



Year 5 Meet the teacher and
curriculum session
September 2017

School Trips during the Year

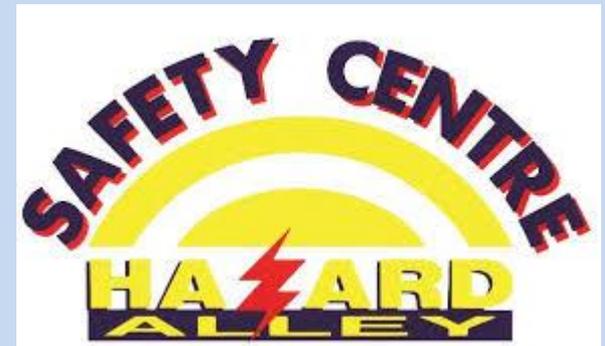
- Cinema trip



- Place of Worship
- T.B.C.



- Hazard Alley



Year 5 timetable

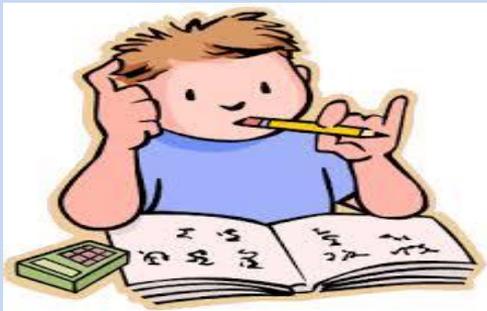
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am – 9:00am	Register and Morning Activity	Register and Morning Activity	Register and Morning Activity	Register and Morning Activity	Register and Morning Activity
9:00am – 9:15am	Whole school assembly	Times Tables Learning	Whole school assembly	Times Tables Assessment	Reciprocal Reading
9:15am – 9:45am	Reciprocal Reading	Reciprocal Reading	Reciprocal Reading	Reciprocal Reading	English Extended Writing 9:25am – 10:45am
9:45am – 10:45am	English	English	English	English	
10:45 am – 11:00am	Break time	Break time	Break time	Break time	Break time
11:00am – 12:00pm	Maths	Maths	Maths	Maths	Maths
12:00pm – 12:25pm	Spellings	PSHE	Spellings	Handwriting	Whole School assembly
12:25pm – 1:25pm	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
1:25pm – 1:35pm	Afternoon Register Whole class book /Afternoon problem	Afternoon Register Whole class worship/ reflection	Afternoon Register Whole class book /Afternoon problem	Afternoon Register Whole class worship / reflection	Afternoon Register Whole class book /Afternoon problem
1:35pm – 3:10pm	Mr H Class – Art and Outdoor P.E. Miss F Class – History and Indoor P.E.	Mr H Class – History and Indoor P.E. Miss F Class – Art and Outdoor P.E.	.Mr H – Science Miss F – Computing / RE	Mr H – Computing / RE Miss F - Science	Music/French For both classes
3:10pm – 3:15pm	Return to teacher Home time	Return to teacher Home time	Return to teacher Home time	Return to teacher Home time	Return to teacher Home time

Homework

Homework will continue to be given out on Fridays and to be handed in no later than Thursday of the following week.

Children can hand in their homework earlier in the week into the Homework Trays if they want to.

To help children to reach the New Curriculum age expectations, weekly reading homework will be set which consists of a comprehension sheet to read and answer a set of questions to answer.



Developing comprehension skills

Inference

readers can understand more about the story when they when they look for clues in what the characters say and do.

they are wearing coats

so it must be cold

so they must REALLY like football!



On top of the comprehension work, children should be reading a variety of texts on a regular basis at home.

Discussing the text with your child is very valuable including asking questions, identifying features of the characters, setting and plot. When discussing a text with your child ask them to state which part of the text gives the answer or helps them to infer the answer.

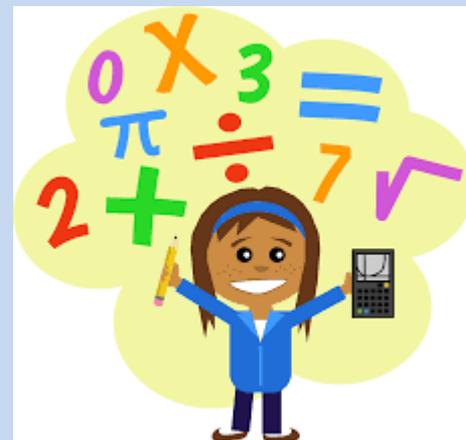
Children are expected (where appropriate) to write in their own reading log at least four times during the week. It is expected children write their own comments too but adults may also want to write a note about the text the child is reading.



Maths homework will be related to the current area of Maths we are studying or a Number based activity to increase children's ability to deal with ever greater numbers.

If your child finds a task difficult then please write a note in your child's link book and their class teacher will go through the task with them during the week.

Children are also expected to learn their tables for their weekly TT Rock Stars table assessments on Thursdays.



Spellings homework: each week during Monday's spelling lesson, the children will be given specific spellings to learn. The children will be given a week to practise their spellings and they will complete a short assessment on the following Monday in their spelling's log.

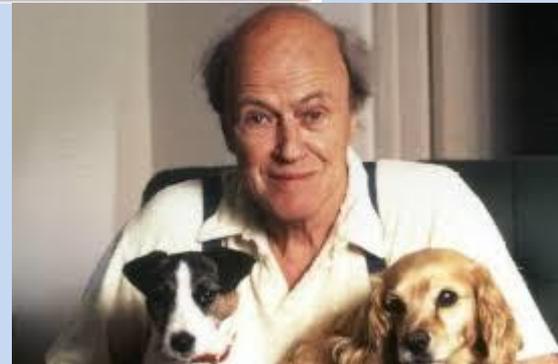


English curriculum

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing in an extended writing session on Fridays.

