

Year Five Parents' Information

➤ Homework

Each night, except Friday, your child will receive homework.

Spelling

Concentrate on 4 rules

Study (including saying) and Cover and Write and Check (SaCaWaC)

Children will be expected to carry out this process at home – twice for each word in their homework diary.

A variety of approaches are encouraged when learning how to spell words, e.g. sounding words aloud / breaking up words into smaller chunks / clapping syllables. On Thursday night, all spellings should be revised for the Friday test.

Our spelling scheme is linked with the linguistic phonics programme. Pupils shall normally begin by revising Stage 3 two syllable words. They will then cover Stage 4 words with sounds represented by more than one letter. Finally, we will move on to the accelerated code at Stage 5 and 6 and follow specific word lists suitable for Year 5 children as recommended by SEELB.

I feel this programme of spellings will benefit the children greatly as they will have met many of the words in their linguistic phonics activities in class.

Tables

Your child will usually receive tables each night – table facts or concepts linked to class work, e.g. 1kg = 1000g. Please go over these with your child and use practical examples, e.g. I have 7 bars of chocolate, there are 6 pieces in each bar, how many pieces altogether? Keep revisiting these throughout the year.

Written Homework

- Usually two numeracy and two literacy homeworks each week. These will usually be paper based but there may be an online homework set using our PurpleMash learning platform. Occasionally a World Around Us homework may be given. Thursday is for revision of spellings/tables and occasionally a research homework (this does not have to be completed for the next day).
- Homework should be presented as neatly as possible.
- Please check your child's homework but don't do it for them!
- **PLEASE SIGN YOUR CHILD'S HOMEWORK.** This is important as it lets me know that you have seen the work that your child is handing in. It indicates your approval for the standard that your child has produced. If you are unhappy with your child's effort, ask them to improve it.
- If the presentation of homework is unacceptable, it may be sent home to be repeated.

Literacy

Reading

Each child shall have a short reading homework on various nights.

- This should take no more than 10 minutes approximately. Please try and listen to your child reading as often as possible and ask questions about the text and story.
- Associated work is completed in class so it is important that your child has read their book during the week.

- Please sign your child's reading diary on each occasion. A mark will be given from time to time for the reward chart if the diary is signed.
- Year 5 children should also be reading novels / non-fiction at home in the form of their own personal reading material.

Independent Writing

This form of writing will generally be completed in class. However, if it needs to be finished at home, please help your child with spelling, but do not write the story for them. Sometimes the children will be completing their final draft at home in written or typed form.

Grammar/Punctuation

Weekly lessons shall focus on a wide range of aspects of written literacy with emphasis on inclusion in independent writing.

Numeracy

A subject which covers many areas of study.

Mental Maths

- a short session in class every morning to include counting stick (for table facts), interactive whiteboard games, testing ten (to test various aspects of class work) and many other games and activities to reinforce mental strategies.

Processes – Using Mathematics

- Suggest the information needed to carry out a task, how to obtain the information and ways to record it.
- Begin to organise own work and work systematically, e.g. when finding out who can jump furthest.
- Solve simple two-stage problems set in real life contexts, e.g. How many packets of sweets costing 24p can we buy for £2 and how much change would we have?
- Begin to suggest how to present findings, e.g. using a list, table, drawing, etc.
- Select and use materials and equipment required for their work, e.g. computer databases.
- Identify and collect information required for a task, initially with teacher support.

Communicating Mathematically

- Use a writing frame to plan what is needed to start solving the problem.
- Present findings in an appropriate way.
- Talk about how they carried out a task.
- Discuss and respond to open-ended questions, e.g. How can we obtain this information?
- Discuss and compare ideas and methods with others.

Mathematical Reasoning

- Check accuracy of own work (with teacher/peers).
- Explain their thinking, e.g. personal calculation strategies.
- Compare own methods / findings / presentation with that of others.
- Explore and use a range of problem solving strategies, persevering when difficulties are encountered, e.g. finding patterns.
- Review and explain own way of working.

Number

Understanding Number and Number Notation

- Extend the concept of fractions to a wider range of fractions using whole shapes and sets of objects.
- Count orally forwards and backwards in halves and then quarters.
- Read, write and order whole numbers within 10,000.
- Explore the effect of multiplying by 10 and 100.
- Use the knowledge of multiplying whole numbers by 10 and 100 to explore division by 10 and 100.

