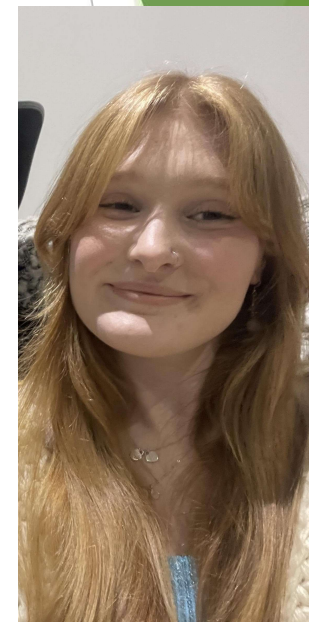




Curriculum Afternoon

Welcome to Year 5!

- ▶ Miss Geary
Ash Class Teacher and Key Stage Lead
- ▶ Miss Tomes
Holly Class Teacher
- ▶ Mrs Hale
HLTA Yr 5 Support



Our expectations

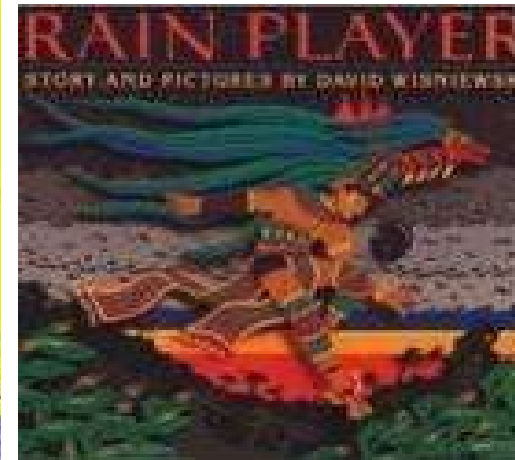
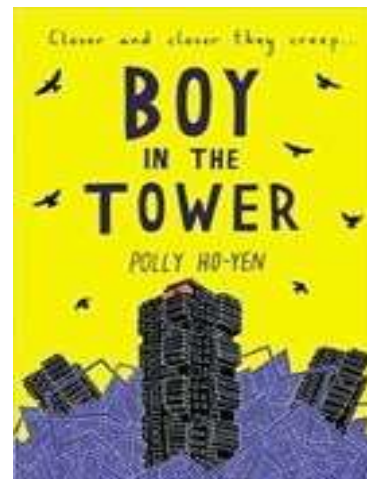
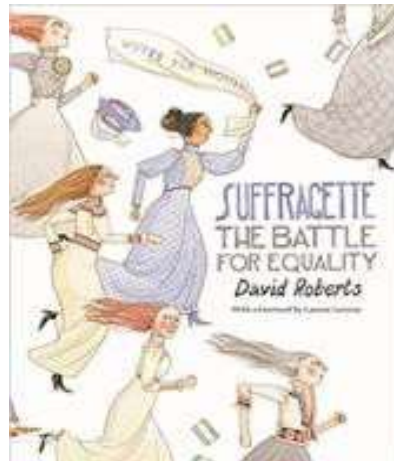
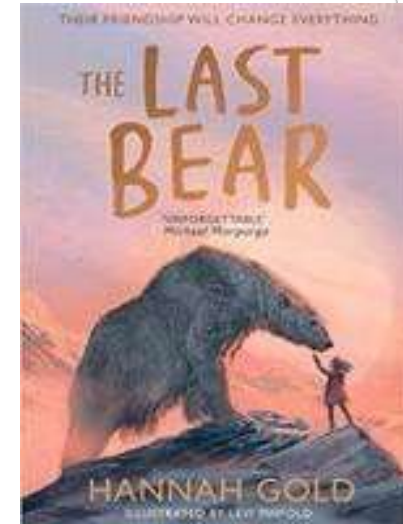
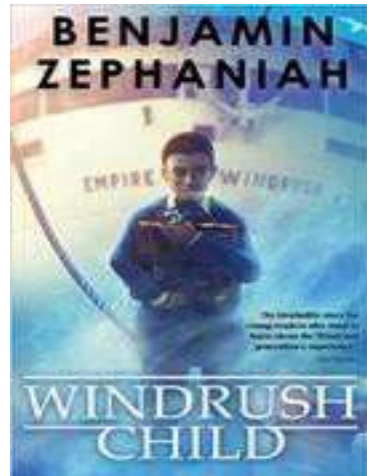
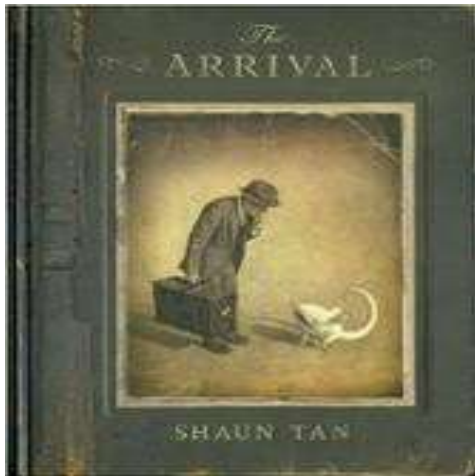
- ▶ Look after your own belongings.
- ▶ Come to school on time every day.
- ▶ Refill your own water bottle.
- ▶ If you have laces, be able to tie them.
- ▶ Complete reading and homework. Bring planners and books in everyday.
- ▶ Come in correct uniform including school shoes.
- ▶ Come in correct PE kit on Friday.



