

YEAR 5

IPC Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making The News/Making Things Go	The Great, The Bold & The Brave/From Bronze to Bioplastic	Being Human/Drugs Education	Out of Africa/Roots, Shoots & Fruits	Space Explorers/Fascinating Forces	Existing, Endangered, Extinct/Extreme Survivors

Homework

In Year 5 the homework goes out on a Friday and is returned on a Wednesday. The homework is set at different levels to cater for different abilities within the class. Each week your child will get homework in:

Maths

Comprehension

Spelling and Grammar

Reading

Children will take part in a guided reading session with an adult twice a week: this helps to develop their reading understanding. Some children will also read one to one with an adult to support their learning. Their reading books will be changed at least once a week. In school and at home children will be practising reading common words and spelling common and tricky words for their year group. They will be learning to read and respond to written comprehension tasks. Many children will now be reading extended chapter books, but they still need to read with an adult at home to ensure that they understand what they are reading.

YEAR 5 – ENGLISH CURRICULUM

Pupils should be taught to:

<p>Spoken English</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, roleplay/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
<p>Reading</p>	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, recommending books that they have read to their peers, giving reasons for their choices, identifying and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books, learning a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas, identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.

<p>Writing</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • pupils should be taught to write legibly , fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task • plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader • evaluate and edit by assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • develop their understanding of the concepts by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence, using the perfect form of verbs to mark relationships of time and cause, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semicolons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently.
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YEAR 5 – MATHS CURRICULUM

Pupils should be taught to:

<p>Number and Place Value</p>	<ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
<p>Addition and Subtraction</p>	<ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
<p>Multiplication and Division</p>	<ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for 2 digit no's • multiply and divide numbers mentally, drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, understanding the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
<p>Fractions</p>	<ul style="list-style-type: none"> • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements • add and subtract fractions with the same denominator, and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, 0.71 = 71/100] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order and compare numbers with up to 3 decimal places and solve problems involving number up to 3 decimal places • recognise the % symbol and understand that % relates to 'number of parts per 100'. Write % as a fraction with denominator 100, as a decimal fraction • solve problems which require knowing percentage/decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 /25

<p>Measurement</p>	<ul style="list-style-type: none"> • convert between different units of metric measure, solve problems involving converting between units of time • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles, including using standard units, (cm²) and (m²), and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure using decimal notation, including scaling
<p>Properties of Shape</p>	<ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • identify: angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90°, use the properties of rectangles to deduce related facts and find missing lengths and angles, distinguish between regular and irregular polygons based on reasoning about equal sides and angles
<p>Position and Direction</p>	<ul style="list-style-type: none"> • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
<p>Statistics</p>	<ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables

YEAR 5 – RELIGIOUS EDUCATION CURRICULUM

Religious Education Themes:

	Autumn Term	Spring Term	Summer Term
Reception	God's World God's Family	Getting to Know Jesus Sorrow and Joy	New Life The Church
Year 1	God's Great Plan Mary, Mother of God	Families and Celebrations Following Jesus	Resurrection Miracles
Year 2	Chosen People Mysteries	The Good News The Mass	Eastertide The Church is Born
Year 3	The Christian Church Mary our Mother	Called to Change Eucharist	Celebrating Being a Christian
Year 4	The Bible Trust in God	Jesus the teacher Jesus the Saviour	The Mission of the Church Belonging to the Church
Year 5	Gifts from God The Commandments	Inspirational People Reconciliation	Life in the Risen Jesus People of other faiths
Year 6	The Kingdom of God Justice	Jesus the Bread of Life Jesus the Son of God	The work of the Apostles Called to Serve