



Welcome
to
Year 5
2020-21

Learn – Enjoy – Succeed

Miss van Bergen
Miss Butt

Head of Year: Miss van Bergen

Year 5 will be an exciting and challenging year for your child. Building on the skills they have gained within Lower Key Stage 2, the emphasis will be on cultivating and applying independence and confidence along with embedding the characteristics of effective learning.

The School Day

This year, our school day looks a little different to past years. Due to the continued need to minimise contact between groups of children, we will be implementing year group sized 'bubbles'. To avoid creating busy corridors, entrances and exits, we will be having staggered start and finish times through different gates, along with staggered break times and lunch times.

For Year 5, the school gates will open just before 8:50am. Holly Class will enter the school through Gate C and Chestnut Class will enter through Gate D and need to be in school by 9:00. Upon entry, children will immediately make their way to their classroom where they will be greeted by a member of staff and start the day.

Breakfast Club will no longer be serving food. They will be purely a childcare facility. All children within the school will be provided the option of breakfast, each morning as they enter the classroom. We have teamed up with Magic Breakfast (a member of the National School Breakfast Programme) to ensure that no child starts the day too hungry to learn. The scheme offers premium quality bagels and a range of different types of healthy cereal for free.

At 3:20pm, the day will end for Year 5. They will be collected from the same gate they entered the school through at the start of the day, and need to be collected by 3:30pm. If you are unable to collect your child, please inform the office and/or class teacher, identifying who will be collecting. A password will be required to release your child to the nominated parent/adult which should be logged with the office.

Playtime

In Year 5, there is one playtime of 15 minutes at 10:45am in addition to a one-hour lunch break from 12:10pm. Outdoor equipment will be provided for the children to use.

Lunch

We encourage all children to have a healthy school meal. The school kitchen provides us with a well-balanced nutritional menu; typically, this will be a hot meat or vegetarian meal with salad/vegetables, yoghurt and fruit as a dessert. We make every effort to meet the dietary requirements of children within school, however special requirements must be shared with the office staff.

Children eating packed lunches take their lunch at the same time as the other children. Please ensure that they have a healthy lunch including a piece of fruit each day. Their food must not include any nuts, fizzy drinks or chocolate!

Note: Should your child wish to change from or to school dinners, you will need to provide the office with at least three weeks' notice.

Free school meals (FSM) are a crucial entitlement for low income families. It helps to ensure that children within Year 3 or above from the lowest income families get a nutritious meal in the middle of the day. If your child is not eligible for Free School Meals, you must ensure that payment (£2.30 per dinner) is made in advance by Friday for the week ahead.

Extended Day Provisions

We provide additional services before and after the normal school day to support our busy families as well as help the children achieve their full potential. Due to current circumstances, these services have been limited but still include wrap around care with breakfast club, stay and play, and a reduced afterschool club service.

For further information about current availability, please contact the school office (office@watlingparkschool.org.uk) or the Extended Day Provision Lead, Ms Lulu (clubs@watlingparkschool.org.uk).

Communication

Although the school has an open door policy, it is important that teachers are not distracted whilst supervising the children which includes when collecting and dismissing the children at the start and end of the day.

Minor concerns or messages may be shared quickly during this time, however, for longer or more confidential conversations, an appointment should be made, either directly with the member of staff or through the office. For the foreseeable future, parents/carers will not be allowed onsite without an appointment.

Note: Parents should always contact the class teacher in the first instance before progressing to a more senior member of staff. This should be done, where possible, through ClassDojo.

Whilst we make every effort to be proactive in informing parents about important events which have taken place during the day, this is not always immediately possible.

The School Curriculum

National Curriculum

Children will follow the age related expectations for Year 5 outlined within the National Curriculum [Appendix A].

Core Subjects	Foundation Subjects
English – Reading and Writing	Art and Design
Mathematics	Design and Technology
Science	Geography
	History
	Computing
	Music
	Physical Education (PE)
	Modern Foreign Languages

Schools are also required to teach RE (Religious Education) as well as PSHCE (Personal, Social, Health and citizenship Education). Children might often refer to 'Jigsaw' instead of PSHCE as we follow a whole school approach where each lesson is referred to as a piece of a bigger puzzle.

