

# Year 5 Curriculum PowerPoint 2021-2022

# General Information

- Mrs Russell will be working in our class supporting different groups and covering PPA.
- Mrs Russell will teach the class on Monday mornings, Wednesday and Friday afternoons.
- Year 5 will have Music on Tuesday afternoons for an hour with Mrs James on alternate half terms.
- PE will be on Tuesdays and Fridays.
- However next half term, it will be on Wednesdays and Fridays as Mrs Fenton-Green will be teaching PE.

# Reading

- Change books when necessary.
- Reading raffle on a Friday. All reading records & books need to be in on this day.
- Children will receive raffle tickets for reading throughout the week:

Read x3 = 1 ticket

Read x5 = 2 ticket

Read x8 = 3 tickets

Read x10 = 4 tickets

- Children must read for a good amount of time/chapters to gain a “read”.
- It can include books from home as well as reading scheme books.
- Parents need to sign the reading record.

# Homework

- Each week, the children will have a piece of Maths homework, grammar homework and reading homework.
- These will be given out on Fridays and need to be returned on Wednesdays.
- If they have not be returned by Friday, the children will complete the homework at homework club during lunchtimes.
- Please encourage children to complete their homework in pencil or a writing pen.

# Spelling

- Trialling a new scheme until December.
- Focusing on the teaching of spelling through patterns, graphemes, phonemes and rules.
- No spelling lists sent home.
- Spelling incorporated into the school day – some weeks they will have 2 longer spelling lessons and other weeks they will have 5 short lessons a week. These will be incorporated into English lessons.

# Key Events – Autumn

- Individual photographs – 21<sup>st</sup> September
- Macmillan Coffee Morning – 24<sup>th</sup> September
- Harvest Celebration – 1<sup>st</sup> October
- Saint's Day – 4<sup>th</sup> October
- Black History Assembly – 15<sup>th</sup> October
- Parent's Evening – Monday 18<sup>th</sup> & Thursday 21<sup>st</sup> October
- Show Racism the Red Card – Thursday 21<sup>st</sup> October
- Training day – 22<sup>nd</sup> October
- Anti-Bullying Week – 15<sup>th</sup> November
- Y5 Advent Assembly – 26<sup>th</sup> November
- Christmas Dinner Day & jumper day – 9<sup>th</sup> December
- Christmas Party Day – 16<sup>th</sup> December

# PE Events - Autumn

- Cross Country race 1 – Saturday 25<sup>th</sup> September 10am @ Middleton Park
- Come & Try Netball – Tuesday 28<sup>th</sup> September @ SMM after school.
- Cricket Fun Festival – Thursday 7<sup>th</sup> October 12:30 – 3pm @ Leeds Mod TBC
- Cross Country qualification – Thursday 14<sup>th</sup> October 1-3pm @ Wharfe Meadows
- Cross Country race 2 – Saturday 16<sup>th</sup> October 10am @ Cardinal Heenan
- Cross Country race 3 – Saturday 20<sup>th</sup> October 10am @ Wharfe Meadows

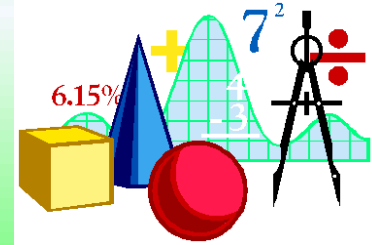
# RE

- Creation – the children will learn the story of Creation and the Fall in the Book of Genesis. They will learn that we are all created in the image and likeness of God and know that God calls us to care for others and all creation with love and respect. They will learn that there are times when we fail to be good stewards of creation.
- God's Covenants – the children will understand that the Ten Commandments are a gift from God to help us. They will learn how Jesus summarised the Ten Commandments (Matthew 22: 36-40) and begin to understand how we can show our love for God by keeping his commandments with his help.
- Inspirational People – the children will learn about the conditions for following Jesus and learn how Jesus described a true disciple. They will identify people today who are an inspiration in their service of others.
- Reconciliation –the children will begin to understand that God loves and forgives us if we are truly sorry and learn that God heals our friendship with him and others through the Sacrament of Reconciliation. They will learn how we can prepare ourselves to receive this Sacrament and learn what happens during the Sacrament of Reconciliation.
- Life in the Risen Jesus – the children will learn the story of the appearance of Jesus to Mary of Magdala and learn that the risen Jesus us present among us in different ways. They will learn about Jesus' teaching on prayer and have a better understanding of the Lord's Prayer. They will learn that we can pray in different ways.
- The Work of the Apostles – the children will reflect upon the Ascension and the transformation produced by the Holy Spirit at Pentecost. They will learn about and reflect on the lives of St. Peter and learn that the Pope is the successor of Peter.
- During the year, we shall also study the Hindu faith.



