



Learning to Love, Loving to Learn

Year Five Expectations

We are the Architects of the future building lives on the firm foundations of the Gospel values.



Learning to Love, Loving to Learn

Aims :

- Y5 expectations in Reading, Writing and Mathematics
- Learning Challenge –enquiry based learning
- RSE
- How parent/school partnerships make a difference



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GPS (Grammar, Punctuation and Spelling)

In Year Five, children are expected to use these in their writing and when talking about it;

- Relative clauses
- Adverbs or modal verbs to indicate a degree of possibility
- Adverbials to link and build cohesion between paragraphs
- Brackets, dashes and commas to indicate parenthesis
- Commas to clarify meaning or avoid ambiguity



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Reading in Year 5

A typical Y5 child in reading is expected to...

- demonstrate increasing fluency across all subjects and not just in English
- use reading strategies to work out any unfamiliar word;
- accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- read books selected independently; recognise themes in what is read, such as loss or heroism; and compare characters, settings, themes and other aspects of what is read.
- understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies
- understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect
- In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently



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What can I do at home to help develop my child's reading skills?

- Listen to your children read at some point every day. Even if they have already read at school.
- Talk about the reading book. Show that you are looking forward to finding out what the book is about.
- Encourage children to make predictions. This could be at the start, middle or near the end of the book.
- Ask about characters feelings and talk about their actions.
- Discuss the meaning of words specific to the book that you think your child might be unsure of.
- Ask questions throughout (especially why do you think...? questions) to ensure your child is understanding what they are reading.



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What questions can I ask?

- 1) What does this word/phrase/sentence tell you about the character/setting/mood?
- 1) By writing in this way, what effect has the author created?
- 2) What other words/phrases could the author have used here?
- 3) How has the author made you feel by writing...? Why?
- 4) What do you think.... means? Why do you think that?
- 5) Why do you think...?
- 6) How do you think....?
- 7) Can you explain why....?
- 8) What do these words mean and why do you think that the author chose them



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Maths in Year 5

By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic

A child can:

- Read, write, order and compare numbers to at least 1,000,000 and determines the value of each digit
- Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
- Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers
- Make connections between fractions, decimals and percentages;
- Classify shapes with geometric properties and use the vocabulary needed to describe them;
- Read, spell and pronounce mathematical vocabulary correctly.



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Examples of maths mastery

Varied Fluency

1 Match the diagram to the number.

4,005 4,500 4,050

2 Which diagram is the odd one out?

3 Complete the table.

	Add 10	Add 100	Add 1,000
2,506			
7,999			
		6,070	

Numbers to 100,000

Reasoning and Problem Solving

Here is a number line.



What is the value of A?

$$A = 2,800$$

B is 40 less than A.

$$B = 2,760$$

What is the value of B?

C is 500 less than B.

Add C to the number line.



Here are three ways of partitioning 27,650

- 27 thousands, 650 ones
- 27 thousands, 5 hundreds and 150 ones
- 27 thousands and 65 tens

Write three more ways

Possible answers:
27 thousands, 6
hundreds and 5 tens

27 thousands, 7
thousands and 650
ones

20 thousands, 7
thousands and 650
ones

Jennie counts forwards and backwards in 10s from 317

Circle the numbers Jennie will count.

427 997 507

1,666 3,210 5,627

-23 7 -3

Explain why Jennie will not say the other numbers.

427
997
5,627
507
7
-3
-23

Any positive number will always have to end in a 7
Any negative number will always have to end in a 3



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Writing in Year 5

This is a typical example of what would be expected from a child in Year 5.

17th September 2014

LO: use time conjunctions and adverbs to engage the reader

Impatiently, the witches waited for Macbeth by the battlefield.
Suddenly, thunder rolled overhead and rained lasted down.

Macbeth was on his horse and riding back to his castle.

Meanwhile one of the witches raised her crooked finger and grinned, showing her gums. "I hear the sound of hooves," she cried.

Next the second witch stroked her white hair and grinned,

Lastly, the third witch held up a crystal and placed it over her blind eyes. "Let the spell begin." Nervously, Macbeth's

horse struggled to stay calm as it walked towards the mist. Unexpectedly, a bolt of lightning turned the ~~are~~ air violent and the three witches appeared.

witches

witches

witches

witches

Some one will enjoy reading it because I used time conjunction.

I can improve it by putting adjective ✓

How do adverbs help the reader imagine the action in your writing?

The adjective gives more information. ✓



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harm. So please don't do anything to the trees.

rather more, I really feel that you shouldn't cut down the Rainforest because of the place ~~is~~ in the *porates* ~~water~~ water cycle. The water evaporates from the leaves and then makes a big cloud of gas that travels around the world so that all the crops will have the power to grow.

In conclusion, any fool can see how vital the Amazon Rainforest is to the planet so please think about changing what you are doing and save the world!

Your sincerely,

Sumya



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Learning Challenge

- Science, Geography, History, Computing, Music, Art & DT
(real life skills)
- Enquiry based learning (conceptual skills)

Learning Challenge

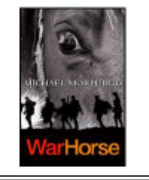


Y5 Learning Challenge: War Horse: A story of true friendship

Key Text: War Horse

Prime question: What is true friendship?