The year 5 English curriculum consists of the following modules: Poetry including Slam poems, Traditional tales and fiction from our literary heritage, Instructions and Explanations, Recounts, Suspense and Mystery, Persuasion, Reports and Debates.

Key poets/authors the children will encounter in Year 5 are: Kevin Crossley Hammon, Shaun Tann, Michael Mopurgo, Anthony Horowitz, J.R.R. Tolkien, Michael Rosen, Roger McGough, Wilf, David Wiesner and Roald Dahl



Please see attached recommended reading list for your children.

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes.



Reading

Children will focus on learning comprehension skills. They will, for example:

- Retrieve, record and present information from a text
- Summarise the main ideas of a text eg 'loneliness' or 'friendship'
- Predict what may happen based on evidence and clues given
- Discuss and evaluate the text and justify their views
- Use clues from the text to work out characters' feeling, actions or motives
- Distinguish between fact and opinion
- Identify how language, structure and presentation add to the meaning
- Compare different texts



Composition This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to:

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features
- Select the appropriate grammar and vocabulary to develop the effectiveness of their writing
- Use a range of techniques to build detail into their writing and link ideas within and between paragraphs
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum.



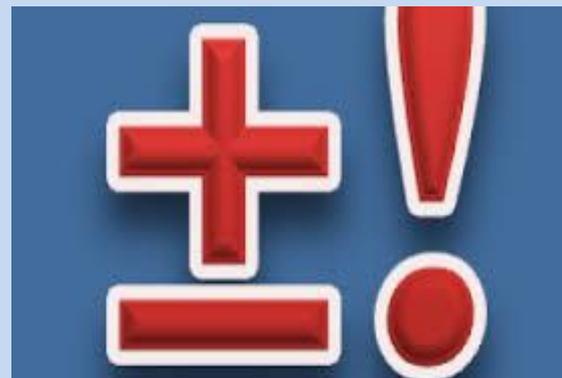
Maths Curriculum

By the end of year 5, children will apply their mathematical experiences to explore ideas and raise relevant questions, constructing complex explanations and reasoned arguments. They will be able to solve a wide variety of complex problems which require sustained concentration and demand efficient written and mental methods of calculations. These will include problems relating to fractions, scaling (times as many), converting between units of measure and employ all four operations (+, -, x, ÷). It is expected that all children will have learnt their tables up to 10 x 10 by the end of Year 5.



Counting and understanding numbers

Children extend and apply their knowledge of place value for numbers up to one million, rounding, estimating and comparing them (including decimals and negative numbers) in a variety of situations. They are introduced to powers of ten and are able to count forwards or backwards from any number (for example, -50, -5... 5, 50, 500, 5000...). Through investigations, they will discover special numbers including factors, primes, square and cube numbers.



Calculating

Children will be fluent in a wide range of mental calculation strategies for all operations and will select the most appropriate method dependent on the calculation. They apply their knowledge of place value fluently to multiply and divide numbers (including decimals) by 10, 100 and 1000. When mental methods are not appropriate, they use formal written methods of addition and subtraction accurately.

(up to 4 digit numbers by 2 digit numbers e.g. 2345×68)

(up to 4 digit numbers by 1 digit number e.g. $2345 \div 7$)



Fractions including decimals and percentages

Children extend their knowledge and understanding of the connections between fractions and decimals to also include percentages. They will be able to derive simple equivalences (e.g. $67\% = 67/100 = 0.67$) and recall percentage and decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25 (e.g. $25\% = 25/100$).



Measurement

Children will learn how to convert larger to smaller related units of measure and vice-versa including length, capacity, weight, time and money.

Children will convert between imperial (such as inches, pints, miles) and metric units (such as centimetres, litres, kilometres).

Children will measure, calculate and solve problems involving perimeter of straight-sided, right-angled shapes (rectilinear) and learn to express this algebraically such as, $4a + 2b = 20$.

This will be followed by opportunities to apply these skills to solving every day problems.



Geometry and Statistics

- Children will measure, identify and draw angles in degrees, developing a strong understanding of acute, obtuse, reflex and right angles.
- Children will move (translate), reflect shapes and describe their new positions.
- They will use their understanding of shapes to solve problems. Children will complete, read and solve comparison, sum and difference problems using information presented in graphs, charts and tables, including timetables

Other Curriculum Areas

Science: Earth, Space and Magnetism Living things and their habitats Animals including humans

Computing: Sound Works Staying Connected Robotics and Systems

R.E.: (Christianity and Buddhism) Beliefs and practices Identity and Belonging Sacred texts and stories – their guidance and impact.

P.S.H.E.: New beginnings and Getting on and falling out, Going for Goals and Good to be me, Relationships and Change

History: Life in the 14th Century: Black Death Reign of Elizabeth I: The renaissance

Geography: Mountains, rivers and coasts

P.E.1: Hockey/Netball Invasion games: Tag Rugby/ Football Kwik Cricket/Baseball.

P.E.2: Cross Country Sequences / Gymnastics Dance Athletics: Relay/ Track distances

Art and D.T.: Still life, Landscapes, Outdoor Art, Clay Sculptures, Mechanical systems

French: About me, The world, Home, Tenses, Numerics, Holidays and Travel

Music: Pulse and Rhythm, Controlling Sound through voices, Untuned Instruments

Questions ?

