

WELCOME
to year 5!



The Year 5 team

Class 18: Miss Bradley (Class Teacher)

Class 19: Miss Isherwood (Class Teacher)

Class 20: Miss Harkness (Class Teacher)

Also supporting in Year 5:

Mrs Kempin, Mrs Toft and Mrs Cameron

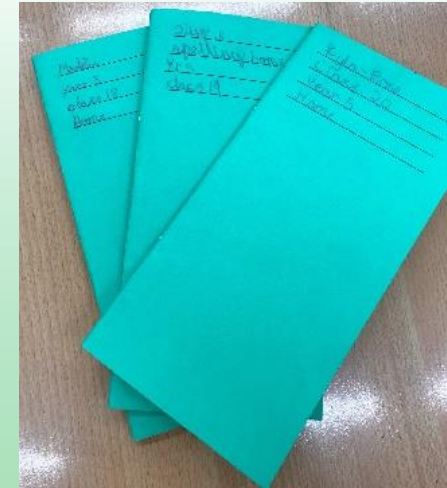


- School uniform
 - Tie (please name it!)
 - Green, white or black hair accessories
 - Black shoes
- PE kit
 - Outdoor (Monday) and indoor (Wednesday)
 - If you haven't already, why not purchase one of our lovely green MP t-shirts?
 - White t-shirt or green MP t-shirt, black shorts, black tracksuit for the colder weather and a change of shoes (pumps/trainers)



- Spellings

- Go home on Tuesday
- Test on Monday - children should hand their green books to teachers with a parent's signature to show they have practised



- Homework

- Set on Friday
- Due in on Wednesday
- Completed on Seesaw following the success of this online learning platform



What will children need to bring into school?

- Packed lunch (unless they have hot dinners)
- A healthy snack for break time - only fruit or vegetables are allowed
- A named water bottle
- Indoor and outdoor PE kit
- Once children are back in school, they will be given a reading book and reading record which they should keep in their bag
- All stationery will be provided by the school, so children should not bring in a pencil case or any stationery

READING

is to the

MIND

what

exercise

is to the **BODY.**

—Sir Richard Steele



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year




SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year




SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year




SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



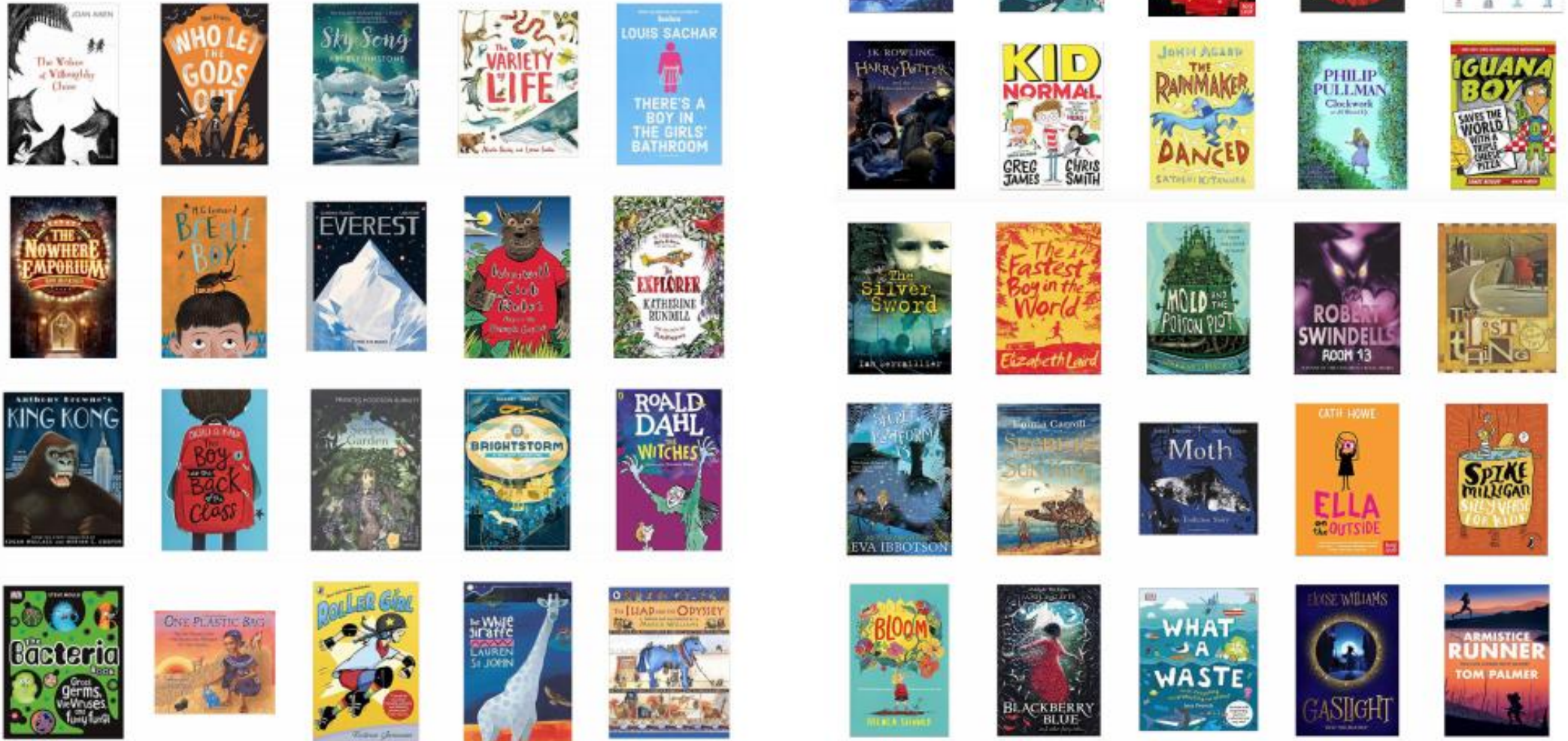
Share with your child about what you're reading... and encourage your child to do the same