Cross Curricular Topics

Across the whole school, we take a cross-curricular approach to learning. Through a main topic, such as 'European Invaders', learning is put into context by the integration and coherent sequencing of knowledge and skills from all subject areas. This makes learning broad and balanced whilst developing enjoyment and motivation, higher order thinking and questioning skills, curiosity and independence.

	Autumn	Spring	Summer
Year 5	European Invaders <i>Anglo-Saxons and Vikings</i> 	Space Odyssey <i>Earth and Space</i> 	The New World <i>North America</i> 

See the 'Curriculum Overview' and 'Topic Webs' (which are published at the beginning of each term) for further information about each topic taught.

English – Reading

During the school week, there will be multiple opportunities for your child to explore a range of different texts either through a class book linked to the topic, as part of a group within guided reading sessions or individually during quiet reading.

Children may be asked to explore particular words or phrases or aspects of grammar and punctuation that have been taught, such as adjectives and apostrophes. They may be asked to consider the effect of language, the author's style or to discuss the characters and their motivations.

English – Writing

Children are given a variety of opportunities to write in many different genres (i.e. narrative, recount, report, instructions, etc.) across the curriculum. They are encouraged to develop their work by writing consistently in full sentences, using more sophisticated grammar and descriptive language in order to engage the reader. The importance of accurate punctuation in all forms of writing is not only encouraged but expected.

Children will continue to learn and apply a range of spellings, including rules and strategies, within all writing opportunities. They will also learn commonly misspelt words, as suggested by the National Curriculum (see below), during spelling lessons.

Year 5 and 6 Statutory Spellings

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

It is expected that children write using a cursive joined style which will be practised during weekly handwriting lessons.

a b c d e f g h i j k l m n o p q r s t u v w x y z

In Year 5, children will be given the opportunity to earn a pen licence by demonstrating their ability to meet a range of criteria. Once the teacher is confident that the child has met all of the criteria, they will receive their pen licence and their first pen. They will then have the choice to work in pen or pencil as appropriate for the task at hand.

Speaking and Listening

Speaking and listening is an extremely important part of the curriculum. Our aim is to create a classroom environment where children feel confident to express their ideas and opinions without judgement. Equally, they are expected to listen to others with respect and consideration.

Mathematics

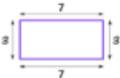
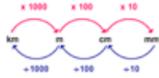
Across the school, we have adopted the Maths Mastery approach. It emphasises the importance of acquiring a deep, long-term, secure and adaptable understanding of the subject. Through the use of concrete resources, pictorial representations and abstract notation (which is often referred to as the C-P-A approach), children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.

We fundamentally believe that, all pupils are entitled to and are capable of succeeding within maths. We endeavour to not only develop the mathematic skills and understanding required for later life, but also an enthusiasm and fascination about maths itself.

The curriculum is organised into units, beginning with concepts of number which are then utilised and built upon within all other areas. Concepts are taught in small increments with significant time spent on developing deep knowledge of the key ideas (i.e. number and place value, the four operations, as well as multiplication and division facts) that are needed to underpin future learning.

While Mathematics is taught mainly as a discrete subject, every effort is made to link maths with other areas of the curriculum.

Although this is subject to change, Maths within Year 5 is expected to be taught in the following order (please see overleaf).

