



Inspire Education Trust

Together we achieve, individually we grow

Curriculum Information Evening Year 5



Clifford Bridge
Academy



Hearsall
Community Academy



Stockingford
Academy



Walsgrave
Church of England Academy



Whittle
Academy

Aims



- To provide more information for parents and carers about the Year 5 Curriculum
- To highlight key events across the year
- Share information on how you can help/support your child with their learning

Don't worry... there will be the opportunity talk to you one-to-one as well!

We are part of Inspire Education Trust



- Walsgrave Church of England Academy
- Clifford Bridge Academy
- Whittle Academy
- Hearsall Community Academy
- Stockingford Academy
- Blue Coat Church of England Academy



- 6 schools – 5 Primary 1 Secondary
- Mixed MAT – 2 Church of England schools
- Pupils – 3,800
- Staff – 500
- 2 Local Authorities

**Working together for
the benefit of all of
our pupils and staff**

Staff in Year 5



Class Teachers: Miss Youden

Support Staff: Miss Brewer

Phase Leader for Years 5-6: Miss Antcliffe



Curriculum Subjects



- English
- Mathematics
- Science
- Thematic Curriculum
- Religious Education
- PSHE
- MFL
- Computing/ICT
- PE

English in Year 5



English throughout Year 5 covers the following:

- Reading
- Writing
- Grammar
- Punctuation
- Spelling
- Handwriting





Writing in Year 5

At the end of Y5, children working at the expected standard should be able to:

| |
|---|
| Grammar and Punctuation |
| Write sentences including relative clauses beginning with relative pronouns e.g. <i>who, which, where, when, whose, that</i> |
| Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> |
| Use devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly</i> |
| Identify and use modal verbs to express future time and possibility e.g. <i>might, should, will, must; I might go to the park. They should be home soon.</i> |
| Begin to use the perfect form of verbs to mark relationships of time and cause (present perfect and past perfect) |
| Use brackets, dashes and commas to indicate parenthesis |
| Use commas to mark clauses and phrases to clarify meanings or avoid ambiguity |
| Use the range of punctuation taught at in lower Key Stage 2 mostly correctly |
| Composition |
| Plan writing by identifying the audience for and purpose of the writing |
| Begin to select appropriate grammar and vocabulary, considering how such choices can affect meaning |
| In narrative writing, describe settings and characters |
| In non-narrative writing, use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining |
| Link ideas across paragraphs using adverbials of time, place and number or tense choices |
| Edit vocabulary and grammar to improve consistency and effect |
| Proof-read for spelling and punctuation errors |
| Use an increasingly rich vocabulary, including ambitious vocabulary for their age |
| Transcription: Spelling |
| Spell some of the Y5/Y6 words correctly and use these appropriately in writing |
| Use some Y5 spelling rules and patterns from Spelling Strand Tracker within their writing |
| Transcription: Handwriting |
| Write legibly and fluently, with increasing speed (joined handwriting) |

For children who have met all of the above criterion, they may then considered for working at a greater depth.

| |
|---|
| Greater Depth: Year 5 |
| Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing * |
| Integrate dialogue to convey character and advance the action in narrative writing |
| Use a range of descriptive language to show atmosphere in narrative writing |
| Use a range of devices to build cohesion within and across paragraphs |
| Begin to write in a formal style when appropriate |



Grammar and Punctuation

Writing (including Grammar and Punctuation) objectives for Y5

At the end of Year 5, children working at the expected standard should be able to:

| Grammar and Punctuation |
|---|
| Use expanded noun phrases to convey complicated information concisely |
| Write sentences including relative clauses beginning with relative pronouns e.g. <i>who, which, where, when, whose, that</i> |
| Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> |
| Identify and use modal verbs to express future time and possibility e.g. <i>might, should, will, must; I might go to the park. They should be home soon.</i> |
| Use brackets, dashes and commas to indicate parenthesis |
| Use commas to mark clauses and phrases to clarify meanings or avoid ambiguity |
| Know and use the following words accurately when talking about sentences: <ul style="list-style-type: none">• Modal verb• Relative clause, relative pronoun• Parenthesis• Bracket, dash• Cohesion• Ambiguity |
| Begin to use the perfect form of verbs to mark relationships of time and cause |



Spelling

| |
|--|
| Transcription: Spelling |
| Spell some of the Y5/Y6 words correctly and use these appropriately in writing |
| Use a thesaurus |
| Use Y5 spelling rules and patterns within their writing [RWInc Spelling 5] |
| Use dictionaries to check the spelling and meaning of words |
| Transcription: Handwriting |
| Write legibly and fluently, with increasing speed (joined handwriting) |

Children will be sent home with weekly spellings to learn and will be tested on these the following week. The results of these tests can be found at the back of your child's diary.

There is also a list of the statutory spellings at the back of their diaries for them to learn.

