Year 5 Spring Newsletter

Welcome back!

Welcome back after what I hope has been a fantastic Christmas break for you all!

In the table below, you will find a summary of what we will be working on in each of the core subjects up until the Easter holidays.

	Spring 1	Spring 2
English	Until Easter, we will be looking at the text 'The Boy in the Tower'. Our writing focus will be on biographies, balanced arguments, narratives and character analysis. We will also be doing focused Grammar lessons to aid writing development.	
Maths	We are now using 'Can Do Maths' to aid our maths curriculum, which the children were introduced to at the end of the Autumn term. We will be working through the following units: Addition and Subtraction, Multiplication and Division, Geometry: position and direction and Fractions, decimals and percentages.	
Science	Living things and their habitats	Forces
History	The French Revolution	The Transatlantic Slave Trade
Geography	East Anglia, Yorkshire and the Midlands	Australia

Up until half term, we will be learning French and in RSHE we will be focusing on how the body prepares for adulthood and healthy lifestyles. After half-term, French and RSHE will be replaced by Art and Design Technology until the Easter holidays.

Our R.E. lessons this term will be based on worldviews in Christianity.

P.E. is on a Wednesday and Thursday afternoon. Children will need to come into school in their PE kits on these days.

Spelling practice will be sent home on a Friday with a test the following Friday. Please continue to read with your child regularly outside of school and keep a record of this in their reading diary. There is also an expectation for children to practice multiplication tables, this can either be online via Times Table Rockstars, on paper or on Complete Maths. Children should also access Complete Maths Tutor where there are recommended areas for them to be revising and working on outside of school.

The key dates relevant to Year 5 for this term are below:

Monday 19th January – Multicultural week

Friday 13th February – Break up for half-term

Monday 23rd February – Return to school

Tuesday 3rd March – Year 5 Learning Workshop 2:30pm

Friday 27th March – Easter Church Service 1:30pm and Break up for Easter!

Please do not hesitate to contact me on lbland@anthonycurton.norfolk.sch.uk if you have any queries/questions or telephone the office if required.

We look forward to the new term with you all! ☺

Miss Bland and Mrs Allen

End of Year Expectations for Year 5 for New National Curriculum – EXPECTED (At National Standard)

Year 5 Maths

Year 5 Number and Place Value

Number and Place Value

Sufficient evidence shows the ability to:

- 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.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to
- 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

Sufficient evidence shows the ability to:

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

Sufficient evidence shows the ability to:

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
- Establish whether a number up to 100 is prime & recall prime numbers up to 19.
- 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.
- Multiply and divide numbers mentally drawing upon known facts.
- 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
- Multiply and divide whole numbers and those involving decimals by 10, 100 &1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

Sufficient evidence shows the ability to:

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number[2/5 + 4/5 = 6/5 = 1 1/5].
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order & compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal.
- Solve problems which require knowing percent & decimal equivalents of 1/2, 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Year 5 Geometry and Measures

Measures

Sufficient evidence shows the ability to:

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – Properties of Shapes

Sufficient evidence shows the ability to:

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).
- Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line & 1/2 a turn (total 180°) and other multiples of 90°.
- 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.

Geometry – Position and Movement

Sufficient evidence shows the ability to:

- 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.

Statistics

Sufficient evidence shows the ability to:

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

Year 5 Reading

Word Reading

Sufficient evidence shows the ability to...

- ❑ Fluently and automatically read a range of age-appropriate 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.
- ❑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- ❑ Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- ❑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- ❑ Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- ❑ 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.
- ❑ Recommend books they have read to their peers, giving reasons.
- ❑ Discuss and comment on themes and conventions in a variety of genres.
- ❑ Read and recite age-appropriate poetry which has been learned by heart.
- ❑ 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.
- ❑ Discuss their understanding of the meaning of words in context, finding other words which are similar.
- ❑ Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- ❑ Readily ask questions to enhance understanding.
- ❑ Make comparisons within and across texts e.g. compare two ghost stories.
- ❑ 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.
- ❑ Distinguish fact from opinion with some success.
- ❑ Retrieve, record and present information from non-fiction texts.
- ❑ Summarise main ideas from more than one paragraph, identifying key details which support these.
- ❑ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- ❑ Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- ❑ Write from memory, dictated sentences which include words from the ks2 curriculum.
- ❑ 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.
- ❑ Spell correctly words with letters which are not sounded e.g. knight, solemn.
- ❑ Use the hyphen to join a prefix to a root e.g. re-enter.
- ❑ Spell some homophones from the YR 5-6 spelling appendix.
- ❑ Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

Handwriting

Evidence:

- ❑ Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
- ❑ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- ❑ Discuss and develop initial ideas in order to plan and draft before writing.
- ❑ Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- ❑ Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- ❑ Use a range of presentational devices, including use of title, subheadings and bullet points.
- ❑ Use dialogue to indicate character and event.
- ❑ 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.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- ❑ Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- ❑ Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
- ❑ Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- ❑ Usually maintain correct tense.
- ❑ Begin to recognise active and passive voice.
- ❑ Identify and select determiners.
- ❑ Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- ❑ Use vocabulary which is becoming more precise.
- ❑ Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.