Patterns, Relationships and Sequences

- Recognise that division is repeated subtraction.
- Investigate simple function machines for \times and dividing.
- Recognise whole numbers exactly divisible by 2, 5 and 10.
- Explore multiplication patterns on the 100 square.
- Explore patterns and organised lists for problem solving.

Money

- Recognise and use banknotes in shopping transactions and games.
- Use the correct notation of money.
- Calculate using $+$, $-$ and simple \times and dividing, e.g. shopping bills to at least £10.
- Estimate costs by rounding to the nearest 10p / 50p / £1.
- Discuss how different countries use different coins and notes including the use of the Euro.

Operations and their Applications

Addition

- HTU – no exchanges, 1 exchange, 2 exchanges.

Subtraction

- HTU – no exchanges, 1 exchange, 2 exchanges.

Addition/Subtraction

Explore and use efficient mental calculation strategies.

Solve problems to include –

- Choosing and using appropriate operations.
- Suggesting extensions by asking, e.g. what if we changed?
- Explaining methods of calculation of numbers orally and, where appropriate, in writing.
- Solving simple word problems set in ‘real life’ contexts, explaining how the problem was solved.

Multiplication

- Consolidate the concept of multiplication.
- Extend gradually the concept of multiplication to include all possibilities from 0×0 to 10×10 .
- Multiply using mental or pencil and paper methods
 - A multiple of 10 by a single digit.
 - Any 2 digit / 3 digit number by a single digit.
- Have quick recall of multiplication tables $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 10$ leading to others if appropriate.
- Explore and use the effect of multiplying whole numbers: by 10, by multiples of 10.

Division

- Begin recording using the division symbol.
- Develop the link between multiplication and division.
- Explore repeated subtraction as an approach to division.
- Consider remainders in practical contexts.
- Recognise whole numbers which are exactly divisible by 2, 5 and 10.
- Explore the link between x and dividing, e.g. halving is the inverse of doubling.

Multiplication & Division

- Develop mental strategies for multiplication and division.
- Understand that multiplication and division are inverse operations and use to check results of calculations.
- Solve related problems.
- Share sets of objects to develop an understanding of what is meant by fractions of quantities.

Measures

Length –

- Estimate and measure in metres and centimetres using a variety of instruments.
- Appreciate and use, in practical situations, the relationship between metres and centimetres, e.g. 1 m 25 cm is 125 cm.
- Discuss and share methods of measuring curved lines.
- Appreciate that measurement of length will always be approximate depending on the measuring instrument used.

Weight –

- Explore the capacity of smaller containers to introduce the millilitre.
- Estimate and measure the capacity of a range of containers in litres and millilitres using a variety of instruments.
- Appreciate and use, in practical situations, the relationship between litres and millilitres, e.g. 1 litre 256 ml is 1256 ml.

Area –

- Find the area of shapes by counting squares where answers are:
 - Whole and half squares
 - Whole and part squares
- Find the area of irregular shapes in cm^2 by counting whole, half and part squares.

Time –

- Read and interpret information from a calendar month.
- Know the number of days in each month, year and leap year.
- Through discussion, develop an understanding of am and pm and use appropriate notation.
- Appreciate different ways of writing dates.
- Investigate calendar patterns and use these to calculate the passage of time between two given dates.
- Read and relate analogue and digital time (in 5 minute, 1 minute intervals).

Shape and Space –

- Explore other 2-D and 3-D shapes, e.g. hexagon, pentagon, semi-circle, pyramid, prism:
 - sort and name;
 - recognise and describe.
- Make, explore and discuss regular and irregular 2-D shapes using a variety of materials e.g. Geoboards, construction sets, a programmable device:
 - 3 and 4 sided shapes;
 - 5 and 6 sided shapes.
- Explore the relationship between 2-D and 3-D shapes.
- Draw lines of symmetry on a variety of 2-D shapes.

- Investigate 2-D shapes that have right angles.
- Record these shapes on squared or dotted paper.
- Use a right-angled tester to identify right angles in the environment.
- Investigate quarter turns, half turns and whole turns to establish relationships with right angles, e.g. Scratch software.
- Explore angle as a measure of turn. Use the language “clockwise”, “anticlockwise”, “right” and “left” to describe turns.
- Explore angles greater / less than a right angle.
- Use simple grid references in practical situations
 - identifying a square;
 - identifying a point.
- Through practical activities, appreciate the need for a standard unit to measure angle.
- Understand that – one right angle is 90° ;
 - two right angles total 180° and make a straight angle;
 - a full turn is four right angles, total 360° .

