

Year 5

Parent Workshops



Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Feel the Force	Adventures Across Antarctica	Children of the Revolution	Reach for the Stars	Journey through the Jungle	Greece Lightning
Power of Reading texts	Floodland <i>By Marcus Sedgwick</i>	Ice Trap <i>By Meredith Hooper</i> Shackleton's Journey <i>By William Grill</i>	Street Child <i>By Berlie Doherty</i>	Cosmic <i>By Frank Cottrell Boyce</i> Cosmic Disco <i>By Grace Nichols</i>	The Explorer <i>By Katherine Rundell</i> The Great Kapok Tree <i>By Lynne Cherry</i>	Mouse, Bird, Snake, Wolf <i>By David Almond</i> The Adventures of Odysseus <i>By Hugh Lupton</i>



MATHS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Reasoning with large whole integers		Integer addition and subtraction		Line graphs and timetables		Multiplication and division			Perimeter and area
	<ul style="list-style-type: none"> Read, write, order and compare numbers up to one million Round numbers within one million to the nearest multiple of powers of ten Read Roman numerals up to M 		<ul style="list-style-type: none"> Use rounding to estimate Use a range of mental calculation strategies to add and subtract integers Illustrate and explain the written method of column addition and subtraction Select efficient calculation strategies 		<ul style="list-style-type: none"> Complete, read and interpret data presented in line graphs Read and interpret timetables including calculating intervals 		<ul style="list-style-type: none"> Identify multiples and factors Investigate prime numbers Multiply and divide by 10, 100 and 1000 (integers) Derived facts Illustrate and explain formal multiplication and division strategies such as short and long Use a range of mental calculation strategies 			<ul style="list-style-type: none"> Investigate area and perimeter of rectilinear shapes Estimate area of non-rectilinear shapes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Fractions and decimals			Angles		Fractions and percentages			Transformations	
	<ul style="list-style-type: none"> Read, write, order and compare decimals Round decimals to the nearest whole number Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) Calculate fractions of amounts 			<ul style="list-style-type: none"> Classify, compare and order angles Measure a draw angles with a protractor Understand and use angle facts to calculate missing angles 		<ul style="list-style-type: none"> Add, subtract fractions with denominators that are multiples of the same number Multiply fractions (and mixed numbers) by a whole number Explore percentage, decimal, fractions equivalence 			<ul style="list-style-type: none"> Coordinates in all four quadrants Translation and reflection Calculate intervals across zero as a context for negative numbers 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Converting units of measure		Calculating with whole numbers and decimals			2-D and 3-D shape		Volume	Problem solving	
	<ul style="list-style-type: none"> Convert between metric units of length, mass and capacity and units of time Know and use approximate conversion between imperial and metric 		<ul style="list-style-type: none"> Mental strategies to add and subtract involving decimals Formal written strategies to add, subtract and multiply involving decimals Multiply and divide by 10, 100 and 1000 involving decimals Derive multiplication facts involving decimals 			<ul style="list-style-type: none"> Classify 2-D shapes and reason about regular and irregular polygons Properties of diagonals of quadrilaterals Classify 3-D shapes 2-D representations of 3-D shapes. 		<ul style="list-style-type: none"> Use cube numbers and notation Estimate volume Convert units of volume 	<ul style="list-style-type: none"> Negative numbers and calculating intervals across zero Calculating the mean Interpret remainders Investigate numbers: consecutive, palindromic, multiples 	



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Fractions

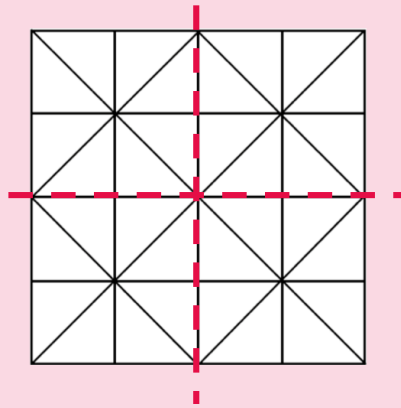
Children in Year 5 are taught to:

- Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)
- Calculate fractions of amounts

Example questions:

Fluency

Equivalent fractions

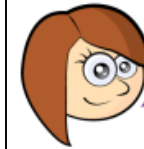


$$\frac{1}{2} = \frac{\square}{4} = \frac{16}{32}$$

$$\frac{1}{4} = \frac{\square}{32}$$

Problem Solving and Reasoning

Rosie says,



To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions Rosie has found for $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16} \quad \frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4} \quad \frac{4}{8} = \frac{1}{5}$$

Are all Rosie's fractions equivalent?
Does Rosie's method work?
Explain your reasons.



READING

Year 5 Reading Objectives

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. (Word Reading)

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by 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. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by 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. (Comprehension)

Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. (Comprehension)

Understand what he/she reads by asking questions to improve his/her understanding of complex texts. (Comprehension)

Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (Comprehension)

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. (Comprehension)

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)

Distinguish between statements of fact and opinion. (Comprehension)

Retrieve, record and present information from non-fiction. (Comprehension)

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. (Comprehension)



Deduction and Inference

Inference: the ability to go beyond the information given in the text based on the reader's personal experience, knowledge or opinion

Deduction: the ability to draw a logical conclusion from the information given in the text

Reading Bookmark



Ideas of useful things to comment on in your child's Reading Record

- ... sounded out (word) independently.
- ... read fluently without relying on sounding and blending.
- ... re-read the sentence to check it made sense.
- ... self-corrected when reading (word/sentence).
- ... answered questions about what might happen next.
- ... explained what he/she had read so far in his/her own words.
- ... answered questions about what he/she had read.
- ... made a prediction about what might happen next, based on what he/she has read.
- ... was able to summarise the events or information they have read.
- ... independently used a dictionary to define a word in order to understand the text better.
- ... independently identified the range of vocabulary, grammar and punctuation features the author has used and explained how it's effect on the reader.

