

Year 5

Handbook 2018 - 2019



What's included?

- Summary of each of the areas of learning
- Class timetable
- Important dates
- Equipment needed
- Homework days

Class teacher:

Miss O'Kelly



Teaching assistants:

Mrs McArthur



# English

## Writing:

Spell some words with 'silent' letters, pre-fixes, suffixes and homophones

Have cohesion within paragraphs (for example using then, after, that, this, firstly)

Use narrative techniques to engage and entertain the reader

Vary sentence structure and length to create intended effects

Use some stylistic devices such as simile, metaphor, personification

Have consistent and correct tense use throughout a piece of writing

Use the following forms of punctuation: speech marks, commas, colons, brackets and dashes

Plan writing to consider the audience

Draft and write longer passages

Evaluate and edit their writing

Make changes to grammar, punctuation and vocabulary to enhance writing

## Reading:

Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words

Re-read and read ahead to check for meaning

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Identify significant ideas, events and characters; and discuss their significance

Ask questions to improve their understanding

Recognise different points of view

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence from the text

Know the difference between fact and opinion

Explore the meaning of words in context

Discuss and evaluate how authors use language

Make comparisons across books

Identify the effect of the context on a text; for example, historical context or other culture



# Mathematics:

Interpret negative numbers in context

Read Roman numerals to 1000, including years

Recognise and use square and cube numbers, and know the notation

Use rounding to check answers and determine accuracy

Identify multiples and factors, including finding factor pairs and common factors

Use vocabulary: prime numbers, prime factors and composite numbers

Know prime numbers up to 19

Multiply and divide numbers by 10, 100 or 1000, including decimals

Use long multiplication for multiplying numbers of up to 4 digits by one or two digits

Divide numbers using standard written short division

Convert between mixed numbers and improper fractions

Compare and order fractions whose denominators are multiples of the same number

Identify, name and write equivalent fractions including tenths and hundredths

Add and subtract fractions with denominators that are multiples of the same number

Multiply proper fractions and mixed numbers by whole numbers with support

Read and write decimal numbers as fractions

Round decimals with 2 decimal places to whole number or to one decimal place

Read, write, order and compare numbers with up to 3 decimal places

Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100)

