



Year 5 Summer Newsletter



Welcome back!

Welcome back after what I hope has been an enjoyable and relaxing Easter 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 Summer holidays.

	Summer 1	Summer 2
English	This term we will be looking at the text 'The Lion, the Witch and the Wardrobe' C.S. Lewis. Our writing focus will be on biographies, character descriptions, persuasive adverts and narratives in the first half-term. Then will be writing balanced arguments in the second half-term. We will also be doing focused Grammar lessons to aid writing development. Following this, we will be studying Macbeth by Shakespeare where the class will turn a section of the playscript into a narrative.	
Maths	For Maths, we will be working through the following units using our Can Do Maths scheme: Fractions, Decimals and Percentages; Measurement: Length, Mass and Capacity; Calculations using fractions; Measurement: Area and Volume; Geometry: Properties of shapes; Measurement: Time and Statistics.	
Science	Astronomy	Meteorology
History	Industrial Revolution	The Victorian Age
Geography	New Zealand	Local Study

Up until half term, we will also be learning 'Beethoven's Eroica' in Music and the body in RSE. In RSE we will be learning about the following questions:



- What are male and female sexual parts called and what are their functions?
- How can I talk about bodies confidently and appropriately?
- What happens to different bodies at puberty?
- What might influence my view of my body?
- How can I keep my growing and changing body clean?
- How does physical activity help me & what might be the risks of not engaging in it?
- What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?
- What are the different aspects of a healthy lifestyle and how could I become healthier?
- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- What might be the signs of physical illness and how might I respond?

After half-term, Music and RSE will be replaced by 'Selection of quizzes' in Computing and we will be using the Rigolo scheme to continue our French learning.



Our R.E. lessons this term will be based on Sikhism where we will be exploring the question 'Are all people equal?' Following half-term, we will be focusing on the same question but from the view point of Christians and Humanists.



P.E. is on a Wednesday and Thursday afternoon so please ensure children come to school in the correct PE kit on these days.

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 Complete Maths, Times Table Rockstars or on paper (if you need any passwords for websites please let me know!)



We're continuing to focus on supporting excellent attendance for all our pupils, as we know how important it is for learning and wellbeing. If your child's year to date attendance drops below 96%, class teachers will be in touch to offer support and see if there's anything we can do to help. We really value your partnership in this and appreciate all you do to ensure your child attends school regularly.

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

Monday 4th May – Bank Holiday

Friday 22nd May – Break up for half-term

Monday 1st June – Children return to school

Thursday 4th June – Year 5 Learning Workshop

Tuesday 9th June - Year 5 Food and Farming trip Holkham Hall

Monday 6th July - Friday 10th July – Local Community week

Monday 13th July and Tuesday 14th July – Jump up day

Friday 17th July – Leavers church service and break up for Summer!

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.

I am looking forward to the final term in Year 5 with you all! 😊

Miss Bland

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	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. <input type="checkbox"/> Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. <input type="checkbox"/> Solve number problems and practical problems that involve all of the above. <input type="checkbox"/> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). <input type="checkbox"/> Add and subtract numbers mentally with increasingly large numbers. <input type="checkbox"/> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. <input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. <input type="checkbox"/> Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. <input type="checkbox"/> Establish whether a number up to 100 is prime & recall prime numbers up to 19. <input type="checkbox"/> 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. <input type="checkbox"/> Multiply and divide numbers mentally drawing upon known facts. <input type="checkbox"/> 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 <input type="checkbox"/> Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000. <input type="checkbox"/> Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). <input type="checkbox"/> Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. <input type="checkbox"/> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. <input type="checkbox"/> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and order fractions whose denominators are all multiples of the same number. <input type="checkbox"/> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. <input type="checkbox"/> Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number [$2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]. <input type="checkbox"/> Add and subtract fractions with the same denominator and denominators that are multiples of the same number. <input type="checkbox"/> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. <input type="checkbox"/> Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]. <input type="checkbox"/> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. <input type="checkbox"/> Round decimals with two decimal places to the nearest whole number and to one decimal place. <input type="checkbox"/> Read, write, order & compare numbers with up to three decimal places. <input type="checkbox"/> Solve problems involving number up to three decimal places. <input type="checkbox"/> 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. <input type="checkbox"/> 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	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre). <input type="checkbox"/> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. <input type="checkbox"/> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. <input type="checkbox"/> 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. <input type="checkbox"/> Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. <input type="checkbox"/> Solve problems involving converting between units of time. <input type="checkbox"/> Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. <input type="checkbox"/> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. <input type="checkbox"/> Draw given angles, and measure them in degrees (°). <input type="checkbox"/> 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°. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve comparison, sum and difference problems using information presented in a line graph. <input type="checkbox"/> Complete, read and interpret information in tables, including timetables.

Year 5 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. <input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. <input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. <input type="checkbox"/> 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. <input type="checkbox"/> Recommend books they have read to their peers, giving reasons. <input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres. <input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart. <input type="checkbox"/> 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. <input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar. <input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. <input type="checkbox"/> Readily ask questions to enhance understanding. <input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories. <input type="checkbox"/> 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. <input type="checkbox"/> Distinguish fact from opinion with some success. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Writing

Transcription	Composition
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, dictated sentences which include words from the ks2 curriculum. <input type="checkbox"/> 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. <input type="checkbox"/> Spell correctly words with letters which are not sounded e.g. knight, solemn. <input type="checkbox"/> Use the hyphen to join a prefix to a root e.g. re-enter. <input type="checkbox"/> Spell some homophones from the YR 5-6 spelling appendix. <input type="checkbox"/> Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) <input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. <input type="checkbox"/> Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) <input type="checkbox"/> Use a range of presentational devices, including use of title, subheadings and bullet points. <input type="checkbox"/> Use dialogue to indicate character and event. <input type="checkbox"/> Describe characters, settings and plot, with growing precision. <input type="checkbox"/> Find key words and ideas; begin to write a summary. <input type="checkbox"/> Evaluate own and others' writing; with direction, proof read, edit and revise. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. <input type="checkbox"/> Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. <input type="checkbox"/> Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. <input type="checkbox"/> Usually maintain correct tense. <input type="checkbox"/> Begin to recognise active and passive voice. <input type="checkbox"/> Identify and select determiners. <input type="checkbox"/> Choose vocabulary and grammar to suit formal and informal writing, with guidance. <input type="checkbox"/> Use vocabulary which is becoming more precise. <input type="checkbox"/> Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.