Ideas of useful questions to ask when reading with your child.

Vocabulary:

- What do the words ... and ... suggest about the character, setting and mood?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means...

Infer

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of ... show that they are ...

Predict:

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

Explain:

- What structures has the author used?
- The mood of the character changes throughout the text.
- How does the author engage the reader here?

Retrieve:

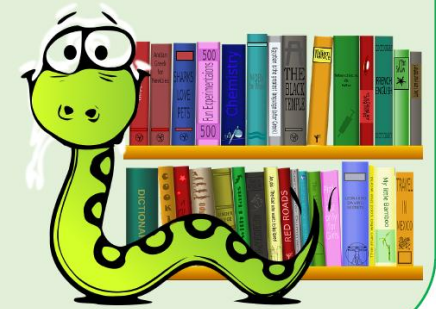
- How would you describe this story/text? What genre is it? How do you know?
- How did...? /How often...?

Summarise:

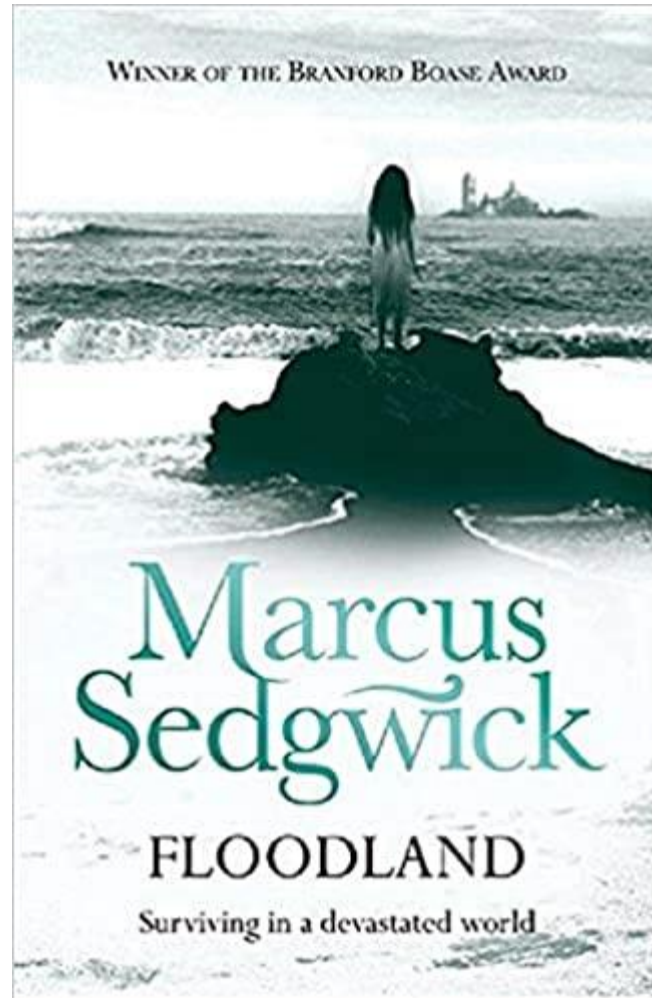
- Can you number these events 1-5 in the order that they happened?
- Can you summarise in a sentence the opening/middle/end of the story?

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Deduction and Inference



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Summarise:

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WRITING

Year 5 Writing Objectives

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. (Composition)

Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. (Composition)

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. (Composition)

Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. (Composition)

Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. (Composition)

Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify. (Vocabulary, Grammar and Punctuation)

Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. (Vocabulary, Grammar and Punctuation)

Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. (Vocabulary, Grammar and Punctuation)

Use commas to clarify meaning or avoid ambiguity. (Vocabulary, Grammar and Punctuation)



Grammar

Year 5 Grammar Terminology

- Relative clause
- Relative pronoun
- Modal verb
- Parenthesis
- Cohesion



How are we supporting the children following the school closure?

Whole Class Feedback Sheet – EXAMPLE

DATE:			LESSON: Maths		
LO:			<i>To use mental strategies for addition and subtraction.</i>		
Recognition and Presentation			Need Further Support		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Challenge			Basic Skills Errors		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Misconceptions and Next Lesson Notes					
<ul style="list-style-type: none"> • Most of the class were using partitioning as a mental strategy. • Have place value charts available in tomorrow's lesson. • TA to work with Child C, Child L and Child R in tomorrow's lesson – use counters to support the mental strategies. • Teacher to work with Child A, Child G, Child P and Child X tomorrow on a problem solving challenge to further develop written reasoning. 					
Absent from this lesson: Child S					

This is an example of our whole class marking and feedback form. This is used to assess the children at the end of every piece of learning and informs our planning of the next lesson.