Communication

- ▶ Weekly newsletter on Sway. The link will come through Bromcom.
- ▶ Come to the classroom door!
- ▶ Curriculum newsletters termly
- ▶ Contact office to arrange an appointment.
- ▶ Class teacher in the first instance.
- ▶ Our phase leader is Miss Geary.
- ▶ SEND queries to Mrs Mughal.
- ▶ Parents evenings in October and February.
- ▶ Written report in July.

English



English

By the end of Year 5, children are expected to consistently use complex sentence structures, appropriate punctuation for parenthesis (brackets, dashes, commas), and words to show possibility (modal verbs, adverbs).

Planning & Organisation

- ▶ **Audience and Purpose:** Plan writing by identifying the intended audience and purpose.
- ▶ **Initial Ideas:** Note and develop ideas, drawing on reading and research.
- ▶ **Text Structure:** Use organizational and presentational devices like headings, bullet points, and underlining to structure text and guide the reader.
- ▶ **Cohesion:** Employ a range of devices to build cohesion within and across paragraphs.

Drafting & Composition

- ▶ **Sentence Structure:** Add phrases to make sentences more detailed and use a variety of sentence openers.
- ▶ **Figurative Language:** Describe settings, characters, and atmosphere to create a vivid effect.
- ▶ **Dialogue:** Integrate dialogue in narratives to convey character and advance the action.
- ▶ **Vocabulary & Grammar:** Select appropriate vocabulary and grammar, understanding how choices affect meaning.
- ▶ **Cohesion Devices:** Use linking words and adverbials to connect ideas across paragraphs.
- ▶ **Pronoun Use:** Use pronouns to avoid repetition.

Vocabulary, Punctuation, & Grammar

- ▶ **Parenthesis:** Use brackets, dashes, and commas to indicate parenthesis.
- ▶ **Possibility:** Indicate degrees of possibility using adverbs (e.g., perhaps, surely) and modal verbs (e.g., might, should, will).
- ▶ **Tense:** Maintain consistent and correct tense throughout a piece of writing.
- ▶ **Subject-Verb Agreement:** Ensure correct subject and verb agreement for singular and plural subjects.
- ▶ **Relative Clauses:** Use relative clauses with relative pronouns (who, which, where, when, whose, that).
- ▶ **Register:** Distinguish between the language of speech and writing and choose the appropriate register.



Working Towards the Expected Standard:

| Pupil(s) are beginning to meet the following aims with support: |
|--|
| To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical. |
| To select appropriate grammar and vocabulary to match the purpose and audience of their writing. |
| To describe settings, characters and atmosphere with increasing awareness of the reader. |
| To begin to use dialogue to convey a character and advance the action. |
| To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. |
| To create paragraphs that are usually suitably linked (some transitions may be awkward). |
| To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections. |
| To use the full range of punctuation from previous year groups. |
| To begin to use commas to clarify meaning or to avoid ambiguity. |
| To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. |
| To begin to experiment with relative clauses with support and modelling. |
| To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |
| To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc. |
| To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc. |
| To spell some complex homophones correctly, e.g. affect /effect, practice /practise, etc. |
| To spell some words correctly from the Y5/6 statutory spelling list. |
| To write legibly, fluently and with increasing speed. |

Working at the Expected Standard:

| |
|---|
| Pupil(s) are beginning to independently apply their knowledge: |
| To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. |
| To describe settings, characters and atmosphere to consciously engage the reader. |
| To use dialogue to convey a character and advance the action with increasing confidence. |
| To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. |
| To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. |
| To create paragraphs that are usually suitably linked. |
| To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. |
| To use the full range of punctuation from previous year groups. |
| To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. |
| To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. |
| To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. |
| To use brackets, dashes or commas to begin to indicate parenthesis. |
| To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |
| To spell many verb prefixes correctly, e.g. deactivate , overturn , misconduct , etc. |
| To convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc. |

To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.

To spell many words correctly from the Y5/6 statutory spelling list.

To write legibly, fluently and with increasing speed.

