

Year 5

Handbook 2023 - 2024



What's included?

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

Class teacher:

Miss Alder

Teaching assistants:

Mrs Goddard, Mrs McArthur, Mrs Williams and Miss Fletcher

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:

<u>Autumn</u> Working like a scientist Earth and Space
<u>Spring</u> Forces Properties and Changes to Materials
<u>Summer</u> Animals including humans Living things and their habitats

Year 5 Foundation Subjects

PE: 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.

RE: During Year 5 the children will continue to learn about different religions looking at other ways people worship and how they celebrate important festivals. They will particularly focus on Christian, Buddhist, Jewish, Hindu and Muslim beliefs.

MUSIC: Children will develop their skills in singing, playing, improvisation, composition and performance. They will listen and appraise music from a wide range of genres, as well as learning five songs from memory. This will include learning the singers, composers and era of the piece.

HISTORY: Within History this year we will be learning about the Victorians, World War I and Powerful Activists. This term we will look at the Victorian history of our school and the surrounding local areas. Our Victorian topic will start with a trip to the St Johns Museum to learn about what life was like as a Victorian and make comparisons between the Victorian era and now.

ART AND DESIGN TECHNOLOGY: Art and DT will be taught weekly where the children can learn new skills each week. To enable them to develop a design, product/artwork and evaluate it in one clear process.

GEOGRAPHY: In Year 6, we will study the local area. Our learning will consist of collecting data, forming graphs and using photos to draw conclusions. We will investigate questions to find out what the positive and negative impact of human activity is on the physical features of our environment.

PSHE: These are sessions where children learn about personal and social issues that affect them and their community. As a UNICEF Rights Respecting School, we will follow the Articles from the UN convention on the rights of a child. We also will look at Protective Behaviours and Sex and Relationships, of which details will follow in due course.

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.

FRENCH: The children will continue to develop their French speaking. As well as beginning to record their learning by writing and reading in French.



Important dates:

6th September- Parent Transition Meeting 3pm

2nd October- INSET Day (school closed)

18th and 19th October- Parents evening

25th October - Ricky's Dance Day/ Leasowe Farm

26th October- Leasowe Farm

17th November- Space Camp

The school Newsletter has the most up to date timings and dates please keep an eye out for these changes in red on the Newsletter.

Equipment needed:

Please ensure your child has:

- Reading Record and colour-banded reading book in their book bag.
- **PE Kit** - 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.



Homework/Home learning Days:

Please refer to the sheet located at the front of their homework books and letter/email previously sent to you.