

Welcome to Year 5

Topics



Topic Web

Year 5 Term 1 2022

Music

- Learning musical notation and playing the recorder
- Listening to different composers through time

French

- Asking and answering questions about the weather

Geography – Brazil and South America

- Researching the Amazon rainforest
- Finding out about the consequences of deforestation
- Comparing the UK and Brazil

English

- Describing the setting and atmosphere of the rainforest
- Writing non-chronological reports about rainforests
- Including figurative language in poetry
- Reading 'The Explorer' by Katherine Rundell

Science – Living Things and their Habitats

- Describing the reproduction of plants
- Studying the life cycles of mammals, amphibians, insects and birds

Computing

- Comparing different databases and being able to select information from them
- Creating a database about rainforest animals

Maths

- Reading, writing, ordering and comparing numbers
- Understanding the place value of decimals
- Adding and subtracting numbers using the column method

R.E. – If God is everywhere, why go to a place of worship?

- Studying Christian, Hindu and Jewish places of worship
- Discussing the role and significance of these places

P.S.H.E. – Being Me in My World

- Understanding their rights and responsibilities
- Knowing what rewards and consequences feel like
- Setting personal goals

Art

- Learning about the Brazilian artist Romero Britto
- Creating bold and vibrant art

Tropical Terrors

(Image of a beetle)

Year 5 Expectations

Year 5 Reading Expectations

As a Year 5 reader:

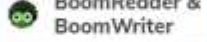
Word reading

- I can apply knowledge of root words, prefixes and suffixes to read
- **aloud** and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- **I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.**
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- **I can identify significant ideas, events and characters; and discuss their significance.**
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

How can we help?

- Record when they read on the reading app -  BoomReader & BoomWriter
 - Aiming for about 20 minutes a day, 5 days a week.
- Discuss what they are reading with them.
 - Potential questions to use: What will happen next? How does that character feel? Why has the character behaved the way they have? And linked into ALL of this - How do you know that?
- Lots of reading opportunities given: to you, to siblings, to aunts and uncles, grandparents, pets.
- A range of different types of text would be good too: books, magazines, newspapers, instruction manuals, non-fiction fact books, back of cereal packets, pamphlets ... really, anything!

Year 5 Writing Expectations

As a Year 5 writer:

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly misspelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.
- Punctuation
- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

How can we help?

- Look for any opportunities to write such as:
 - shopping lists, notes, thank you letters, online reviews, texts to family members, diary entries for special family events.
- Use word processing or blogging/electronic communication (in a safe monitored environment) to encourage writing.
- Spellings can be helped by:
 - following the Year 5 and 6 spelling word lists (focusing on definitions and how they are used - we will be working on this in the handwriting sessions); school spelling system (Spelling Shed, score on the home wallet sheet); children to take on more responsibility for the spellings in any writing (using dictionaries to check them).

New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Number

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read and write decimal numbers as fractions.
- I recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can multiply and divide numbers mentally drawing on known facts up to 12×12 .
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation 2 and 3.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.

How can we help?

- Look for any opportunities to use maths such as:
 - shopping, cooking, DIY, journeys - any **opportunities** use maths
 - times tables practice - games with the family, online games, testing YOU etc.
- Methods used for the four operations can be found on <https://www.abbeymeads.swindon.sch.uk/maths>

Times tables within class

- Chanting and activities regularly and will be tested once a week (12 questions on the chanted table and 12 questions of a random selection).
- This will be reported on the sheet in the home wallet.

Other stuff!

- PE is on a Wednesday - please could the pupils come into school wearing their PE kit.
- Recorders are on a Monday.
- Home Wallets in on a Tuesday.

Don't forget

- Accelerated Reader
- Times Table Rockstars
- Reading App