



Gayton Primary  
School

Year 5  
2019-2020



# The Creative Curriculum

## Autumn 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. Properties and changes of materials

## Spring Term:

History and Geography Focus: The USA

Science Focus: 1. Living things and their habitats  
2. Forces  
3. Earth and Space

## Summer Term:

History Focus: The Victorians - changes in aspects of social history

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

|                      | Monday                          | Tuesday                      | Wednesday            | Thursday                            | Friday                   |
|----------------------|---------------------------------|------------------------------|----------------------|-------------------------------------|--------------------------|
| 9 - 10:00            | Maths                           | Maths                        | Maths                | Maths                               | Maths                    |
| Assembly, then break | 2x Guided Reading               | Interventions                | 2x Guided Reading    | 1 x Guided Reading<br>Interventions |                          |
| 10:35 - 11:35        | English                         | English                      | English              | English                             | English<br>Spelling test |
| 11:35 - 12:05        | Spelling and Grammar            | Spelling and Grammar         | Spelling and Grammar | Spelling and Grammar                | Spelling and Grammar     |
| Lunch                | Interventions                   |                              | Interventions        | Interventions                       | Interventions            |
| 1:05 - 2:15          | PE with Mrs Fletcher            | French/RE with Mrs<br>Doogan | Science              | Foundation Subjects                 | Computing                |
| Comfort Break        |                                 |                              |                      |                                     |                          |
| 2:15 - 3:25          | Music/PSHE with Mrs<br>Fletcher | PE with Mrs Fletcher         | Science              | Foundation subjects                 | Computing                |



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.

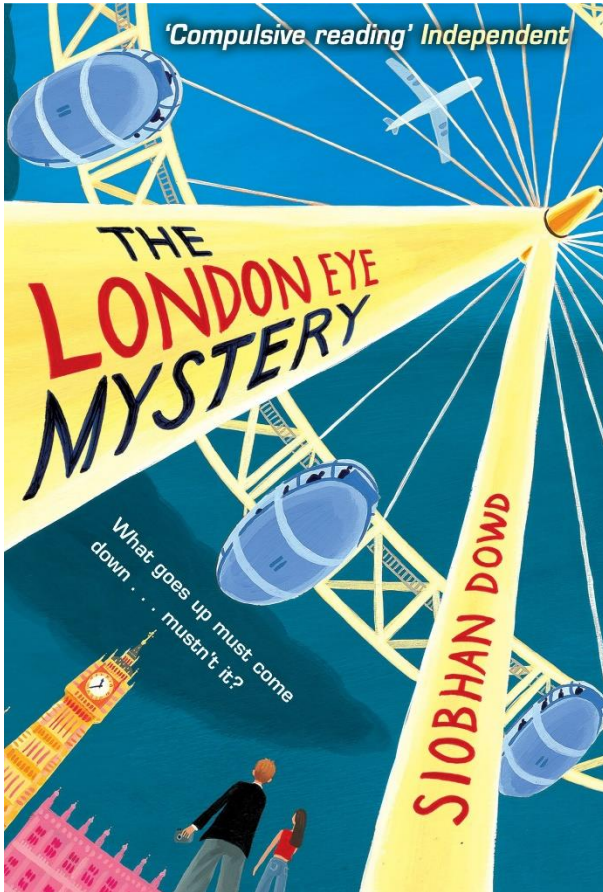
Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

# Power of Reading Overview (Autumn term)



Overview of writing activities:

- Report writing
- Poetry
- Formal letters
- Newspaper articles
- Narrative including settings, characters, atmosphere and dialogue
- Advertising



# 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) |  |
|--|--|
| <b>Word</b>  | Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ]<br><b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]  |
| <b>Sentence</b>  | <b>Relative clauses</b> 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<br>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]              |
| <b>Text</b>  | Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ]<br>Linking ideas across paragraphs using <b>adverbials</b> 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] |
| <b>Punctuation</b>   | Brackets, dashes or commas to indicate parenthesis<br>Use of commas to clarify meaning or avoid ambiguity  |
| <b>Terminology for pupils</b>                                      | modal verb, relative pronoun<br>relative clause<br>parenthesis, bracket, dash<br>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

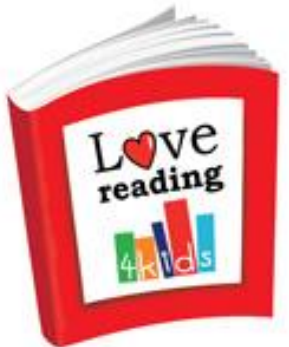


Spelling Shed  
Developed by Robert Smith at the Literacy Shed.