50 Recommended Reads for...

Year 5



www.booksfortopics.com is a brilliant website!



Ways a Parent Can Help with **SPELLING**

1

Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2

Have your child spell the words out loud while you are in the car or in line at a store

3

Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4

If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5

Have your child write the words in alphabetical order or in order from shortest to longest

6

Play "Hangman" with your child using the spelling words

Make crossword puzzles and word searches with the spelling words for your child to solve

7

Combine spelling with physical activity

Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8

Keep a dictionary in your home and help your child look up unfamiliar words



Encourage your child to read!
Good readers are often good spellers.

Ways a Parent Can Help with **MATH**

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:

Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts



Point out ways math is part of “real” life: money, computers, music, art, construction, cooking...

All around us, every day.

Year 5 expectations in English

Topic: Punctuation and Grammar

Year: 5

Strand: English Curriculum

Relative clause

A type of subordinate clause used to adapt, modify or describe a noun. Creates a clearer picture and often starts with a relative pronoun: *who, which, where, when, whose, that*

Examples:

That's the girl who lives near us. Each sentence has a main clause followed by subordinate. Relative pronoun starts the subordinate.

I live in Bury St Edmunds, which has a lovely cathedral.

They can also be regularly used as an embedded clause:

Walter Tull, who was a celebrated war hero, died in 1918 at the battle of Somme.

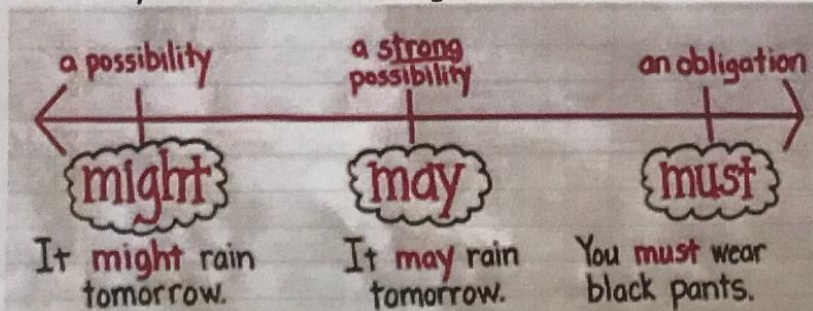
Embedded clause is 'framed' within commas.

Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Adverbial	A group of words that can function as an adverb
Command	Tell you to do something. Often urgent and short. <i>Get in the car.</i>
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Paragraph	Connected sentence about one idea or theme.
Preposition	Shows the relationship between words. usually describe the position of something, the time when something happens and the way in which something is done.
Question	Sentences that ask something or show doubts. <i>Is that your car?</i> Usually end with question mark.
Statement	Sentence that claims something as truth. <i>My car is blue.</i> Ends with full stop.

