

# Year 5 Curriculum meeting

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September 2022

# Welcome to Year 5

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- Safeguarding Children
- School Uniform & PE days
- Attendance & Punctuality
- Curriculum & Pedagogy
- Classroom practice
- Key Stage 2 assessments
- How can you help your child?
- Communication
- Any questions?

# **Safeguarding Children**

**Safeguarding is our priority. We will only allow your child to be picked up by the named adult on their file.**

**If for any reason you cannot collect your child, we have a password system.**

**Attendance should be 97%**

**Punctuality is crucial – lessons start at 8:55am**

# School Uniform

- Children are expected to wear school uniform as outlined on this page.
- Suitable school shoes must be worn. Trainers are not part of the school uniform and should not be worn.
- We encourage children to bring a reading bag daily for their reading record, reading book and homework book.
- Please provide your child with a water bottle daily.
- School logo is not required



Navy jumper



Grey trousers, shorts skirt, pinafore



Green Polo Shirt



book bag



Black school shoes



## PE days

Children should come to school on their PE days in their PE kit so they do not need to get changed in school.



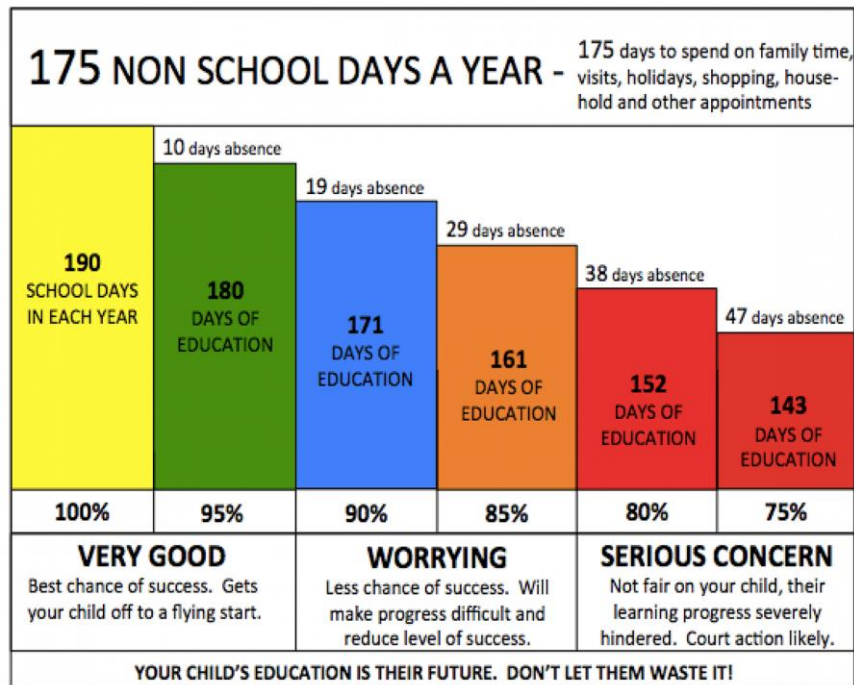
# Attendance & Punctuality

Children are expected to be in school every day.

The Government expectation is 97% as a minimum. This allows for 3% absence for general illness.

School liaises with the Local Authority if attendance drops below this national figure.

Lessons start promptly at 8:55am



## Maths Curriculum

Week	Composite
1	Place Value
2	Solve problems with missing numbers and units of time conversions
3	Draw and measure angles and solve problems with missing angles
4	Measure, compare and convert units of measure
5	Identify, draw, build and interpret simple 3D shapes and triangles
6	Solve problems with positive and negative numbers
7	Solve problems using formal written methods of multiplication
8	Solve problems using written method of division
9	Apply knowledge of 2D and 3D shapes to draw and calculate interior angles
10	Identify and sort 3D shapes by their properties
11	Plot 2d shapes on coordinate grid and identify their properties
12	Calculate volume using cubes
13	Convert fractions and read scales with fractions and decimal points
14	Recognise and convert proper/Improper fractions, mixed numbers and percentages

**Termly Composites:** Confidently use four operations to solve fractions, decimals, percentages. Analyse 2D and 3D shapes accurately.