Handling Data –

- Discuss, draw and label bar charts on given axes, which require simple scales, e.g. 2, 5, 10. Interpret results.
- Enter in, and access information from a simple database.
- Collect data using observations, surveys and experiments. Compare ideas and methods of collection with others.
- Develop an awareness of pie charts (with a maximum of four sectors) using:
 - visual discrimination;
 - simple fractions, e.g. half and quarter.
- Use ICT software to represent data in a range of ways. Discuss which representation shows the information most clearly.
- Design and use an appropriate observation sheet for an identified issue. Evaluate its effectiveness.
- Discuss the need to group data. Record data in tables with given class intervals.
- Construct and interpret pictograms where one symbol represents a group of objects and another symbol represents less than that number or half of that number. Discuss and interpret results.

➤ The World Around Us

History, Geography and Science will be taught through topics. We hope to study –

1. Holidays/Journeys
2. Life in a Developing Country
3. The Ancient Romans
4. A Material World
5. Live ‘n Deadly (Local habitats)

➤ PDMU (Personal Development and Mutual Understanding)

This subject will develop the children’s personal, emotional, social and health needs and prepare them to contribute to their communities in ways that make a positive and lasting impact.

Topics will be chosen from:

- Myself and My Attributes
- I Have Feelings
- Stay Safe and Healthy
- Ups and Downs
- Valuing Self and Others

- Learning More about Others
- Making Good Choices

During the first term especially, there may be particular emphasis on the subject of the ongoing pandemic and how it is affecting our lives.

➤ **TSPC** (Thinking Skills and Personal Capabilities)

As part of the Revised Curriculum, there is more emphasis on skills based learning and this is reflected across all subject areas. We encourage pupil development in the following ‘strands’:

- 1) Managing Information e.g. making sense of written/pictorial data.
- 2) Being Creative e.g. using original or different ideas and methods to complete a task.
- 3) Self Management e.g. being responsible for possessions / completing work / achieving targets.
- 4) Working with Others e.g. in whole class, group or paired scenarios to complete an activity.
- 5) Thinking, Problem Solving and Decision Making e.g. overcoming obstacles or problems in a task when the solution is not obvious.

➤ **The Arts** (music, drama, art)

These subjects will be taught through our topics. The children will also receive extra music and drama as an afternoon activity with another teacher.

➤ **ICT**

We have a scheme of work for ICT to cover such things as –

- Use ICT to support a variety of writing types, i.e. word processing.
- Develop more independence in editing and redrafting.
- Use the spell check.
- Insert, resize and position pictures.
- Individually create a presentation linking screens containing text, sound and graphics.
- Activities connected with numeracy.
- Using a digital programmable device or software.

The children will also be completing assessment activities connected to class topics that shall inform the teacher’s decision as to which level they are working at

➤ **R.E.**

R.E. is now a compulsory subject and the Programmes of Study have been devised by all the main churches and it has to be taught in all schools.

➤ **P.E.**

At present, only a change of shoes is necessary for PE on Wednesdays and Fridays. There are restrictions due to the ongoing pandemic and so we shall cover elements of individual and team games as well as gymnastics and dance, using appropriate resources and locating outside wherever possible.

➤ **Attendance**

A pink absent slip is normally required on a child's return to school after an absence. Alternatively, an email to the school office is sufficient. Each day has two sessions (morning and afternoon). Your child will be marked on their attendance for each session. Please note that if for any reason a child needs to be collected before the end of the school day, a parent should call at the school office and arrangements will be made for the child to come to the office for collection and escort the child off the premises.

➤ **Contacting the Class Teacher**

If you wish to speak to me about your child, it would be greatly appreciated if you would make an appointment through the school office and we can discuss any concerns that you may have.

Classroom Rules

1. Always walk within the school building.
2. We will listen carefully to the person who is meant to be speaking.
3. Keep our hands, feet and objects to ourselves.
4. We will always try our best.

Playground Rules

1. We will avoid name calling and using bad language and speak politely at all times.
2. Keep our hands, feet and objects to ourselves.
3. Stay in your own play-zone.
4. Years 5, 6, and 7 to walk on the footpath to and from the pitch.