Autumn 1	07.09.19	14.09.19	21.09.19	28.09.19	05.10.19	12.10.19	19.10.19
	 Unit 1 Place Value within 100,000	 Unit 2 Place Value within 1,000,000	 Unit 3 Addition and Subtraction		
Autumn 2	02.11.19	09.11.19	16.11.19	23.11.19	30.11.19	07.12.19	14.12.19
	 Unit 3 Addition and Subtraction	 Unit 4 Graphs & Tables	 Unit 5 Multiplication and Division	 Unit 6 Area & Perimeter	...		
Spring 1	04.01.20 <i>(4 days)</i>	11.01.20	18.01.20	25.01.20	01.02.20	08.02.20	
	 Unit 7 Multiplication and Division	 Unit 8 Fractions		 Unit 9 Fractions			
Spring 2	22.02.20	01.03.20	08.03.20	15.03.20	22.03.20	29.03.20	
	 Unit 9 Fractions	 Unit 10 Fractions	 Unit 11 Decimals & Percentages				
Summer 1	19.04.20 <i>(4 days)</i>	26.04.20	03.05.20 <i>(2 days)</i>	10.05.20	17.05.20	24.05.20	
	 Unit 12 Decimals				 Unit 13 Properties of Shape		
Summer 2	07.06.20	14.06.20	21.06.20	28.06.20	05.07.20	12.07.20	19.07.20
	 Unit 14 Properties of Shape	 Unit 15 Position and Direction	 Unit 16 Converting Units		 Unit 17 Volume & Capacity

Physical Education (PE)

PE will be taught twice a week. It is important that your child has the correct kit. They will need: navy shorts, school tracksuit top and bottoms, red polo t-shirt, and suitable sports shoes. Lessons may take place inside or outside depending on the weather conditions.

Although the days and times are subject to change, PE lessons will be taking place on **Wednesday** and **Thursday** for the first half of the term, and **Tuesday** and **Thursday** for the second half of the term. Further information will be provided on the classroom door.

On PE days, children will be required to wear their PE kits to school, to limit the number of items being brought in from home as well as reduce the potential for contact and help maintain social distancing.

Music

Learning a musical instrument can be one of life's greatest joys. Musical endeavour can lead to higher levels of self-confidence, self-motivation and self-discipline. If you would like your child to have the opportunity to receive instrumental tuition from a professional teacher, please enquire at the office (office@watlingparkschool.org.uk) for available spaces as well as the expected tuition fee.

Note: Children will require their own instrument to practice.

MFL

We offer Spanish as our Modern Foreign Language. This is taught by Mrs Lilywhite.

Trips and Visits

The impact of educational trips is an important element in developing a child's knowledge and understanding of the world. They not only engage and stimulate curiosity, they also provide hands-on opportunities for children to see more abstract ideas discussed during lessons in reality. However, the school is unable to fund trips and visits, so if we do not receive enough payments from parents/carers, they will sadly be cancelled.

Parents and carers will be informed about the expected cost of all trips and visits at the beginning of the academic year. You will be able to pay this as a one-off payment or in instalments. You may be charged for a small number of additional events, but we will aim to keep this to a minimum.

Note: Being eligible for Free School Meals/Pupil Premium does **NOT** entitle you to free trips, visits or events. Please speak to the office for further advice or guidance.

Homework

Homework is used to reinforce or extend the work completed during lessons.

Each half term, a table containing a range of activities, linked to the current topic, will be posted to the Class Story on Class Dojo. Each week your child will be asked to complete one activity of their choice, either by themselves or with your support. The stars at the top of each column gives a different level of challenge. Each child is asked to complete at least one three-star challenge each half term.

Once an activity has been completed, the children should submit evidence of the task to their portfolio on Class Dojo. Teachers will then respond to each piece of work uploaded with a comment. For those children who do not have access to the internet, a paper copy of the activities can be provided.

We also appreciate your feedback, so please send the class teacher a message if your child has found any homework particularly challenging.

Guidelines to support your child with home learning:

- Little and often! Encourage your child to do a little bit of homework every day, so it is not left until the night before.
- Create the right atmosphere for learning. Choose a time when your child is not too tired or hungry. Remove or turn off all electrical gadgets.
- Have equipment ready to support their learning.
- Talk to your child; it will help deepen their understanding.
- Learn together! Do not be afraid to show them that even adults are still learning.

Reading

It is essential that your child reads aloud with you at home for at least 15 minutes per day. Children will be given access to a range of digital texts (and may be given the opportunity to select a book) at an appropriate level, to support reading at home. Details to access these will be provided by your child's teacher. Parents/Carers should ask questions about the text to further develop comprehension skills in addition to their understanding of vocabulary and content [Appendix B].

Depending on the length of the books they choose, will determine how often they should be changed. On average, a child within Year 5 should change their book at least once per week.