**Yearly Composites:** Be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals, percentages and ratio and use this knowledge to solve a wide range of problems including increasingly complex properties of numbers and arithmetic, problems demanding efficient written methods of calculation and problems classifying shapes

# Arbor Curriculum Intention

Sequential learning - knowing more, remembering more

Weekly, termly, yearly composites

Composites broken into components (small, manageable chunks of learning)

Recapping - making links between what they already know and how this helps understand new concepts

Rag rating

# Lesson timeline

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4 parts to each lesson:

**Recap:** Revisiting prior learning and assessment to identify missing composites or components

**New component exemplified:** New composite explained, teacher modelling, understanding assessed

**Modelled independent work:** Teacher providing support where missing components identified, scaffolding work where necessary, apply knowledge

**Plenary:** Have children understood the composite? Do they know more? Will they remember more?



# Autumn Curriculum

**History:** Ancient Greece

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**Geography:** UK - Counties, cities, Tourism, renewable energy

**RE:** Believers and Non-believers

**PSHE:** Being Me in My World, Celebrating Differences

**Art & DT:** Sculptures,

**PE:** Ball techniques, Dance

**Computing:** We are Game Developers

**Music:** Scales, Greek music

# Autumn Curriculum

**Reading:** Increasing vocabulary, comprehension skills - sequencing, predicting, making inferences

**Shared Reading texts:** Kensuke's Kingdom, Shakespeare's Stories. There's a Boy in the Girl's Bathroom, The Fastest boy in the World

**Writing:** Writing for a range of purposes, understanding the structure of different genres (narratives, recounts, instructional texts, letters, poetry)

**Science:** The Solar System

**Maths:** Place Value, adding powers of 10, Knowing and using number bonds to 20, fluency and precision with place value to solve problems (addition and subtraction), 2D & 3D shapes, time and measures.

# Classroom practice

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Tables in groups of 5 or 6

Targeted support (from Class Teacher and Teaching Assistant)

Early morning work, Quick Maths, Speed Reading

Pupil Voice - School Council, Learning Council, Lunch Bunch, Eco-Warriors, Playground Advocates

Reading - Books matched to phonics and understanding, home support, changing books regularly

Homework - Tasks relating to Maths and English. Spellings (Year 5 statutory words and spelling pattern revision).

Projects based on topics being covered in the Curriculum..

Increasing and widening vocabulary – recording and use of new vocabulary on the Vocabulary Wall. Power of Words (during Shared Reading)



# Reading Records

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- These must be completed each evening.
- The Reading Record must be brought to school each day along with the reading book (even if the reading book is not ready to be changed).
- The Reading Record can be completed by your child or you. There needs to be evidence in the record to show that you have read with your child every day.

**READING RECORD IMAGE TO BE ADDED**



# Speed Reading & Quick Maths

Unit 2 - Autumn term 1 - Wk 6

Target Reading: Your target is to read the highlighted section in 1 minute.  
Read the text once to yourself, for 1 minute; then once more out loud, for 1 minute.

**Little Women – by Louisa May Alcott**

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.  
"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.  
"I don't think it's fair for some girls to have plenty of pretty things, and other girls to have nothing at all," added little Amy.  
"We've got Father and Mother, and each other," said Beth contentedly from her corner.  
The four young faces brightened at the cheerful words, but darkened again as Jo said sadly, "We haven't got Father, and shall not have him for a long time."  
She didn't say perhaps never, but each silently added it, thinking of Father far away, where the fighting was.  
Nobody spoke for a minute; then Meg said in an altered tone, "You know the reason Mother proposed not having any presents this Christmas was because it is going to be a hard winter for everyone; (150) and she thinks we ought not to spend money for pleasure, when our men are suffering so in the army. We can make our little sacrifices, and ought to do it gladly. But I am afraid I don't."  
(189 words)

1. How many girls were there?  
\_\_\_\_\_

2. Whom are they all missing?  
\_\_\_\_\_

Using clues in the text, what do these words mean?

Word	Meaning
grumbled	
brightened	
altered	
proposed	

Supports and develops  
children's accuracy, speed,  
stamina and resilience in  
Reading and Mental Maths.

Arbor Academy Trust  
Quick Maths  
Year 5 - Autumn Term

Your target is to complete the questions in 5 minutes.

1)  $4 + 100 =$

2)  $3.2 \times 100 =$

3)  $4\text{kg} =$   g

4)  $\frac{3}{4}$  of 200

5)  $\frac{7}{12}$  was used. What fraction was not used?

6)  $3\frac{5}{6} + 1\frac{1}{2} =$

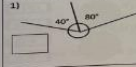
7)  $2\frac{1}{4} \times 5 =$

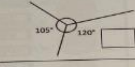
8)  $\frac{3}{8} \div 2 =$

9) 60% of £700

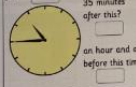
10)  $20 - (12 \div 4) =$

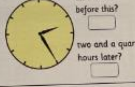
11) Work out the missing angles

1) 

2) 

12) Answer the two questions about time below

1.    
on an hour and a quarter before this time?