Year 5 and 6 Statutory Spellings

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



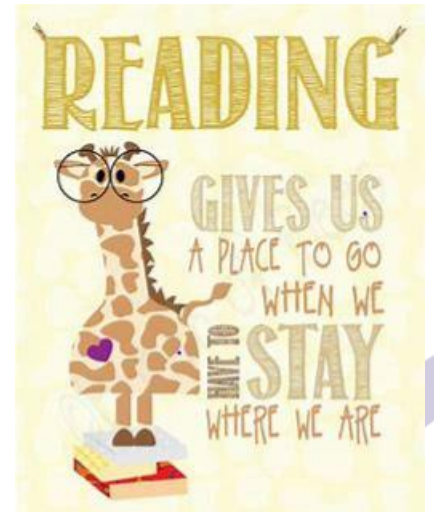
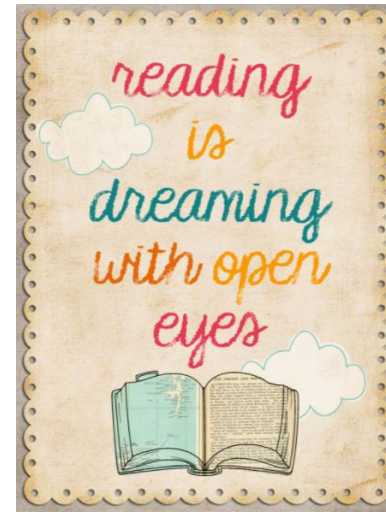
Reading

| Word Reading |
|--|
| Read age-appropriate books with confidence and fluency (including whole novels) * |
| Read with intonation that shows understanding * |
| Apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. |
| Comprehension |
| Make comparisons within and across books * |
| Work out the meaning of words from the context * |
| Explain and discuss their understanding of what they have read * |
| Draw inferences (such as characters' feelings, thoughts and motives) and justify these with evidence * |
| Predict what might happen from details stated and implied * |
| Summarise main ideas, identifying key details and using quotations for illustration * |
| Evaluate how authors use language, including figurative language, considering the impact on the reader * |
| Retrieve, record and present information from non-fiction * |
| Read and discuss a wide range of fiction, poetry, plays, non-fiction and other reference material |
| Read books that are structured in different ways and read for a range of purposes |
| Talk with confidence about a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions |
| Recommend books to their peers, giving reasons for their choices |
| Identify and discuss themes and conventions in and across a wide range of writing |
| Know a range of poetry by heart |
| Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience |
| Ask relevant questions to improve their understanding |
| Identify how language, structure and presentation contribute to meaning |
| Distinguish between statements of fact and opinion |
| Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously |
| Provide reasoned justifications for their views |

During the school day, the children will have a mixture of guided or whole class reading sessions that focus on developing their reading skills.

In addition to this, they will be heard read by an adult fortnightly or more frequently if needed.

The expectation is that your child will read at home and record it in their diaries **at least** three times a week, ideally daily.



Maths



This year, the children will revisit the different areas of maths and also complete a weekly arithmetic session.

The Maths No Problem overview is an example of which topics are covered.

PRIMARY MATHS SERIES – YEAR 5 AT A GLANCE

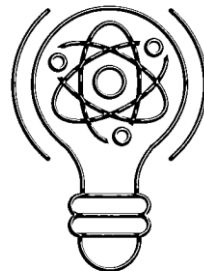
| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|---------|---|---|--|
| Week 1 | Number and Place Value: Numbers to 1 000 000 LESSON BREAKDOWN | Fractions, Decimals and Percentages: Fractions LESSON BREAKDOWN | Geometry – Position and Direction: Position and Movement LESSON BREAKDOWN |
| Week 2 | | | Measurement: Measurements LESSON BREAKDOWN |
| Week 3 | | | |
| Week 4 | Calculations: Addition and Subtraction LESSON BREAKDOWN | Mid-year (A) Tests and Remediation | Measurement: Area and Perimeter LESSON BREAKDOWN |
| Week 5 | | | |
| Week 6 | Calculations: Multiplication and Division LESSON BREAKDOWN | Fractions, Decimals and Percentages: Decimals LESSON BREAKDOWN | Measurement: Volume LESSON BREAKDOWN |
| Week 7 | | | |
| Week 8 | | Fractions, Decimals and Percentages: Percentage LESSON BREAKDOWN | |
| Week 9 | | | |
| Week 10 | Calculations: Word Problems LESSON BREAKDOWN | Geometry – Properties of Shapes: Geometry LESSON BREAKDOWN | Number and Place Value: Roman Numerals LESSON BREAKDOWN |
| Week 11 | Statistics: Graphs LESSON BREAKDOWN | | Review and Revision |
| Week 12 | | | End-of-year (B) Tests and Remediation |



Science

- To inspire a sense of excitement and curiosity about the world around us
- To develop scientific skills including questioning, investigating, observing and drawing conclusions
- To develop scientific knowledge and understanding
- To use scientific concepts to explain everyday occurrences
- To explore and appreciate the work of a range of great British and World scientists

| | | | | | | |
|--------|------------------|------------------|-----------------------------|----------------|-----------------------|--------------------|
| Year 5 | Property Puzzles | Forces in Action | A: Destination: Outer Space | Circle of Life | The Chemistry Kitchen | Don't stop me now! |
| | | | B: Danger: Low Voltage | | | |