Understand and use common approximate conversions between metric and imperial

Measure and calculate the perimeter of composite rectilinear shapes

Calculate the area of rectangles, and estimate the area of irregular shapes

Use the properties of rectangles to find missing lengths and angles

Distinguish between regular and irregular polygons

Identify 3-d shapes from 2-d representations

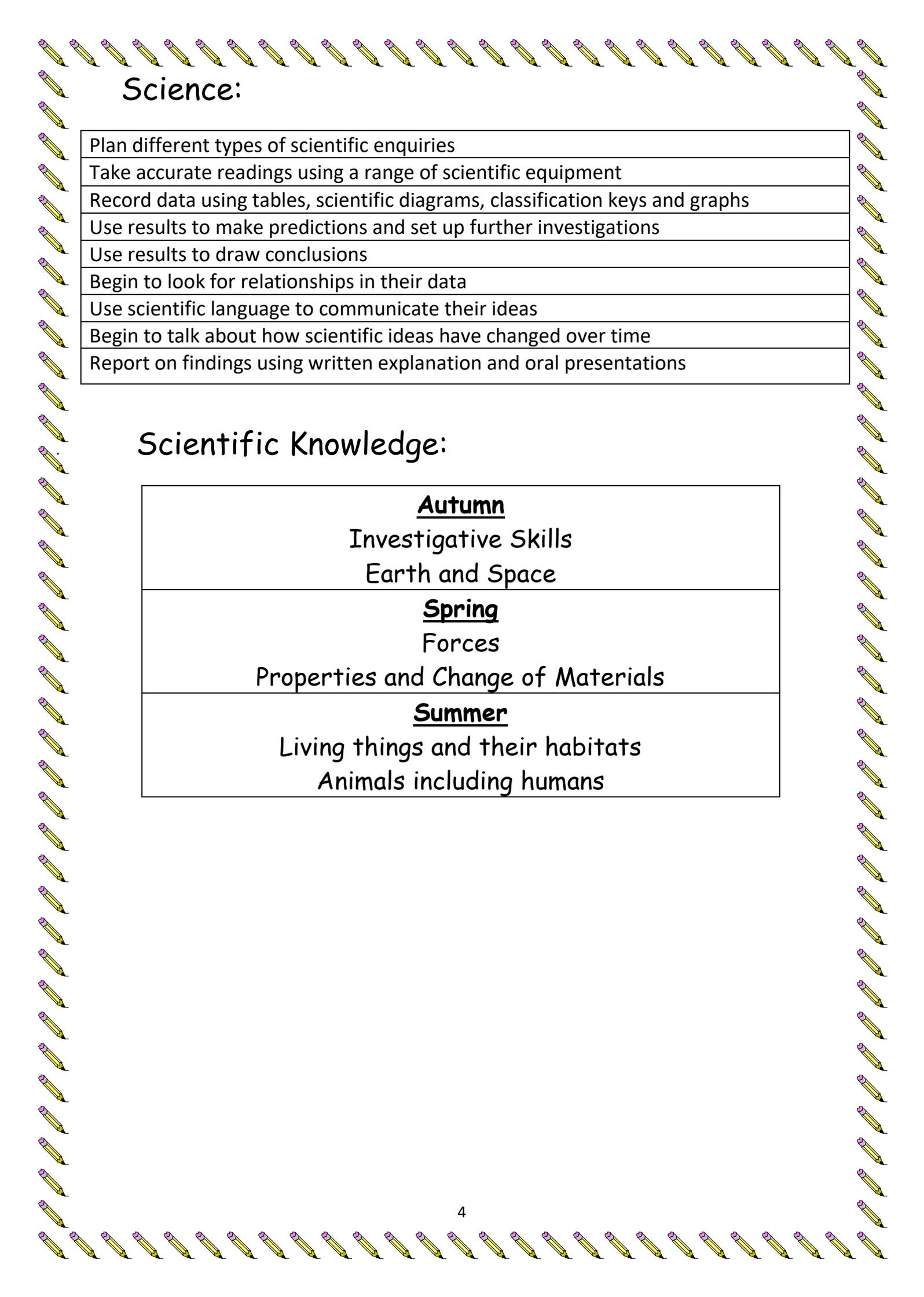
Know angles are measured in degrees and compare acute, obtuse and reflex angles

Draw and measure angles to the nearest degree

Identify angles at a point, in a turn and on a straight line

Describe and represent the result of a reflection or translation

Complete, read and interpret information in tables, including timetables



## Science:

Plan different types of scientific enquiries

Take accurate readings using a range of scientific equipment

Record data using tables, scientific diagrams, classification keys and graphs

Use results to make predictions and set up further investigations

Use results to draw conclusions

Begin to look for relationships in their data

Use scientific language to communicate their ideas

Begin to talk about how scientific ideas have changed over time

Report on findings using written explanation and oral presentations

## Scientific Knowledge:

### Autumn

Investigative Skills

Earth and Space

### Spring

Forces

Properties and Change of Materials

### Summer

Living things and their habitats

Animals including humans

# Foundation Subjects

**HISTORY:** In Key Stage 2, there are nine main areas of study that are required, some of which have optional strands. The first four are units relating to British history and are intended to begin the development of a clear chronological understanding. This year's topics will include World War 2 - Battle of Britain, Incas and Mayan civilisations and Vikings.

**COMPUTING:** Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, children will be able to design and print using 3D printing technology.

**DESIGN & TECHNOLOGY:** This subject includes cooking. The children will learn about what makes a healthy diet and prepare simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction.

**ART:** Children will explore a range of different techniques such as drawing, painting and sculpture, and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In Key Stage 2, the children will study a range of World War Two artists, observe and sketch still life and create a 3D Viking ship.

**MUSIC:** Children will perform pieces both alone and as part of a group using their own voice and a range of musical instruments, including those with tuning such as glockenspiels or keyboards. They will both improvise and compose pieces using their knowledge of the different dimensions of music such as rhythm and pitch. During the later years they will also begin to use musical notation, and to learn about the history of music.