## 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

## Lovereading4kids.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

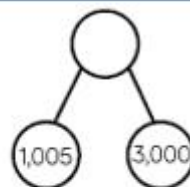
Match the diagram to the number.



4,005

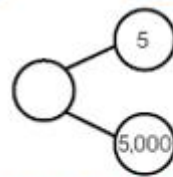


4,500



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



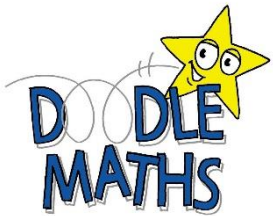
## Times Tables Rock Stars

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  $12 \times 12$ .
- 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



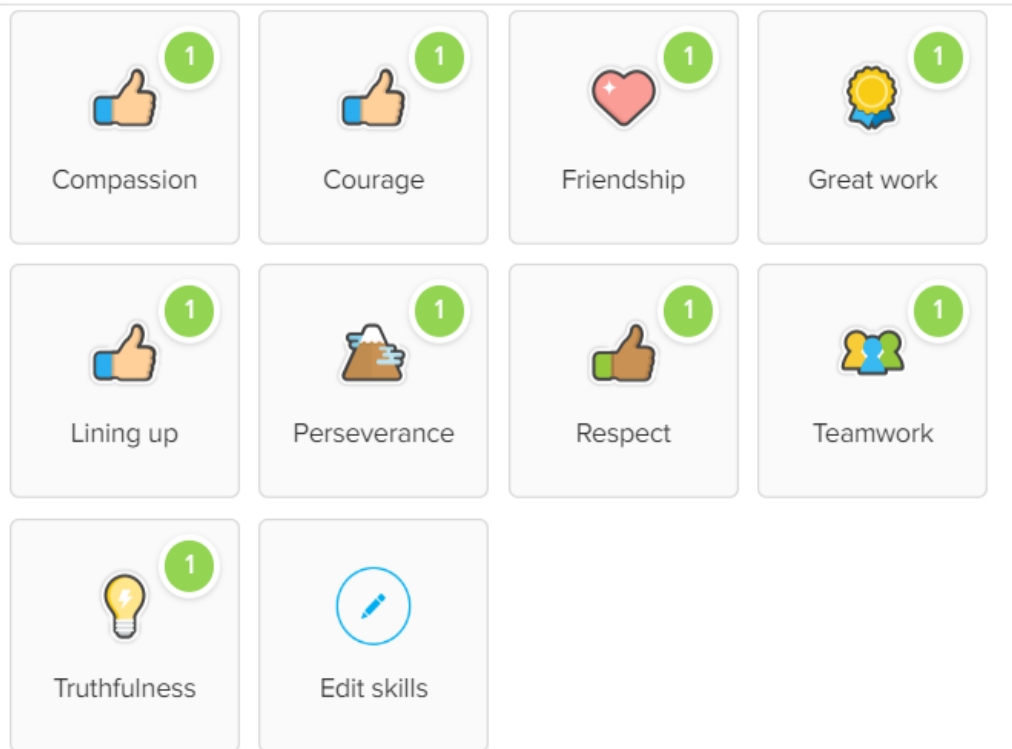
| Reading   | Spelling   | Maths   |
|---|--|---|
|    |    |    |
| <p>This week your comprehension focuses on PREDICTION.</p> <p>As you become familiar with different types of story and different authors, you <u>pick up</u> on clues within the text which enable you to predict what may happen in the story.</p> <p>Complete the PREDICTION comprehension.</p> | <p>Words ending in -able and -ible (please read the notes)</p> <p>forgivable<br/>disposable<br/>adorable<br/>enjoyable<br/>valuable<br/>breakable<br/>identifiable</p> <p>Test dates Friday 4<sup>th</sup> 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.





# 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



# Parent Helpers

We know that our children have so many varied and amazing talents because they take after their parents and receive a lot of support and encouragement!

If you have any spare time to help out we'd greatly appreciate it! One off or regular event - we're open to offers!

|           |            |                   |         |         |
|-----------|------------|-------------------|---------|---------|
|           | reading    | handwriting       | maths   |         |
| gardening | drama      | helping on visits |         | sewing  |
| crafts    | technology |                   | science | cooking |
| artefacts |            | photographs       | memoirs |         |

We have a tight schedule, but we can still be creative!



# Keeping in Contact

- At the gates- Please do come and see me at the end of the day if anything is worrying you or concerning you.
- 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.

Residential  
18<sup>th</sup> – 20<sup>th</sup> March 2020

Maes-y-Nant, Cross Lanes, Wrexham



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