

The background of the image is a soft-focus photograph of cherry blossoms in shades of pink and white, set against a clear, bright blue sky. The flowers are in various stages of bloom, with some showing distinct yellow stamens. The overall mood is bright and cheerful.

YEAR 5

Mrs Moss and Mrs Hewett



INCLUDED IN THIS PRESENTATION:

- ❑ **Curriculum and expectations.**
- ❑ **How you can help at home. Homework**
- ❑ **Spellings and reading**
- ❑ **Enrichment in Year 5**
 - ❑ **Things they need**

COMMONSWOOD PRIMARY AND NURSERY SCHOOL LONG TERM PLAN

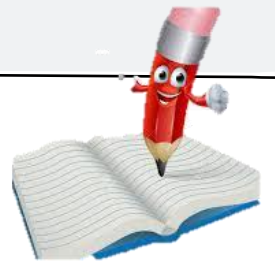
YEAR GROUP: 5

TERM	ART	DT	COMPUTING	PSHE	GEOG	HIST	MUSIC	RE	SCI	PE	FRENCH
Aut 1		Greek cooking	E-Safety discussions	New Beginnings		Ancient Greeks	Living on a Prayer Composing using Garage Band	Jewish Beliefs and practices	Forces	Netball Tag rugby	
Aut 2	Greek pottery Printing			Building goals for the new year. Anti-bullying		Victorians				Basketball Indoor athletics	French Food & Healthy Food
Spr 1		Structures	Data and information Coding and programming	Celebrating difference			Dancing in the Street	Rights of passage	Earth and space	Dance Swimming Gymnastics	
Spr 2				Dreams and Goals					Changing states. Properties, materials.	Hockey Handball	In my Home-rooms and furniture
Sum 1	Landscapes inc volcanoes			Healthy me. Relationships	Volcanoes, mountains, earthquakes, tectonic plates Natural Disasters.		History of Tudor Music. Listen and recall.	The family of religions	Life cycles, reproduction of plants and animals	Cricket Rounders	
Sum 2				Changes	UK counties/ cities. Map work Local environments – fieldwork				Puberty – changes, Human development (changes to old age, growth and development)	Tennis Athletics	Sports

Please note that these are subject to change.

More information about our 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.

Curriculum expectation of Year 5 - Maths

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

- reads, writes, orders and compares numbers.
- develop their skills of rounding to any degree of accuracy, estimating, predicting and checking the reasonableness of answers
- identifies the value of each digit in numbers to 10 000 000 and numbers with up to 3 decimal places and multiplies and divides by 10, 100 and 1000, giving answers to three decimal places
- compares and orders fractions, including fractions >1
- recognises, describes and uses number patterns and relationships to make generalisations about sequences within the whole number system
- uses negative numbers in context, and calculates intervals across zero
- uses common multiples to express fractions in the same denomination
- recalls and uses equivalences between simple fractions, decimals and percentages
- solves 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:

- uses their knowledge of the order of operations to carry out calculations involving the four operations
- uses estimation to check answers to calculations and determines in the context of a problem, an appropriate degree of accuracy
- identifies common factors, common multiples and prime numbers
- performs mental calculations, including with mixed operations and large numbers
- continues to use all known facts to calculate mathematical statements with increasing complexity
- solves addition and subtraction problems within the fluency focus and gives reasons why operations and methods are appropriate
- multiplies multi-digit numbers up to four digits by a two digit number using the formal written method of long multiplication
- and divides 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



Homework

- This is set on a **Friday** and returned on a **Tuesday**.
- It will be be: a maths, literacy or subject based piece of learning.
 - spelling practice
 - practising multiplication tables (TTRockstars)
- **All** to be completed using pencil.
- Should take no longer than 20 minutes to complete the main task.
- 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 **Friday** and tested on the following **Tuesday**.
- Please read with your child every evening 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

-To be confirmed

Spring Term

-Orchard - Forest school learning days.

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
- Hair needs to be tied back
- Please put a name in/on PE bag
- PE kits need to be in school all week: Monday – Friday (our PE days are currently Tuesday and Friday)
- Girls who wear shorts under their skirt will need another pair of shorts for PE. Also, if you wear tights don't forget spare socks!

THINGS TO REMEMBER...



- Water bottle – named and preferable metal to avoid breaks/leaks.
- Packed lunch – following guidance on website
- Healthy snack – fruit / vegetables
- Pencil case – they can bring in a pencil, handwriting pen (no biro), ruler, rubber, sharpener, colouring pencils, and a glue. However, the school will provide what they need. If they become too big or bendy items are played with things will be sent home.
- No Scissors or highlighters in pencil cases, we will provide these.
- 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 everyday! Reading underpins everything that we do in school.

- 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...?***

