reasons for choices

Understand the conventions of different types of writing e.g 1st person in diary

Discuss themes and conventions across a wide range of writing

Explain and discuss understanding of reading using some technical terms e.g metaphor

Make comparisons within and across books

Summarise ideas drawn from more than one paragraph, identifying key details

Identify how language, structure and presentation contribute to meaning

Discuss understanding of texts, including exploring meaning of words in context

Discuss how authors use language, including figurative language, to affect the reader

Predict future events from details stated and implied

Participate in discussions about books, building on and challenging ideas



Year 5 Writing Behaviours & Key Objectives

Writing Behaviours:

Generate ideas through role play, oral retelling, presentation, performance and debate

Discuss, question and evaluate texts and writers' choices of vocabulary and grammar to inform own writing

Plan writing with a clear audience and purpose drawing on example texts

Monitor and re-read own writing for accuracy and clarity, reflecting on composition and effect

Assess effectiveness of own writing and propose changes to enhance effect and clarify meaning

Key Objectives:

Apply taught spelling rules and knowledge in own writing

Use advanced organisational, cohesive and presentational devices

Use expanded noun phrases to convey complicated information concisely

Use the correct tense consistently throughout a piece of writing

Use relative clauses and commas to clarify meaning or avoid ambiguity

Use adverbials of time, place and number for cohesion

Recognise vocabulary and structures that are appropriate for formal use

Describe setting, atmosphere and characters effectively for the reader

Use brackets, dashes and commas to indicate parenthesis

Use modal verbs or adverbs to indicate degrees of possibility



Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.

We aim for all children to

- become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 5 Key Objectives

Recognise and use square and cube numbers, and know the notation

Use rounding to check answers and determine accuracy

Identify multiples and factors, including finding factor pairs and common factors

Interpret negative numbers in context

Know prime numbers up to 19

Multiply and divide numbers by 10, 100 or 1000, including decimals

Use long multiplication for multiplying numbers of up to 4 digits by one or two digits

Divide numbers using standard written short division

Compare and order fractions & convert between mixed numbers and improper fractions

Identify, name and write equivalent fractions including tenths and hundredths

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

Read and write decimal numbers as fractions

Round decimals with 2 decimal places to whole number or to one decimal place

Read, write, order and compare numbers with up to 3 decimal places

Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100)

Measure and calculate the perimeter and area of shapes

Draw and measure angles to the nearest degree

Complete, read and interpret information in tables, including timetables

Distinguish between regular and irregular polygons



Year 5 Science Key Objectives

Plan scientific investigations, including controlling variables where appropriate

Record data using diagrams, keys, tables and a range of graphs

Report conclusions and explanations from scientific investigations

Describe the life process of reproduction in some plants and animals.

Explain how mixtures can be separated through filtering, sieving and evaporating

Explain that some irreversible changes form new materials

Explain how the number of voltage of cells affects bulbs, buzzers or motors in a circuit

Use recognised symbols when representing a simple circuit in a diagram.

Explain that gravity causes unsupported objects to fall towards the Earth

Identify the effects of air resistance, water resistance and friction between moving surfaces



Year 5 Spelling

Statutory requirements	Rules and guidance(non-statutory)	Example words (non-statutory)
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>)before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>



Year 5 Spelling (cont'd)

Statutory requirements	Rules and guidance(non-statutory)	Example words (non-statutory)
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c	advice/advise device/devise licence/license practice/practise prophecy/prophesy



Year 5 Grammar & Punctuation

Sentence Structure

Relative clauses beginning with **who, which, where, when, whose, that**, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, **perhaps, surely**] or modal verbs [for example, **might, should, will, must**]

Text Structure

Devices to build cohesion within a paragraph (e.g. **then, after that, this, firstly**)

Linking ideas across paragraphs using adverbials of time [for example, **later**], place [for example, **nearby**] and number [for example, **secondly**] or tense choices

Punctuation

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Terminology for Pupils

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



Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle** (class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules...

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.