**PHYSICAL EDUCATION:** Children will continue to experience a range of individual disciplines such as dance and athletics, with team sports and games. Through these sports, children should learn the skills of both cooperation and competition. During Key Stage 2, the range of games and sports taught will be broader, and the children will also take part in outdoor and adventurous activities such as orienteering. They will perform dances, take part in athletics and gymnastics, and attempt to achieve personal bests in various activities. In addition, all children will continue to learn to swim in the summer term.

**GEOGRAPHY:** The children will locate the countries of the world, focussing on Europe and the Americas, as well as naming counties, regions and major cities of the United Kingdom. They will begin to explore geographical physical features such as rivers and human features such as trade links.

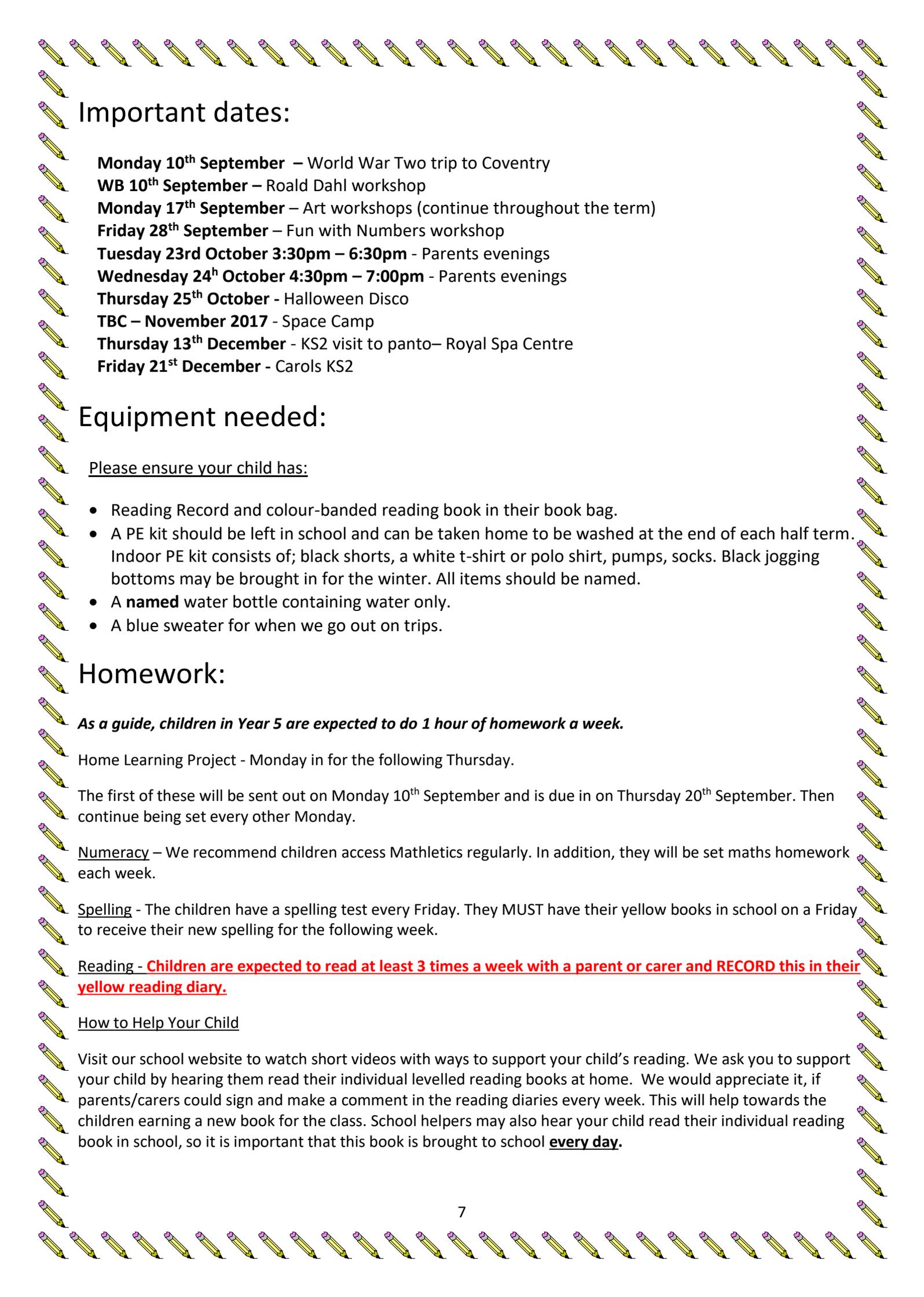
**FRENCH:** The children will start the year with a French launch day. They will go onto further their skills in reading, writing and speaking in French,