# Year 5 Maths Curriculum

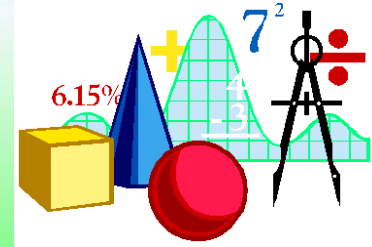
## - Number and Place Value



- 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 zero.
  - Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
  - Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

# Year 5 Maths Curriculum

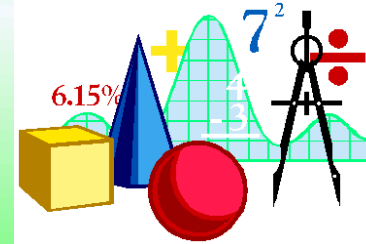
## - Calculations



- 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.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two 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 two-digit numbers.
- 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 appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- 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, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions.

# Year 5 Maths Curriculum

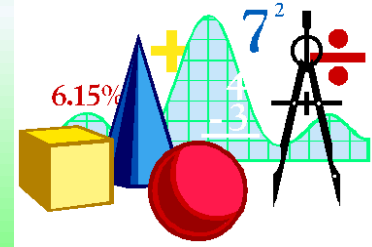
## - Fractions, Decimals and Percentages



- 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  $> 1$  as a mixed number [for example,  $\frac{3}{4} + \frac{3}{4} = \frac{6}{4} = 1 \frac{1}{2}$  ].
- 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,  $0.71 = \frac{71}{100}$ ]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- 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.
- Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25.

# Year 5 Maths Curriculum

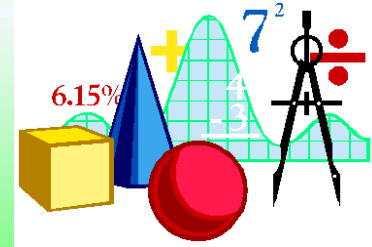
## - Measurement



- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- 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 squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes.
- Estimate volume [for example, using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water].
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

# Year 5 Maths Curriculum

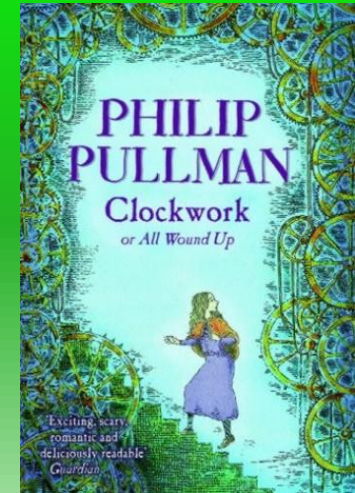
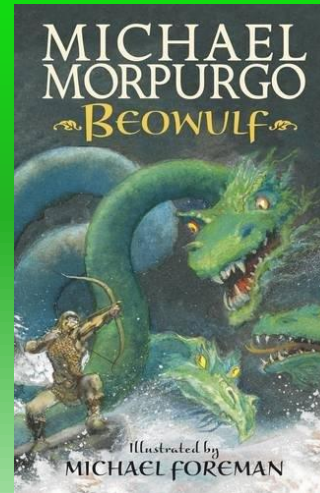
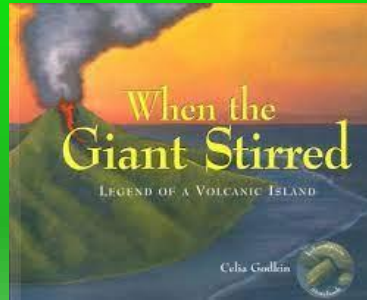
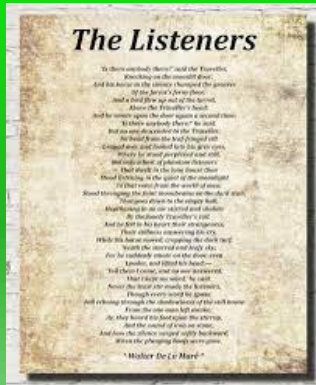
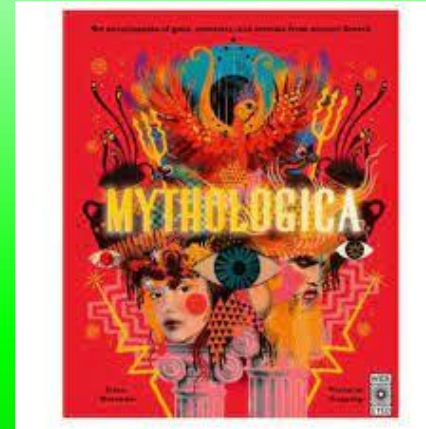
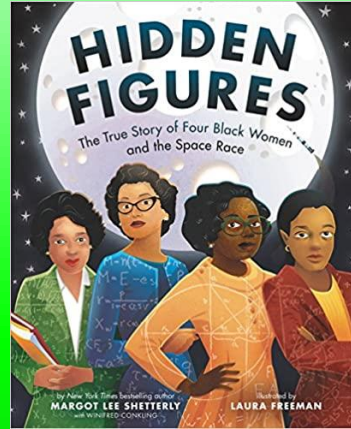
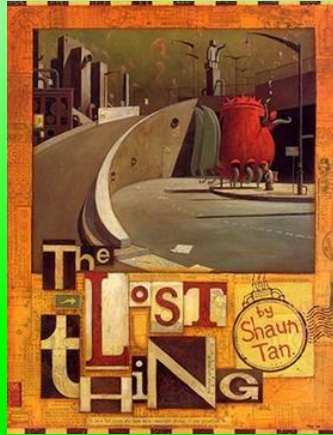
## - Shape, Direction & Statistics



