



Year 5

Mrs Hall and Mrs Johnson-Cook

- ☐ Curriculum and expectations
- ☐ How you can help at home/home learning
- ☐ Spellings and reading
- ☐ Enrichment in Year 5
 - ☐ Things you need/reminders



Commonswood Primary and Nursery School

Autumn Term in Year 5

5.10.26: Harvest Assembly
20.10.26: Learning Review Meeting
22.10.26: Learning Review Meeting

26.10.26 - 30.10.26: Half Term

4.11.26: Natural History Museum Trip
27.11.26: School is closed

14.12.26: KS2 Christmas Church Service
08.12.26: KS2 Christmas Lunch

18.12.26: School closes for Christmas

E-Safety Themes:

September: Online Reputation

October: Online Relationships

November: Online Bullying

December: Health, Well Being and Lifestyle

Emotions of the term: Fear and Anger



English

In Guided Reading we focus on the skills of retrieval, inference and prediction.

In writing our first unit is non-chronological reports - writing about a mythical creature or monster. Our core texts are: The Book of Mythical Beasts and Magical Creatures by Stephen Krensky and Usborne book of The World of Unknown Monsters.

Our second unit is descriptive writing.

We continue to revise and introduce grammar and punctuation aspects such as using vocabulary for effect and subordinate clauses.

In Spelling, we focus on: revising Year 3+4 spellings, adding the suffix -ing and plurals.



Maths

We use all of our times tables and number facts knowledge to revise and extend all Maths units.

We begin by securing understanding of place value and number, including decimal place value, before revising all four operations - addition, subtraction, multiplication and division. We also build our understanding of properties of number.

We develop the use of key vocabulary including factors, multiples, composite and prime numbers as well as extending our knowledge of fractions.

We learn strategies and their application to solve problems using the four operations.



Science

In our first unit, 'Forces', we begin by learning about friction and learning about and investigating air and water resistance. We finish the unit learning about gravity.

In our next unit, Space, we learn about the solar system and the planets and create a solar system model. We learn about the movement of the Earth and other planets relative to the Sun, and how our understanding of the solar system has developed over time. We also learn about the movement of the Moon in relation to the Earth.

We look at how ideas of the shape of the Earth evolved from the Flat Earth theory to Spherical Earth theory. We finish by learning about the moon and its features.

We finish the term with 'Global Warming' - gaining an understanding of what it is and why it is happening.



PE

This term our PE units are Outdoor and Adventurous Activities (OAA), Tag Rugby, Basketball and Hockey.

We develop our physical skills and understanding of each sport.



Computing

In our unit of 'Systems and Searching', we learn about the input, output and process aspects of real-world systems and learn about how search engines work on the World Wide Web.

In our second unit, 'Video Production' learn how to create short videos. We learn how to capture, edit, and manipulate video.



More information about our curriculum can be found on the school website

History

In our unit about Ancient Greece, we look at artefacts and secondary sources. We explore religion, daily life and look at how location helped make the Ancient Greeks so successful at warfare. We also look at the origins of the Olympics and the impact that Ancient Greece had on the modern world.



Geography

In our unit about 'Earthquakes and Volcanoes', we learn about the structure of the Earth, what volcanoes are and how they are formed. We learn about the different types of volcanoes and locate major ones on a map.

We also learn about what earthquakes are, how they occur and are measured / recorded. We also learn how people live in areas of risk of volcanoes and earthquakes.



PSHE

In our first unit, 'Being Me in My World', we discuss goals for this year. We look at the importance of making choices and potential consequences that lead from them; understand how an individual's behaviour impacts on a group and learn about democracy.

After half term, in our 'Celebrating Difference' unit, we learn the difference between indirect and direct bullying; compare our life with people in the developing world and understand different cultures from our own.



Music

We undertake a project set up by the 'English National Opera' to compose an ensemble piece, explore and use a wide variety of sounds and record ideas on graphic scores.



French

Key questions and vocabulary are learnt so that children can order food at a café or restaurant in a French speaking country.