Each time your child reads a book or digital story, you should record their progress within their reading diary by signing and dating the corresponding box along with writing a brief comment.

Reading for pleasure is also highly recommended and encouraged. See Appendix C for a list of recommended books which are age appropriate.

Spelling

Each week, your child will be assigned spellings to practice and learn. This should be done at least 3 times per week for approximately 10 minutes. See Appendix D for a number of recommended strategies that could be used.

Maths

It is really important that your child develops a secure sense of number. Children with good number sense can:

- Manipulate numbers to make calculations easier, and are flexible in their approach.
- Assess the reasonableness of an answer, and routinely estimate answers before calculating.
- Identify connections and readily spot patterns in numbers.
- Use several approaches to calculate and solve problems.

To achieve this, it is vital that your child is able to fluently recall:

- The number bonds and related subtraction facts to 10, 20, 100 and beyond.
- Different ways of constructing numbers (i.e. $12 = 10 + 2 = 6 + 6 = 5 + 5 + 2 = \dots$).
- The multiplication and division facts for **ALL** the times tables.
- A variety of mental strategies for adding and subtracting.

It is important that they practice the above concepts regularly at home (at least 3 times per week for approximately 10 minutes) so that they become embedded. This can be achieved whilst completing day to day activities like cooking, shopping and walking to school as well as by playing or completing a variety of games and puzzles (e.g. Uno, Rummikub, Sudoku, Monopoly etc.), including those invented by yourself or your child.



Children are also able to access online activities through 'Mathletics'.
<https://www.activelearnprimary.co.uk/login>

Other useful websites include:

- <https://www.topmarks.co.uk/maths-games>
- <https://nrich.maths.org/>
- <https://www.mathsisfun.com/>

Half Term Projects

During each holiday, every child within the school, will be given a project to complete. These projects are generally linked to either the time of year or specific event/concept.

Weekly Information

At the end of each week, class teachers will post a brief message (i.e. congratulations to the Stars of the Week, information about a specific event, etc.) along with a few sentences about what the children will be learning within the following week (for English, Maths and Topic) in addition to providing a few suggested activities to pre-teach content. This will replace the information that was previously going into the fortnightly newsletter.

General Information

Water Bottles

All children should have a water bottle with their name on in school every day.

Snack

If you would like to provide your child with a healthy snack (i.e. fruit) to eat during the morning playtime you may do so.

Birthday Treats

However, if you wish to do so, these can be distributed by yourself at the end of the day, provided there is enough for all children within the class. As with all food brought into school these **must not include nuts. Until further notice, permission must be granted by the school before handing anything out.**

Uniform

At Watling Park School, we pride ourselves on our 'Look Smart, Think Smart' philosophy and ask parents to support us in instilling this ethos in the children. Please see the 'School Uniform Code' for further information about requirements and expectations. Although the children will be returning to school in uniform, there will be some temporary adjustments due to current circumstances, including the removal of the expectation to wear a blazer and tie.

Our school uniform promotes a sense of pride in the school, looks smart and makes children feel equal to their peers in terms of appearance. Uniform should be worn with pride for the reason that everyone has the same smart appearance and celebrates belonging to the same school.

Please ensure that all uniform (including PE Kits, shoes and trainers) are clearly labelled with your child's name and class. Items occasionally are misplaced by the children and, if clearly labelled, can be returned when found. 'Iron on' and 'sew on' name tags can be purchased online. Permanent marker pens and biro pens (which will need re-writing after a period of time) are a quick and effective way of labelling items.

Please Note:

- It is essential that children have a waterproof coat in school every day during the Autumn and Spring terms.
- Sensible, black girls' boots can only be worn after October half term until February half term. Boots with fancy fur trims, jewels, high heels etc. are not acceptable.
- Wellington boots may be worn on snowy and icy days however school shoes should be provided in a bag to be worn in classrooms.
- Long hair should be tied back using only navy and black hair bands and/or clips.
- Watches and small stud earrings are the only permitted jewellery items, but they must be removed during PE, games or swimming.
- Nail varnish and make-up must not be worn.
- The school respects cultural dress and the uniform may be modified accordingly in consultation with the headteacher.