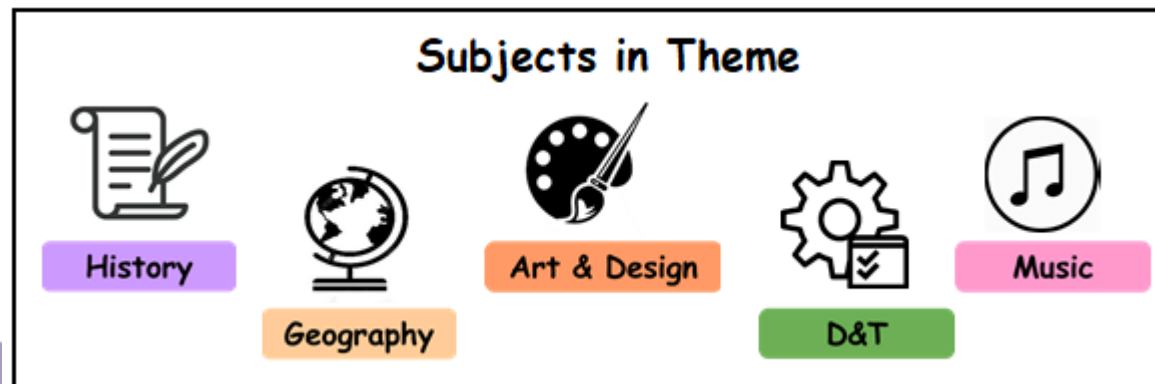


Theme

The subjects covered within The Thematic Curriculum are History, Geography, Music, Art and Design Technology.

There are also key opportunities to apply skills from English, Maths, Science and ICT. We also plan opportunities to develop Enterprise and Thinking skills.

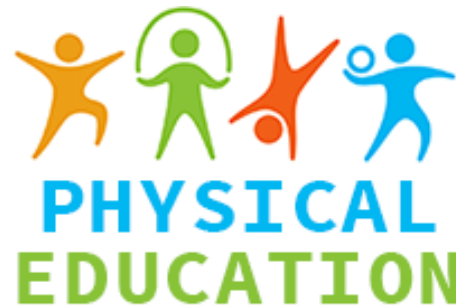
| | | | |
|------------------------------------|--|---|---|
| Upper Key Stage 2 | Disaster! (S) Natural and man-made disasters | Greek Legacy (A) A study of modern and ancient Greece | Wild Waters (H & L) Rivers and Coasts |
|------------------------------------|--|---|---|



PE in Year 5



- Children to come to school in their PE Kit on PE days.
- PE Kit requirements: white t-shirt, black shorts or jogging bottoms. Trainers/pumps.
- PE Days: Monday and Thursday
- Please remember that earrings must be taken out and as in school, long hair must be tied back.



PE in Year 5



It is important to remember that PE is part of the National Curriculum and is compulsory.

Some of the sports we will cover this year are:

Rugby Athletics

Dance

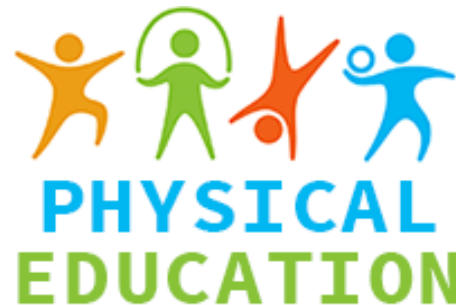
Gymnastics

Football

Handball

Cricket

Hockey



Other Subjects



Other subjects we will teach this year include:

- RE: Develop enquiry skills based upon Christianity and Islam.
- PSHE: Personal, social and emotional health education





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General Reminders

Uniform



- Full school uniform must be worn everyday.
- Earrings – one small stud only in each ear
- Hair – long hair must be tied up. No extreme hair styles are allowed. Accessories should be simple and in the school colours.
- No make up, nail polish or acrylic nails.

Please ensure all items of your child's uniform and PE kit are named clearly.

Attendance



Attendance is extremely important – every lesson counts

- If your child is sick, please phone school on the first day
- Please limit appointments in the school day
- Holiday requests during term time – *only approved in exceptional circumstances!*
- Medicines in school
 - Asthma inhalers – labelled please!
 - Prescription medicines to the office.

Home learning



Home learning is very important in Year 5.

Home learning includes:

- Weekly spellings (tested every Friday)
- Reading at least 3 times a week (at home)
- Additional maths & English available online

Year 5 Rewards



We love to celebrate big and small successes.

Year 5 rewards include:

- Merit certificate
- Raffle tickets (which means prizes!)
- Stickers
- Personalised Certificates
- Dojo Points
- Celebration days



Contacting School



If you have any worries or concerns, please contact class teachers or pastoral staff through the school office or at the start and end of the school day.

Year 5 Team

Miss Youden

Miss Brewer

Pastoral Team

Luke Harris

Any questions?





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Thank you for attending