Working at Greater Depth within the Expected Standard:

| Pupil(s) are confidently and independently able to apply their knowledge: |
|---|
| To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. |
| To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. |
| To regularly use dialogue to convey a character and advance the action. |
| To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. |
| To consistently link ideas across paragraphs. |
| To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. |
| To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| To use commas consistently to clarify meaning or to avoid ambiguity. |
| To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. |
| To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. <i>Professor Scriffle, who was a famous inventor, had made a new discovery.</i> |
| To use brackets, dashes or commas to indicate parenthesis. |
| To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |
| To spell most verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc. |
| To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc. |
| To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc. |

Year 5 and 6 Statutory Spellings

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | foreign | lightning | profession | sincerely |
| accompany | cemetery | develop | forty | marvellous | programme | soldier |
| according | committee | dictionary | frequently | mischievous | pronunciation | stomach |
| achieve | communicate | disastrous | government | muscle | queue | sufficient |
| aggressive | community | embarrass | guarantee | necessary | recognise | suggest |
| amateur | competition | environment | harass | neighbour | recommend | symbol |
| ancient | conscience | equip | hindrance | nuisance | relevant | system |
| apparent | conscious | equipped | identity | occupy | restaurant | temperature |
| appreciate | controversy | equipment | immediate | occur | rhyme | thorough |
| attached | convenience | especially | immediately | opportunity | rhythm | twelfth |
| available | correspond | exaggerate | individual | parliament | sacrifice | variety |
| average | criticise | excellent | interfere | persuade | secretary | vegetable |
| awkward | curiosity | existence | interrupt | physical | shoulder | vehicle |
| bargain | definite | explanation | language | prejudice | signature | yacht |
| bruise | desperate | familiar | leisure | privilege | sincere | |

Example of a Reading Question

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

1 mark

(b) What did he have to do in order to read the inscription?

1 mark

Example of Spelling

Spelling

Spelling 1: The word is **discover**.

Sara wanted to be an explorer and **discover** new lands.

The word is **discover**.

Spelling 2: The word is **mission**.

The spy was sent on a secret **mission**.

The word is **mission**.

Spelling 3: The word is **loose**.

For PE lessons, your clothes should be **loose** and comfortable.

The word is **loose**.

Spelling 4: The word is **sign**.

The **sign** showed which way to go.

The word is **sign**.

Spelling 5: The word is **country**.

China is a large **country**.

The word is **country**.

Spelling 9: The word is **sleigh**.

Karen went on a **sleigh** ride in Lapland.

The word is **sleigh**.

Spelling 10: The word is **delicious**.

Misha ate a **delicious** chocolate pudding.

The word is **delicious**.

Spelling 11: The word is **scent**.

Dogs can follow the **scent** of other animals.

The word is **scent**.

Spelling 12: The word is **illusion**.

The magician performed an **illusion**.

The word is **illusion**.

Spelling 13: The word is **re-enter**.

Jane had to **re-enter** the cloakroom to get her gloves.

The word is **re-enter**.

Spelling 14: The word is **parachute**.

The skydiver released her **parachute**.

The word is **parachute**.

Maths

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|--|--|---|---|--|--|--|--|--|--|--|---|
| Autumn | Number Place value FREE TRIAL VIEW | | Free trial Number Addition and subtraction VIEW | Number Addition and subtraction VIEW | Number Multiplication and division A VIEW | Number Multiplication and division A VIEW | Number Multiplication and division A VIEW | Number Multiplication and division A VIEW | Number Fractions A VIEW | Number Fractions A VIEW | Number Fractions A VIEW | Number Fractions A VIEW |
| Spring | Number Multiplication and division B VIEW | Number Multiplication and division B VIEW | Number Multiplication and division B VIEW | Number Fractions B VIEW | Number Fractions B VIEW | Number Decimals and percentages VIEW | Number Decimals and percentages VIEW | Number Decimals and percentages VIEW | Measurement Perimeter and area VIEW | Measurement Perimeter and area VIEW | Statistics Statistics VIEW | Statistics Statistics VIEW |
| Summer | Geometry Shape VIEW | Geometry Shape VIEW | Geometry Shape VIEW | Geometry Position and direction VIEW | Geometry Position and direction VIEW | Number Decimals VIEW | Number Decimals VIEW | Number Decimals VIEW | Number Negative numbers VIEW | Measurement Converting units VIEW | Measurement Converting units VIEW | Measurement Volume VIEW |



Maths

- ▶ **Concrete representation** – a pupil is first introduced to an idea or skill by acting it out with real objects. This is a ‘hands on’ component using real objects and is a foundation for conceptual understanding.
- ▶ **Pictorial representation** – a pupil has sufficiently understood the ‘hands on’ experiences performed and can now relate them to representations, such as a diagram or picture of the problem.
- ▶ **Abstract representation** – a pupil is now capable of representing problems by using mathematical notation, for example, $12 \times 2 = 24$. It is important that conceptual understanding, supported by the use of representation, is secure for all procedures.
- ▶ **Reinforcement** is achieved by going back and forth between these representations.