Parent Teacher Consultations

The first Parent Teacher Consultation at the beginning of October has two functions - reviewing the start of term and setting up a dialogue with the class teacher. Where relevant, the teacher will indicate initial targets for your child and request your support. This meeting will be taking place online via Zoom.

The second Parent Teacher Consultation will be held in the Spring Term. This meeting will provide further details of your child's progress and attainment.

End of Year Report

At the end of the academic year, a written report on all subject areas will be sent out to parents. You will be given the opportunity to speak to the teacher briefly regarding this as well as to meet your child's new teacher.

Parental Engagement and Events

Depending on Covid-19, there will be many opportunities for you, as parents, to come in to school and take part in various activities or events. These may include workshops, special activity days, class performances and/or charity days (such as Red Nose Day) – further details will follow.

Attendance

If your child is absent for any reason please phone/email on the day by 8:30am, and follow this up with a letter which is a legal requirement giving the date and reason for absence.

Office email: office@watlingparkchool.org.uk

Please be sure that when your child says that they are unwell, they are truly feeling poorly. Many hours of learning time are missed due to children saying they feel ill when there may be other reasons for not wanting to come to school. Children often say they feel unwell, particularly at the start of a new term or new year group. During the Autumn and Winter months, children may feel colder than usual or be more difficult to rouse in the dark mornings. Quite often, children who come to school feeling slightly tired or unwell, pick up in the first 15 minutes of the day. Please speak to your class teacher if you are concerned at any point.

All adults in school are very experienced and will always monitor children and alert parents during the school day if they feel a child is not well enough to attend school.

Holidays

Children **MUST** avoid missing school for holidays. This absence will **NOT** be authorised and you may incur a fine. We understand that many special religious or cultural events fall inside the term time. A written request to the headteacher is required in order for religious or special/exceptional leave to be authorised. The form is available from the school office. Any child who is absent before or after any holiday period without official medical evidence will incur a fine (£120 per day per parent).

Punctuality

Please ensure your child is in school on time every morning. Many hours of learning are missed due to lateness. Learning begins at 8:50am. Your child will miss valuable learning experiences as well as social experiences if they arrive after this time. Please be aware that, often, a child's self-esteem can fall as they feel uncomfortable entering a full classroom of children in the middle of learning. Regular lateness on the part of the parent may cause your child to say they are unwell, so they can stay at home and do not have to feel embarrassed.

At Watling Park School, you will be asked on a daily basis to provide reasons for lateness. Whilst we appreciate that at times there may be traffic incidents, this will not be counted as a reason for regular lateness. If you live a distance away from the school and drive or have to take public transport, we urge you to leave at least 10-15 minutes earlier.

Medical

Please advise us of medical appointments in advance.

Please ensure your contact details are updated in case of emergencies at school.

If your child is prescribed a medicine (by a pharmacist, dentist or doctor) please collect and complete 'Form 1' from the office. This must be completed before any medication can be administered in school (this includes creams). All medicine (with suitable spoon) must be labelled with your child's name, in the original container and expiry date checked.

School Policies

Copies of up to date school policies can be accessed through the school website - www.watlingparkschool.org.uk

Watling Park's Parent Association (WPPA)

WPPA will be established as the new parents' organisation for the school. Its purpose will be to raise funds for local charities and the school along with organising social events for parents and children, as well as playing an important role in helping children and parents feel part of our school community.

The committee will meet on a regular basis through the course of the year. All members of the school community (such as parents/carers, staff, grandparents etc.) are welcome to attend these meetings.

Each year group will be represented on the committee by at least one parent. These parents will act as spokespeople and share information with other parents from your child's class, so we hope you can get involved.

The first endeavour we will be raising money for is the further enhancement our playground to support the engagement and physical development of our children.

Appendix A – National Curriculum

Age related expectations for Upper Key Stage Two (Year 5 & Year 6)	
Reading	Writing
<p><i>Word Reading</i></p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. <p><i>Comprehension</i></p> <ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase 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. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart. Prepare 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. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. 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. 	<p><i>Transcription – Spelling</i></p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <p><i>Transcription – Handwriting</i></p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task. <p><i>Composition</i></p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précis longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><i>Vocabulary, Grammar and Punctuation</i></p> <ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence.