English



- Diary
- Description writing – a focus on settings
 - Non chronological reports

Maths

- read, write, order and compare numbers to at least 1000000 and determine the value of each digit
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero

Science

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

History:

- A local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Art

- KS2 - to create sketch books to record their observations
- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials
- KS2 - about great artists in history
- KS2 - about great architects in history
- KS2 - about great designers in history

Music

Listening and Responding to Music

- Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
- Can identify and describe a variety of contrasting feelings as they relate to music.
- Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.
- When planning, rehearsing, introducing and performing the song:
 - Understand and make connections between the music encountered and the Social Theme.
 - Understand and apply learning from the Musical Spotlight.
 - Introduce the performance with context and understanding of the song, the learning process and any other relevant connections

Computing

Online Safety

- Explain how identity online can be copied, modified or altered.
- Demonstrate how to make responsible choices about having an online identity, depending on context.

Coding

- Solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs (Hopscotch creating program moving objects linked to forces)

PSHE

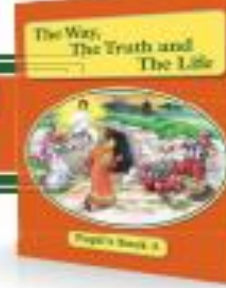
Internet safety and harms – link to computing

Pupils should be taught:

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.



THE WAY, THE TRUTH AND THE LIFE



Contents



1. Creation

How the World Began
 God is the Creator
 The Fall
 Stewards of the Earth
 God's great Helpers
 God's great Gifts



2. God's Covenants

What is a Covenant?
 God's Covenant with Abraham
 The Exodus
 God's Covenant with the Israelites
 The Prophets' Message
 The New Covenant



3. Inspirational People

Jesus, our Saviour
 To be a Disciple
 The Beatitudes
 Living the Beatitudes
 The Presence of God
 Proclaiming the Faith
 Handing over to God
 Seeking God's Will
 Be Saints not Celebrities



4. Reconciliation

The Ripple Effect
 Mary Untangles Knots of Sin
 God's Love and Forgiveness
 The Meaning of Sin
 The Sacrament of Reconciliation
 Forgiveness takes Courage



5. Life in the Risen Jesus

Guarding the Tomb
 The Resurrection
 The Spirit in the Church
 Jesus is with Us
 Prayer
 Importance of Prayer



6. Other Faiths

The Church Teaches
 What We Believe
 Judaism
 Jewish Celebrations
 Jews and Christians
 Islam Prayer & Fasting
 Christians & Muslims



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RSE – Year 5

A Journey in **LOVE**

A developmental programme
for children in the primary years



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Social and Emotional

Learning intention

To show knowledge and understanding of emotional relationship changes as we grow and develop.



Physical

Learning intention

To show knowledge and understanding of all physical changes in puberty.



Spiritual

Learning intention

To celebrate the joy of growing physically and spiritually.





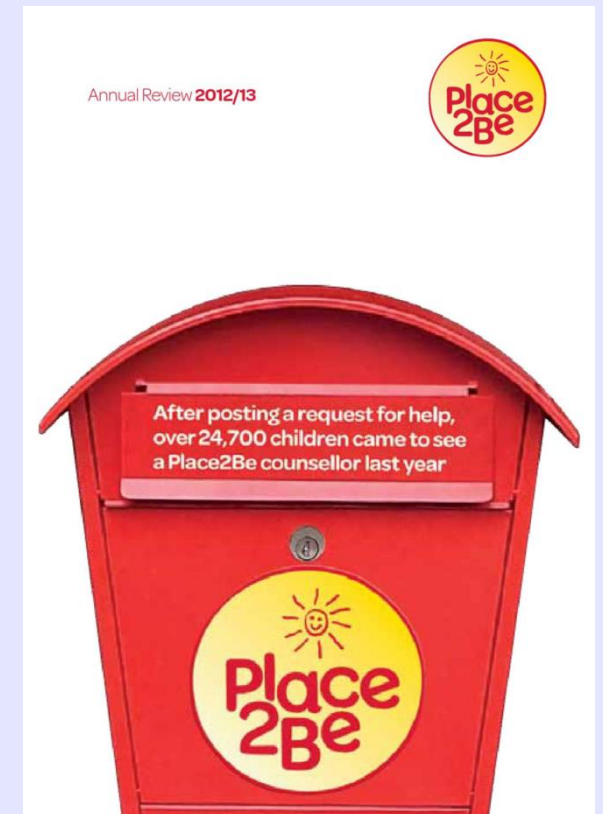
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Safeguarding: GO TO PERSON!

All children have been told, that no matter where they are around the school their Go To Person is always there to listen and to help them out!

Classroom- class teachers and TAs

Playground- an adult on duty/ lunchtime supervisors





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Online Safety

All children will sign the agreed use policy to help them stay safe online.

Please support your child at home to be safe online, here are some examples from the children's guidance:

These statements can keep me and others safe & happy at school and home

1. **I learn online** – I use the school's internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
2. **I behave the same way on devices as face to face in the classroom, and so do my teachers** – If I get asked to do anything that I would find strange in school, I will tell another teacher.
3. **I ask permission** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
8. **I am careful what I click on** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
9. **I ask for help if I am scared or worried** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
10. **I know it's not my fault if I see or someone sends me something bad** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
17. **I tell my parents/carers what I do online** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
18. **I follow age rules** – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.

Things to consider:

- Names on your child's belongings
- Helping your child become independent

Any questions, please see me.

Thank you