**PSHE:** These are sessions where children learn about personal and social issues that affect them and their community. We also will look at Protective Behaviours unit of work after half term. Details will follow later.

**RE:** The children will continue to look at different ways people worship and important festivals. They will particularly focus on Christian, Buddhist, Jewish, Hindu and Muslim beliefs.

# Class timetable:

	8.55am	9.00am	9.30am	10.25am	10.40am	10.55am	12.10pm	1.10pm	1.20pm	2.10pm	3.20pm
M O N	Registration	Assembly	Guided Reading	Maths	B R E A K	Literacy	L U N C H	Registration	Topic	Computing	
T U E S	Registration	Guided Reading	Maths	Assembly	B R E A K	Literacy	L U N C H	Registration	Topic	Music	PE
W E D S	Registration	Guided Reading	Maths	PSHE	B R E A K	Handwriting	Literacy	L U N C H	Registration	Teacher - PPA LH Art and RE MO cooking	
T H U R S	Registration	Guided Reading	Maths	Assembly	B R E A K	Literacy	L U N C H	Registration	French	Science	
F R I	Registration	Spelling	Guided Reading	Maths	B R E A K	Literacy	L U N C H	Registration	PE	Celebration Assembly 2.45	



## Important dates:

**Monday 10<sup>th</sup> September** – World War Two trip to Coventry

**WB 10<sup>th</sup> September** – Roald Dahl workshop

**Monday 17<sup>th</sup> September** – Art workshops (continue throughout the term)

**Friday 28<sup>th</sup> September** – Fun with Numbers workshop

**Tuesday 23<sup>rd</sup> October 3:30pm – 6:30pm** - Parents evenings

**Wednesday 24<sup>h</sup> October 4:30pm – 7:00pm** - Parents evenings

**Thursday 25<sup>th</sup> October** - Halloween Disco

**TBC – November 2017** - Space Camp

**Thursday 13<sup>th</sup> December** - KS2 visit to panto– Royal Spa Centre

**Friday 21<sup>st</sup> December** - Carols KS2

## Equipment needed:

Please ensure your child has:

- Reading Record and colour-banded reading book in their book bag.
- A PE kit should be left in school and can be taken home to be washed at the end of each half term. Indoor PE kit consists of; black shorts, a white t-shirt or polo shirt, pumps, socks. Black jogging bottoms may be brought in for the winter. All items should be named.
- A **named** water bottle containing water only.
- A blue sweater for when we go out on trips.

## Homework:

*As a guide, children in Year 5 are expected to do 1 hour of homework a week.*

Home Learning Project - Monday in for the following Thursday.

The first of these will be sent out on Monday 10<sup>th</sup> September and is due in on Thursday 20<sup>th</sup> September. Then continue being set every other Monday.

Numeracy – We recommend children access Mathletics regularly. In addition, they will be set maths homework each week.

Spelling - The children have a spelling test every Friday. They **MUST** have their yellow books in school on a Friday to receive their new spelling for the following week.

Reading - **Children are expected to read at least 3 times a week with a parent or carer and RECORD this in their yellow reading diary.**

How to Help Your Child

Visit our school website to watch short videos with ways to support your child's reading. We ask you to support your child by hearing them read their individual levelled reading books at home. We would appreciate it, if parents/carers could sign and make a comment in the reading diaries every week. This will help towards the children earning a new book for the class. School helpers may also hear your child read their individual reading book in school, so it is important that this book is brought to school **every day**.