



Gayton Primary
School

Year 5
2020 - 2021



The Creative Curriculum

Autumn Term:

- Geography Focus: 1. Rivers,
2. Locational and place knowledge - USA
- Science Focus: Properties and changes of materials

Spring Term:

- History and Geography Focus: Anglo-Saxons and Vikings and settlements
- Science Focus: 1. Forces
2. Earth and Space

Summer Term:

- History Focus: a non-European society that provides contrasts with British history : early Islamic civilization
- Science Focus: 1. Living things and their habitats
2. Animals including humans

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.



The Year 5 Timetable

Y5	Arrival	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunchtime outside	Lunchtime inside	Lesson 4	Playtime	Lesson 5	Assembly	Depart
	08:40 – 08:55	08:55 – 10:00	10:00 - 10:30	10:30 – 10:45	10:45 – 11:45	11:45 – 12:15	12:15 – 12:45	12:45 – 14:00	14:00 – 14:15	14:15 – 15:00	15:00 – 15:20	15:25 (15:15 for those with infant siblings)
M	Morning tasks – Spelling, handwriting or mental maths	Maths	Guided Read		English			PE		PSHE	Gayton Values Assembly	
T	Morning tasks – Spelling, handwriting or mental maths	Maths	Guided Read		English			PE		French/RE	Picture News	
W	Morning tasks – Spelling, handwriting or mental maths	Maths	Guided Read		English			Topic		Topic	Big Start Assembly	
T	Morning tasks – Spelling, handwriting or mental maths	Maths	Guided Read or English		English			Science		Science	Picture News	
F	Morning tasks – Spelling, handwriting or mental maths	Maths	Spelling Test English		English			Computing		Computing	Friday Celebration Assembly @ 13:30	



Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

Pathways to Write (Autumn term)

Elements of writing covered through our study of the texts.

Plan writing:

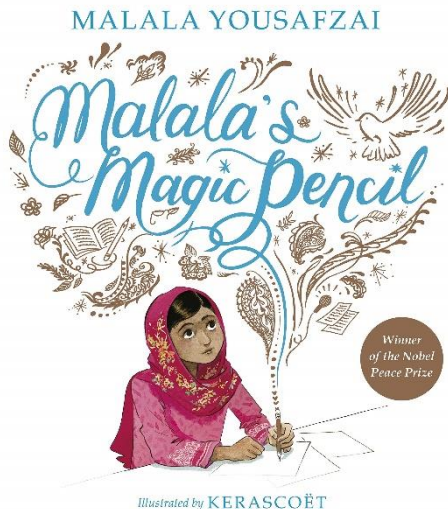
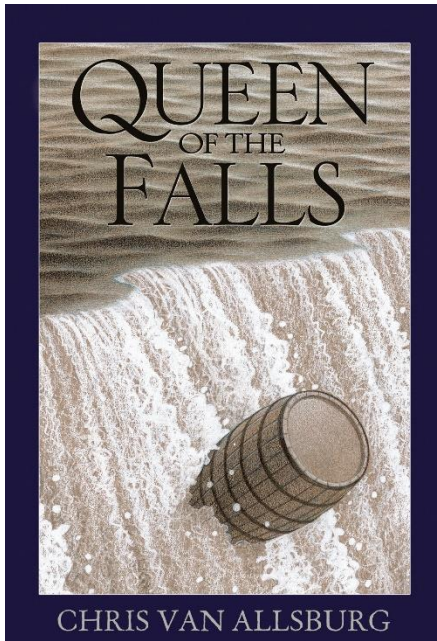
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research

Draft and write:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere

Evaluate and edit:

- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing.
- Proof-read for spelling and punctuation errors





English - Reading

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of root words, prefixes and suffixes.

Reading Comprehension

- V - vocabulary
- I - infer
- P - predict
- E - explain
- R - retrieve
- S - sequence or summarise

Encourage your children to read as much as possible. Ideally different types of books, but if they have an author that they love to read, that's fine. It all helps!

Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

- *There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

Year 5-6 Reading Key Objectives

Taken from the National Curriculum

1	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
2	Making comparisons within and across books
3	Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4	Identifying and discussing themes and conventions in and across a wide range of writing
5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
6	Asking questions to improve their understanding
7	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
8	Predicting what might happen from details stated and implied
9	Identifying how language, structure and presentation contribute to meaning
10	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11	Recommending books that they have read to their peers, giving reasons for their choices
12	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
13	Explain and discuss their understanding of what they have read,
14	Including through formal presentations and debates,
15	Provide reasoned justifications for their views

Spelling, Punctuation and Grammar



Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Spellings/Phonics

Overview of Spellings

- Words ending in -able and -ible Words ending in -ably and -ibly
- Use of the hyphen
- Words containing the letter-string ough
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused

Spellings/Phonics

Overview of Spellings

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)

Spellings/Phonics

category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	



Apps to Support English

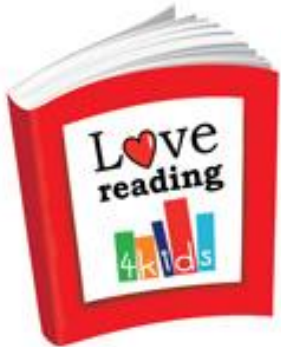


Spelling Shed
Developed by Robert Smith at the Literacy Shed.



Spell Fix

Developed by Alan Peat, there are a series of SpellFix apps that cover spelling lists and letter patterns.



Helping you choose the best books for children

Love reading 4kids.co.uk

Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books

Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

*Reason- follow a line of enquiry, make generalisations, justify or prove something.