- 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 ( $^{\circ}$ ).
- Identify:
  - angles at a point and one whole turn (total  $360^{\circ}$ )
  - angles at a point on a straight line
  - other multiples of  $90^{\circ}$
- 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.
- 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.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

# English

linkers  
texts  
brainstorm  
creativity  
ideas  
tips  
prompts  
layout  
essays  
punctuation  
drafts  
**writing**



# Non-fiction writing

- Instructions
- Explanations
- Non-chronological reports
- Recounts
- Newspapers

# Year 5 English Curriculum -Reading



- Apply phonic knowledge and skills to read unfamiliar words. Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Understand books (and other texts) read independently.
- Check that the book is meaningful and discuss what has been understood.
- Read and re-read ahead to check for meaning. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- Distinguish between statements of fact and opinion. Identify significant ideas, events and characters and discuss their significance.
- Retrieve, record and present information from more than one source of non-fiction eg when carrying out research.
- Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Justify inferences with evidence from the text.
- Make predictions from details stated and implied information.
- Raise queries about texts and ask questions to improve understanding.



# Year 5 English Curriculum -Reading



- Identify and comment on how language, structure and presentation contribute to the meaning of a text.
- Read books (and other texts) that are structured in different ways.
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.
- Use knowledge of structure of text type to find key information.
- Discuss and evaluate how authors use language, including figurative language, considering impact eg has the author intended to persuade / use bias / imply?
- Identify and comment on writer's use of language for effect eg precisely chosen adjectives, similes and personification.
- Identify and comment on grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- Identify how language, structure and presentation contribute to the meaning of a text.
- Maintain positive attitudes to reading and understanding of what they read.
- Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain a personal point of view, giving reasons for their view.
- Listen to others' ideas and opinions about a text.
- Build on others' ideas and opinions about a text in discussion.
- Recommend books (and other texts) to peers, giving reasons for their choices.
- Present the author's viewpoint of a text.
- Present a personal point of view based on what has been read.
- Listen to other's personal point of view.

# Year 5 English Curriculum -Reading



- Identify and discuss themes and conventions in and across a wide range of writing.
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Identify the effect of the context on a text eg historical or other cultures.
- Read for a range of purposes.
- Make connections between other similar texts, prior knowledge and experience.
- Compare different versions of texts.
- Make comparisons between books (and other texts).
- Explore the meaning of words in context, eg by using meaning-seeking strategies.
- Raise queries about texts.
- Make connections between other similar texts, prior knowledge and experience.
- Compare different versions of texts.
- Present an oral overview or summary of a text.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Learn poems by heart eg narrative verse, haiku.
- 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.

# Year 5 English Curriculum -Grammar & Punctuation



- Use cohesive devices (connecting adverbs and adverbials) to link ideas within and across paragraphs.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose or that
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use brackets, dashes or commas to indicate parenthesis.