Numbers up to 100 are also practised in order to understand prices in Euros and cents. Opinions on various food and drink are discussed along with favourite pizza toppings!



RE

In our unit, 'Beliefs and practices', we discuss the importance of rules in Judaism and the meaning of commitment in Judaism. We look at the food laws followed by Jewish people and design a kosher meal. We look at the importance of light and the festival of Hanukkah.

We express our own views as well as learn from others.



Forest School

We aim to construct and evaluate the sturdiness of a shelter in groups. We learn how to tie a range of different knots. This activity is weather dependent.

We also have the opportunity to develop our whittling skills.



Art

We look at a range of pottery styles used and use these to create our designs before a creating pot using a range of clay skills including slip joining.

We learn about the painting style of Grayson Perry and use this and pottery designs to design and paint our decoration.



Reminders:

Reading: Children should be reading at least 3 times during the week - some to an adult. Please can you sign their reading record to help us monitor this. Question stems are in the back of the reading records for you to use to aid your questioning at home.

Times Tables: Practicing regularly each week. Little and often works best. These are tested weekly on Thursdays, each child knows which one they are currently on.

Spellings: These are also tested weekly on Tuesdays. The children have their spellings in their home learning book for the half term.

Home Learning tasks are sent out every Friday and due on Tuesdays. Tasks will focus on core skills of reading, spelling, handwriting and maths.

PE Kits: Bring into school on Monday, take home on Friday.

Wellies are needed when visiting the orchard.

Further information about the curriculum can be found on the school website

Curriculum expectation of Year 5 Writing



By the end of Year 5, to be age related, your child needs to be able to:

- write for a range of purposes and audiences,
- in narratives, describe settings, characters and atmosphere†
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.

Expectation of Handwriting

Your child may have begun to write with pen in their books. To move from pencil to pen your child needs to:

- Correctly form all of their letters with cursive links.
- Have consistently joined letters in all books.
- Show consistent letter size.
- Maintain neat handwriting in all books.

Should your child move to pen but then not maintain their joined letters after a few attempts, in discussion with the teacher they will use pencil again for a while.

This is because a pencil does offer better friction on the page for the child to practice their joining.

Once consistent again, your child will move back to use pen.

These expectations are there as at the end of KS2 for your child to be expected in writing, they must maintain legibility in joined handwriting when writing at speed.



Curriculum expectation of Year 5 Maths

By the end of Year 5, to be age related, your child needs to be able to:

- read, write, order and compare numbers.
- develop their skills of rounding to any degree of accuracy, estimating, predicting and checking the reasonableness of answers
- identify the value of each digit in numbers to 10 000 000 and numbers with up to 3 decimal places and multiplies and divide by 10, 100 and 1000, giving answers to three decimal places
- compare and order fractions, including fractions >1
- recognise, describe and use number patterns and relationships to make generalisations about sequences within the whole number system
- use negative numbers in context, and calculates intervals across zero
- use common multiples to express fractions in the same denomination
- recall and use equivalences between simple fractions, decimals and percentages
- solve number problems



Curriculum expectation of Year 5 Maths

By the end of Year 5, to be age related, your child needs to be able to:

- use their knowledge of the order of operations to carry out calculations involving the four operations
- use estimation to check answers to calculations and determines in the context of a problem, an appropriate degree of accuracy
- identify common factors, common multiples and prime numbers
- perform mental calculations, including with mixed operations and large numbers
- continue to use all known facts to calculate mathematical statements with increasing complexity
- solve addition and subtraction problems within the fluency focus and give reasons why operations and methods are appropriate
- multiply multi-digit numbers up to four digits by a two-digit number using the formal written method of long multiplication
- divide numbers up to four digits by a two-digit number using the formal written methods of long and short division and interprets remainders as whole numbers, fractions, or by rounding, as appropriate for the context