<ul style="list-style-type: none">• 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• Provide reasoned justifications for their views.	<ul style="list-style-type: none">• Use the perfect form of verbs to mark relationships of time and cause.• Use expanded noun phrases to convey complicated information concisely.• Use modal verbs or adverbs to indicate degrees of possibility.• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.• Use commas to clarify meaning or avoid ambiguity in writing.• Use hyphens to avoid ambiguity.• Use brackets, dashes or commas to indicate parenthesis.• Use semi-colons, colons or dashes to mark boundaries between independent clauses.• Use a colon to introduce a list.• Punctuate bullet points consistently.• Understand and use grammatical terminology accurately and appropriately in discussing their writing and reading.
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Age related expectations for Upper Key Stage Two (Year 5)

Mathematics

Number – 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.

Number – Addition and Subtraction

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

Number – Multiplication and Division

- 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 and problems involving simple rates.

Number – Fractions (including 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$].
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Science

Working scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Animals, including humans

- Describe the changes as humans develop to old age.

Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space

- 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity.
- Solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation, including scaling.

Geometry – properties of shapes

- 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°).
 - angles at a point on a straight line and a turn (total 180°).
 - other multiples of 90° .
- 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.

Geometry – position and direction

- 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

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables.

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

For further information, including the other subjects, follow the link below to access the national curriculum framework on the Department for Education website: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Appendix B – Reading Comprehension Questions

Remembering

When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understanding

What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Applying

Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analysis

How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?

Evaluating

Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?

Creating

Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?

Appendix C – Year 5 Book List

The list includes a broad range of genres, from both classic and popular authors, and a wide variety of themes.

It is vital that your child reads regularly from texts that are appropriate to their reading and comprehension ability. This may be from the books on this list or from others.

Animals

- Black Beauty - Anna Sewell
- The Midnight Fox - Betsy Byars
- The Hundred and One Dalmatians - Dodie Smith
- The Marble Crusher - Michael Morpurgo
- Wild Lives series - Nick Arnold
- Sandy Lane Stables - Michelle Bates
- The Rover Adventures - Roddy Doyle
- Tooth and Claw - Stephen Moore
- Mrs Frisby and The Rats of Nihm - Robert C. O'Brien
- Dreamseeker Trilogy - Jenny Oldfield
- Varjak Paw series - S. F. Said
- The Jungle Book, Rudyard Kipling

Spooky/Mystery

- I Know What You Did Last Wednesday - Anthony Horowitz
- Holes - Louis Sachar
- Pig Heart Boy - Malorie Blackman
- Hacker - Malorie Blackman
- The Magician's House Quartet - William Corlett
- Secret of Platform 13 - Eva Ibbotson
- Dial a Ghost - Eva Ibbotson
- The Ghost of Thomas Kempe - Penelope Lively
- A Stitch in Time - Penelope Lively
- Goosebumps Series - R. L. Stine
- Room 13 - Robert Swindells

Humour

- Double Act - Jacqueline Wilson
- There's a Boy in the Girls' Bathroom - Louis Sachar
- Dork Diaries Collection - Rachel Renee Russell
- Diary of a Wimpy Kid - Jeff Kinney
- Middle School: The Worst Years of my Life - James Patterson & Chris Tebbetts
- Diary of a Sixth Grade Ninja - Marcus Emerson
- Tales of Fourth Grade Nothing - Judy Blume
- Big Nate Series- Lincoln Peirce
- Wayside School Series - Louis Sachar
- A Turn in the Grave - Bowwayne
- Molly Moon - Georgia Byng
- The Spud from Outer Space - Susan Gates

Humor Continued

- The Last Polar Bears - Harry Horse
- Jiggy McCue series - Michael Lawrence
- Demon Dentist – David Walliams
- Billionaire Boy – David Walliams
- Grandpa's Great Escape – David Walliams