2.    
two and a quarter hours later?

32

# Key Stage 2 assessments

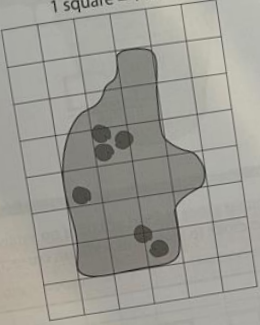
- Ongoing assessment (continuous learning journey) – daily lessons, marking of books
- Termly NFER tests -  
Reading (ext and questions )  
Maths (Paper 1 – Arithmetic, Paper 2 and 3 Reasoning)  
Grammar, Punctuation and Spelling
- Overall judgements (Teacher Assessment based on classwork, supported by NFER tests)
- End of Key Stage 2 SATs – May 2024 (for current year 5 children)

NFER test examples  
Maths assessments –  
Arithmetic approx. 37 questions &  
Reasoning approx 29 questions

11 14 Emma designs a new pond for the school garden.  
The pond is shaded on the grid below.

Estimate the area of the pond.

1 square =  $1 \text{ m}^2$



$\text{m}^2$

11 15 Newtown has 109 120 people.

Tick (✓) the town which is closest in size to Newtown.

Oldtown: 109 168 people	<input type="checkbox"/>	Uptown: 109 096 people	<input type="checkbox"/>
Downtown: 108 125 people	<input type="checkbox"/>	Midtown: 109 317 people	<input type="checkbox"/>

11 9 Write 71% as a fraction.

11 10 Fill in the box to complete the sequence.

37 370 3700

11 11  $5096 \div 7 =$



NFER test examples  
Reading assessment –  
approx. 37 questions & Grammar,  
Punctuation (35 questions) and  
Spelling (20 questions)

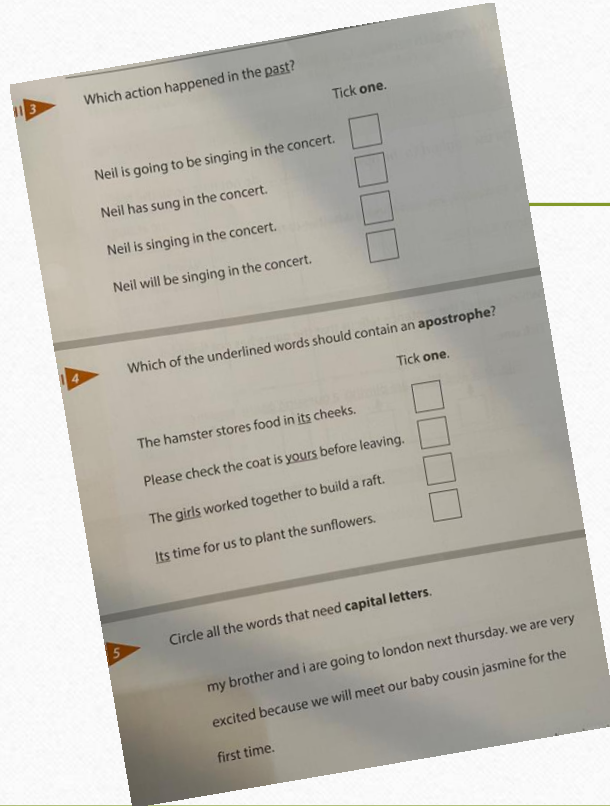


IMAGE OF READING PAPER TO BE ADDED



# How can you help your child?

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- Work on homework together - Opportunity to consolidate what has been practised in class
- Regular reading and recording in Reading Records
- Practise times tables and telling the time.
- Learn and recall number bonds, counting strategies
- Speak to me if you need any help or have any worries (no matter how small).

# Communication - How the school will communicate with you.

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School will send out emails and texts to keep you updated with our busy calendar. This is done through a central system called Teacher2Parent. You cannot reply to these messages (GDPR).

- Monday - Email from the school office with dates for the next 2 weeks.
- Tuesday - Email from Class Teacher (if needed) regarding a specific class.
- Wednesday - Any messages from the Phase Leader.
- Thursday - Messages from Head Teacher.
- Friday - Weekly Newsletter

# Communication - How the school will communicate with you.

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An injury letter will be sent home if your child has a bump, fall or graze in school.

We will call you if:

- Your child has not turned up for school and you have not let us know why.
- Your child has had a bump on the head;
- There has been an emergency.