Curriculum expectation of Year 5 Reading



By the end of Year 5, to be age related, your child needs to be able to:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context, checking that the text makes sense
- predict what might happen from details stated and implied
- summarise main ideas identifying key details
- retrieve information from non-fiction
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons between the book they are reading and other books they have read
- evaluate how authors use language, beginning to consider the impact on the reader

Home Learning

- This is set on a Friday and returned on a Tuesday.
- It will be be: a Maths or English piece of learning, recapping what we have learnt in lessons.
- - spelling practice
- - practising multiplication tables (TTRockstars)
- - reading
- All to be completed using pencil.
- It should take no longer than 20 minutes to complete the main task.
- An example will be given with the home learning so you can see the methods we use within Year 5
- If your child is finding an element of the homework tricky, do not worry. Return the homework and a teacher will help your child in school.

Spellings and Reading

- Please practice the spellings set each week. They are set on a Tuesday and tested on the following Monday. Your child will be taught these/practice them throughout the week too.
- Spellings will not be tested in order.
- Please read with your child at least 3 times a week and record this in their reading record.
- We will indicate in their reading record what our reading focus is in school. Please use this table to help with questioning at home. A copy is in their reading record.

Explaining the meaning of words in context	Prediction	Summarising main ideas	Inference	Choice of words to enhance meaning
What does ... mean? Which word tells you that...? Find the word/ noun/verb phrase which shows that...	What do you think this story will be about? Why? What do you think is going to happen next? Why? What do you think... will say when...? Why? What might happen in the next chapter? Why?	Which paragraph tells you...? What happened in the story? True/ false statements based on the text. What would be a suitable heading for this page/ paragraph? How would you label these parts of the <u>text</u> . Which happens <u>first</u> ... or...? How does the first sentence prepare the reader for the story/ article? Think of one sentence to describe... Think of one word to describe the main character. Why did you choose it?	Ask true or false based on the text. How do you think this character is feeling? Why? What does the word... imply about...? Why did he feel...? What might... be thinking? What might his/ her attitude be towards...? What do phrases such as... tell you? How do you know that...? What else might make this character feel...? What other reason could there be for...?	What is the effect of...? Explain how the language in this sentence shows...? Which words help the reader to imagine...? How does the choice of language create the impression that...? Why did the author choose the verbs ... and ...? How does this create the impression that...?

Enrichment Reminder

Enrichment opportunities coming up!

Autumn Term

Natural History museum Trip

Spring Term

- Orchard - Forest school learning days.
- A trip to the Victorian museum in Hitchen.

Summer Term

- Orchard – Forest school learning days

We cook with your child throughout the year – please can your child have a fabric school uniform apron to wear while cooking.



Things to remember



- Uniform -details on school website
- No nail varnish
- Please put names in all clothing – even coats!
- Hair needs to be tied back. Earrings need to be taped or removed for PE. Plain studs only please.
- A pair of wellies will be needed for time in the Orchard this year – we only have a couple of spare pairs
- Please put a name in/on PE bag
- PE kits need to be in school all week: Monday – Friday (our PE days are Monday and Tuesday)
- Girls who wear navy blue shorts under their skirt will need another pair of shorts for PE. Please make sure these shorts cannot be seen.
- If you wear tights, don't forget spare socks for PE days.

Things to remember



- Water bottle – named and preferable metal to avoid breaks/leaks.
- Packed lunch – following guidance on website
- Healthy snack – fruit / vegetables
- Reading book and reading record.

Things to remember...



Importance of attendance

- If your child is absent, this breaks the continuity of learning and they could find it trickier to access the learning.

Support your child

- Please read as much as you can! Reading underpins everything that we do in school. Little and often is the best way to do this 😊

Outside achievements

- We love to hear about your child's achievements outside of school. However, we do not do a show and tell as this uses up valuable learning time. Instead, each week a child will be chosen to share a success in Friday assemblies.

Any questions...?

Sometimes, speaking after school on the playground is not always possible as we can have clubs or meetings. If you need a conversation with us, please email us regarding this and we will arrange this with you 😊

We are reachable via the School Office email.
We will aim to respond as quickly as we can!