*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

Numbers to 10,000

Notes and Guidance

Children use concrete manipulatives and pictorial representations to recap representing numbers up to 10,000

Within this step, children must revise adding and subtracting 10, 100 and 1,000

They discuss what is happening to the place value columns, when carrying out each addition or subtraction.

Mathematical Talk

Can you show me 8,045 (any number) in three different ways?

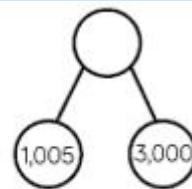
Which representation is the odd one out? Explain your reasoning.

What number could the arrow be pointing to?

Which column(s) change when adding 10, 100, 1,000 to 2,506?

Varied Fluency

Match the diagram to the number.

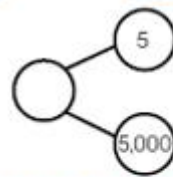


4,005

4,500

4,050

Which diagram is the odd one out?



Complete the table.

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

Numbers to 10,000

Reasoning and Problem Solving

Dora has made five numbers, using the digits 1, 2, 3 and 4

She has changed each number into a letter.

Her numbers are

aabcd

acdbc

dcaba

cdadc

bdaab

Here are three clues to work out her numbers:

- The first number in her list is the greatest number.
- The digits in the fourth number total 12
- The third number in the list is the smallest number.

44,213

43,123

13,424

31,413

21,442

Tommy says he can order the following numbers by only looking at the first three digits.

12,516

12,832

12,679

12,538

12,794

Is he correct?

Explain your answer.

He is incorrect because two of the numbers start with twelve thousand, five hundred therefore you need to look at the tens to compare and order.

Maths- Key Objectives

1	Interpret negative numbers in context
2	Read Roman numerals to 1000, including years
3	Recognise and use square and cube numbers, and know the notation
4	Use rounding to check answers and determine accuracy
5	Identify multiples and factors, including finding factor pairs and common factors
6	Use vocabulary: prime numbers, prime factors and composite numbers
7	Know prime numbers up to 19
8	Multiply and divide numbers by 10, 100 or 1000, including decimals
9	Use long multiplication for multiplying numbers of up to 4 digits by one or two digits
10	Divide numbers using standard written short division
11	Convert between mixed numbers and improper fractions
12	Compare and order fractions whose denominators are multiples of the same number
13	Identify, name and write equivalent fractions including tenths and hundredths
14	Add and subtract fractions with denominators that are multiples of the same number
15	Multiply proper fractions and mixed numbers by whole numbers with support
16	Read and write decimal numbers as fractions

17	Round decimals with 2 decimal places to whole number or to one decimal place
18	Read, write, order and compare numbers with up to 3 decimal places
19	Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100)
20	Understand and use common approximate conversions between metric and imperial
21	Measure and calculate the perimeter of composite rectilinear shapes
22	Calculate the area of rectangles, and estimate the area of irregular shapes
23	Use the properties of rectangles to find missing lengths and angles
24	Distinguish between regular and irregular polygons
25	Identify 3-d shapes from 2-d representations
26	Know angles are measured in degrees and compare acute, obtuse and reflex angles
27	Draw and measure angles to the nearest degree
28	Identify angles at a point, in a turn and on a straight line
29	Describe and represent the result of a reflection or translation
30	Complete, read and interpret information in tables, including timetables



Apps to Support Maths



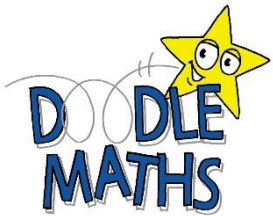
Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



Doodle Maths

Games and help following a personalised programme

Times tables- Fluency

- *By the end of YEAR 3, children should be able to recall multiplication facts for the 1s, 2s, 3s, 4s, 5s, 8s and 10s.*
- *By YEAR 4, children should know all multiplication facts up to 12×12 .*
- *Children should practise their times tables every day at home with an adult.*





Maths Coverage

- Mental arithmetic;
- Number and place value;
- Addition, subtraction, multiplication and division;
- Fractions, decimals and percentages;
- Ratio and Proportion;
- Algebra;
- Measurement;
- Properties of Shape;
- Position and Direction - coordinates
 - Statistics.



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

• Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

Homework Expectations

Homework

Year 5

Date: 27.09.19













Reading	Spelling	Maths
		
<p>This week your comprehension focuses on PREDICTION.</p> <p>As you become familiar with different types of story and different authors, you <u>pick up on</u> clues within the text which enable you to predict what may happen in the story.</p> <p>Complete the PREDICTION comprehension.</p>	<p>Words ending in <u>-able</u> and <u>-ible</u> (please read the notes)</p> <p>forgivable disposable adorable enjoyable valuable breakable identifiable</p> <p>Test dates Friday 4th October</p>	<p>We've been working on place value including negative numbers and ordering as well as counting in 10's, 100's, 100's etc.</p> <p>Please complete pages 6, 9 and 10 in the CGP book.</p>



Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.



 Compassion	 Courage	 Friendship	 Great work
 Lining up	 Perseverance	 Respect	 Teamwork
 Truthfulness	 Edit skills		



Present and future!

Enjoying Year 5 and being confident to move on!

We are working on being a good team by:

- recognising the importance of friendship and supporting one another
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn.

We are working on being ready for learning by:

- listening to instructions carefully;
- having the right equipment
- writing dates and learning objectives quickly so we are ready for the lesson and fully aware of the focus for our learning

We are preparing ourselves for the future by:

- recognising where we find things difficult and asking for help, both in school and at home;
- Trying to take more responsibility for our own learning - knowing that a positive attitude really does make a difference



Keeping in Contact

- Phone

Contact the school office - I'll get back to you as soon as I can.

- Email

The school office will forward emails to me and I will call you back as quickly as I can.

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