# Year 5 English Curriculum -Writing

Pupil can write for a range of purposes and audiences, including a short story:	
<ul style="list-style-type: none"> <li>Choosing appropriate grammar and vocabulary based on the audience and purpose of the text</li> </ul>	
<ul style="list-style-type: none"> <li>making word choices that are effective and can develop/enhance meaning (impact on the reader)</li> </ul>	
<ul style="list-style-type: none"> <li>In narrative: using paragraphs to organise the text – time, place, events</li> </ul>	
<ul style="list-style-type: none"> <li>In narrative - Integrating description, <u>action</u> and dialogue to convey character and plot</li> </ul>	
<ul style="list-style-type: none"> <li>Non-narrative: sustaining and developing ideas in a paragraph, introducing with a topic sentence</li> </ul>	
<ul style="list-style-type: none"> <li>In non-narrative using a range of organisational devices such as headings and subheadings where appropriate</li> </ul>	
<ul style="list-style-type: none"> <li>using some cohesive devices* within and across sentences and paragraphs</li> </ul>	
<ul style="list-style-type: none"> <li>using modal verbs or adverbs to state degrees of possibility</li> </ul>	
<ul style="list-style-type: none"> <li>using a wide range of clause structures, sometimes varying their position within the sentence</li> </ul>	
<ul style="list-style-type: none"> <li>using the following to add detail, <u>qualification</u> and precision:</li> </ul>	<ul style="list-style-type: none"> <li>adverbs / adverbial phrases</li> </ul>
	<ul style="list-style-type: none"> <li>prepositional phrases</li> </ul>
	<ul style="list-style-type: none"> <li>expanded noun phrases</li> </ul>
	<ul style="list-style-type: none"> <li>co-ordinating conjunctions</li> </ul>
	<ul style="list-style-type: none"> <li>subordinating conjunctions</li> </ul>
<ul style="list-style-type: none"> <li>maintaining Standard English forms</li> </ul>	
<ul style="list-style-type: none"> <li>using mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>- commas to clarify meaning and ambiguity</li> </ul>
	<ul style="list-style-type: none"> <li>- punctuation for parenthesis (brackets, <u>commas</u> and dashes)</li> </ul>
<ul style="list-style-type: none"> <li>using relative clauses <u>with</u>: who, which, where, when, that, whose, punctuated correctly</li> </ul>	
<ul style="list-style-type: none"> <li>proof reading for errors in spelling and punctuation</li> </ul>	
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others writing</li> </ul>	
<ul style="list-style-type: none"> <li>spelling all of Y3/4 and common exception words correctly *</li> </ul>	
<ul style="list-style-type: none"> <li>spelling many words correctly* (years 5 and 6)</li> </ul>	
<ul style="list-style-type: none"> <li>producing legible joined cursive handwriting</li> </ul>	

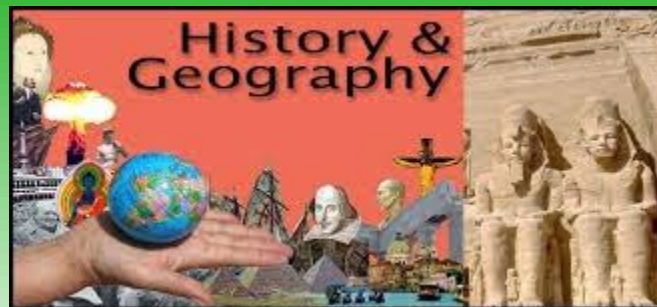
# Science

- Earth & Space
- Forces
- Properties of Materials
- Changes in Materials
- Life Cycle of Living Things and reproduction of plants and animals



# Geography & History

- Europe with a focus on Greece
- Ancient Greece
- Mountains
- Volcanoes & Earthquakes
- Vikings & Anglo-Saxons



# Art & DT

- Art: Formal elements: Architecture
- DT: Food & mechanical systems (pop-up book)
- Art: Skills (sketching, designing, collage)
- DT: Monitoring devices
- Art: Every picture tells a story (artists' work) & design work
- DT: Bridges & Electrical systems



# PSHE

- Healthy relationships
- Living in the wider world
- Health & wellbeing
- RSHE
- Puberty (summer term)



# PE

- Netball & Dance (Inspiration Tree)
- Badminton (Mrs Fenton-Green) & Fitness
- Multi-skills & Gymnastics
- Golf & Hockey
- Rounders & Football
- Tennis & Leadership



# French

- Places and directions
- Christmas
- Hobbies
- Food
- Weather
- Revision of topics



# ICT



- Sharing information
- Drawing
- Video editing
- Databases
- Selections in programs

Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
<b>Sharing information</b> Identifying and exploring how information is shared between digital systems.	<b>Video editing</b> Planning, capturing, and editing video to produce a short film.	<b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.	<b>Flat-file databases</b> Using a database to order data and create charts to answer questions.	<b>Vector drawing</b> Creating images in a drawing program by using layers and groups of objects.	<b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.

# School Houses

Bolton Abbey



Fountains Abbey



Kirkstall Abbey



Whitby Abbey

# Useful Websites

- Google Classroom
- Times Table RockStars
- Love reading 4 kids

Any questions?