Historical

- Walter and Me, Michael Morpurgo
- The Butterfly Lion, Michael Morpurgo
- Friend or Foe, Michael Morpurgo
- Letters from the Lighthouse, Emma Carroll
- Inside Out and Back Again, Thanh Lai
- The War That Saved My Life, Kimberly Brubaker Bradley
- One Crazy Summer, Rita Williams-Garcia
- War Boy - Michael Foreman
- War Game - Michael Foreman
- Warhorse - Michael Morpurgo
- War of Jenkins Ear – Michael Morpurgo
- A Time of Fire - Robert Westall
- The Abbey Mysteries - Cherith Baldry
- The Roman Mystery series - Caroline Lawrence
- The Way of the Warrior - Andrew Matthews
- Great Pyramid Robbery - Katherine Roberts

Fantasy

- The Hobbit - JRR Tolkien
- Harry Potter Series - J K Rowling
- Watership Down - Richard Adams
- Northern Lights - Philip Pullman
- Dragon Rider - Cornelia Funke
- Artemis Fowl - Eoin Colfer
- Mister Monday - Garth Nix
- Boy in the Tower - Polly Ho-Yen
- The Indian in the Cupboard series - Lynne Reid Banks
- Frog Princess - E. D. Baker
- Dragon's Breath - E. D. Baker
- The Boggart - Susan Cooper
- Dragon books - Cressida Cowell
- Harvey Angell - Diana Hendry
- Dogsboddy - Diana Wynne Jones
- A Tale of Time City - Diana Wynne Jones
- Skulduggery Pleasant - Derek Landy
- Playing with Fire - Derek Landy
- The Witch Trade - Michael Molly
- The Dog So Small - Phillipa Pearce
- Dakota of the White Flats - Philip Ridley
- Scribbleboy - Philip Ridley
- A Series of Unfortunate Events - Lemony Snicket
- Muddle Earth - Paul Stewart

Adventure/Action

- Tom's Midnight Garden - Philippa Pearce
- Aquila - Andrew Norris
- The Sleeping Sword - Michael Morpurgo
- The Shapeshifter Collection - Ali Sparkes
- A.N.T.I.D.O.T.E. - Malorie Blackman
- Thief - Malorie Blackman
- Dead Gorgeous - Malorie Blackman
- The Last Free Cat - John Blake
- Jimmy Coates Sabotage - Joe Craig
- Iron Heads - Susan Gates
- Diamond Brothers series - Anthony Horowitz
- Wicked - Anthony Masters
- Storm Runners - Barbara Mitchelhill
- The Invisible Detective series - Justin Richards
- Stormsearch - Robert Westall
- In the Nick of Time - Robert Westall
- The Baker Street Boys - Anthony Read
- The Cats of Seroster - Robert Westall

Well-loved Authors

- Roald Dahl
- Anne Fine
- Dick King-Smith
- Michael Morpurgo
- Jacqueline Wilson
- Lynne Reid Banks
- Enid Blyton
- J.K Rowling

Your local library is also an excellent resource for children's books.

Further details and links for these can be found on the Literacy Trust website, which also has useful information on accessing books for different levels of readers - www.literacytrust.org.uk/familyreading

Appendix D – Spelling Strategies

S U S

Study the word.



Underline the difficult part.

Say the word carefully.



Speed Writing

How often can you write the word correctly in one minute?



Mnemonics

Making up a "story" to help spell a word.

sad - sally ate dumplings.



Syllables/Chunks

Breaking the words into parts.

Clapping the sounds.



jogging jogg ing

flying fly ing

returned re turn ed

Look For Small Words Inside the Word

about a, out, bout

teacher tea, each, her, ache

Be positive



Words That Look the Same

Back is like pack and sack.



Use of Colour

Use a different colour for each letter.

Shapes of Words

Draw the shape of the word.

display



Writing the Word in Fancy Letters

BUBBLE

cursive

italics

Look 

Say 

Cover 

Write 

Check 

Three Times

Write the word three times and in different colours.

three three three

Pyramid Writing

Write your word in the shape of a pyramid.

d
do
dog



Consonant Circles

Write the word then circle all the consonants.

b e l i e v e

Words Without Vowels

Write each word with a line instead of each vowel. Go back later and fill in the missing vowels.

b _ l _ _ v _