Year 5 Maths Objectives

Number - Number and Place Value

- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can solve number problems and practical problems that involve all of the above.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Year 5 Maths Objectives

Number - Addition and Subtraction

- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Year 5 Maths Objectives

Number - Multiplication and Division

- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- I can multiply and divide numbers mentally drawing upon known facts.
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- I can solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Year 5 Maths Objectives

Number - Fractions (Including Decimals and Percentages)

- I can compare and order fractions whose denominators are all multiples of the same number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$].
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$].
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can solve problems involving number up to three decimal places.
- I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Year 5 Maths Objectives

Measurement

- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- I can estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
- I can solve problems involving converting between units of time.
- I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.



Year 5 Maths Objectives

Geometry – Properties of Shapes

- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles, and measure them in degrees ($^{\circ}$).
- I can identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
 - other multiples of 90°
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Year 5 Maths Objectives

Geometry – Position and Direction

- I can 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.

Statistics

- I can solve comparison, sum and difference problems using information presented in a line graph.
- I can complete, read and interpret information in tables, including timetables.

Wider Curriculum

- ▶ **Science** - Forces, Properties of Materials, Changes of Materials, Animals inc. Humans, Earth and Space, Living Things.
- ▶ **Geography** - Europe, Connected World, Local Area
- ▶ **History** - Kingdom of Benin, Vikings, Ancient Greece
- ▶ **Art** - Bodies, Insects, Into the Unknown
- ▶ **DT** - Mechanical Systems - Bridges, Textiles - Stuffed Toy, Cooking & Nutrition - Develop a recipe
- ▶ **RE** - The Bible, Remembrance, Islam, Hinduism, Judaism, Why Religion?
- ▶ **Computing** - Information, Video Editing, Physical, Quizzes, Databases
- ▶ **PSHE** - Being me, Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me
- ▶ **Spanish** - School Supplies, Animals and Pets, Clothing, Days-Weeks-Months, Where we are from



Important information

- ▶ PE on Thursdays so come in full PE kit.

Our PE uniform consists of

| Uniform Item | Optional | When worn | Can item be generic |
|--|----------|---------------|---------------------|
| • Black shorts – girls and boys. | No | Every term | Yes |
| • Plain emerald green T shirt with or without school logo – girls and boys. | No | Every term | Yes |
| • Indoor PE – plimsolls or bare feet. | No | Every term | Yes |
| • Outside Sport – black trainers with good grip and support (not plimsolls). | No | Every term | Yes |
| • White socks. | No | Every term | Yes |
| • Plain black tracksuit (optional) – girls and boys. | Yes | Terms 2 and 3 | Yes |
| • Black hairband to tie long hair back- girls and boys. | No | Every term | Yes |

- ▶ Outdoor Learning will be in Autumn 2 (WC 3rd Nov) with day to be confirmed.

Outdoor Learning Kit

Children will need to wear suitable outdoor clothes for Outdoor Learning and also bring waterproof trousers, a waterproof coat and wellies. Outdoor clothing is not optional and must be worn for Forest school, however it does not have to come from any specific supplier or be branded in any way.



Trips, visitors and experiences

Autumn Term

5th November 2025 - Lion King West End Show

Spring Term

None

Summer Terms

Greek Day - Date TBC

29th April 2026 - Wonderdome Planetarium

Sports Week - 6th -10th July



Important upcoming dates

- ▶ Thursday 18th September - Individual and sibling photos
- ▶ Thursday 2nd October - Non-uniform for Harvest.
- ▶ Friday 3rd October - Harvest performances.
- ▶ Tuesday 14th and Wednesday 15th October - Parents Evening meetings
- ▶ Thursday 23rd October - Halloween discos
- ▶ Friday 24th October - Clubs end and end of half term
- ▶ Monday 3rd November - Back to school
- ▶ Friday 5th December - Christmas Fair

Home learning

- ▶ We have new planners! (Thank you if you bought an ice pop last summer!)
- ▶ Reading 5 times a week at home AND recorded in planner.
- ▶ Read to your child every day!
- ▶ 20 minutes a week on Spelling Shed.
- ▶ 20 minutes a week on TTRS.
- ▶ Homework and reading allocated and checked on Mondays.



Useful links

- ▶ [Times Tables Rock Stars: Play](#)
- ▶ [EdShed - Educational products for spelling, phonics, literacy and maths](#)
- ▶ [Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help](#)