Modal auxiliary verbs

Modal verbs provide clarity of instruction allowing us to understand the level of possibility..



Commas to clarify meaning

Commas are used to separate parts of sentence when it is important.

Without them this sentence can be misleading.

Let's eat kids!

Suggests we are going to eat children.

Let's eat, kids!

Suggests we are going to eat something with the kids.

Year 5 expectations in maths

Maths – End of Year 5 Expectations	
New National Curriculum Objectives	
Number and Place Value	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
	read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.
	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000
	round decimals with two decimal places to the nearest whole number and to one decimal place
	solve number problems and practical problems that involve all of the above
Addition and Subtraction	add and subtract numbers mentally with increasingly large numbers
	add and subtract whole numbers with more than 4 digits, including using formal written methods
	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Multiplication and Division	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	multiply and divide numbers mentally drawing upon known facts
	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
	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
	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
	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 (nonprime) numbers: establish whether a number up to 100 is prime and recall prime numbers up to 19
	recognise and use square numbers and cube numbers, and the notation
	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	

Broken down into the different areas of maths

Fractions	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
	compare and order fractions whose denominators are all multiples of the same number
	read, write, order and compare numbers with up to three decimal places
	round decimals with two decimal places to the nearest whole number and to one decimal place
	add and subtract fractions with the same denominator and multiples of the same number
	recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements
Decimals / Percentages	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
	read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)
	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
	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 as a decimal fraction
	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
	solve problems involving numbers up to three decimal places
	solve problems which require knowing percentage and decimal equivalence

Measurement and Time	calculate and compare the area of squares and rectangles including using standard units and estimate the area of irregular shapes
	estimate volume (e.g)using 1 cm blocks to build cubes and cuboids) and capacity (e.g. using water)
	use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.
	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
	calculate and compare the area of squares and rectangles including using standard units
	solve problems involving converting between units of time
	convert between different units of metric measure
	solve problems involving converting between units of time
Geometry Shape and Position	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
	identify 3-D shapes, including cubes and other cuboids, from 2-D representations
	draw given angles, and measure them in degrees
	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
	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
	Identify angles at a point and on a straight line
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	complete, read and interpret information in tables, including timetables
	solve comparison, sum and difference problems using information presented in a line graph

Emotional and social development

Year 4 Early Adolescent 8-9	Year 5 Early Adolescent 9-10	Year 6 Early Adolescent 10-11
travels with greater speed through system and different parts of the to work in coordination with one new combinations.	Different start to emerge regarding maturity between boys and girls The Sub-cortex will start the pruning earlier in Girls as they start to become socially aware and mature	Last great pruning of the brain. As we overproduce the connections – between brain cells. During puberty carries out a kind of topiary surgery away some synapses while allowing to strengthen. Over a few years, the of synapses roughly halves, and the brain emerges.
Ability to apply logic and reason, as does their ability to focus, they are able to concentrate on longer periods of time & begin to use resources prior to seeking adult help may seek out peers for assistance. Year-olds demonstrate more highly-developed thinking skills as well as the ability to solve problems with creative strategies.	Attention span up to an hour or more. Enjoys doing research on topics of interest to them. Works well in groups and cooperates to work on projects or activities	Learning accelerates significantly during this period & able to tackle more complex material in maths, English and other subjects. Increasing ability to expand logic & abstract thinking yet loses the ability to think in concrete terms under stress (such as tests) & reveals concrete solutions. Increasingly self-aware in terms of knowing their own feelings and worldview. Children therefore find it difficult to respond positively to being ordered.
Ability to understand the concept of masking emotions & can vary their use of coping strategies to deal with challenging situations. In social interactions, they may start to engage in leadership, goal-setting, elaborate fantasy & an assortment of interactive games. Having one close friend is key developmental achievement at this age	It becomes emotionally more important to have friends. Especially of the same sex. They become more aware of changes to their body and their self-image.	At this age they start thinking and acting almost "grown-up" & have the language cognitive ability to gather information, formulate well-organised opinions & defend their thoughts. They will also be learning to tackle negative peer pressure if self-esteem is strong. This period starts the bridge between child and emerging adult.
Children now read for pleasure with books associated to their interest. May want to rely less on adult supervision yet be aware of them sharing their opinions and wants. Increase encourage them to find solutions to solve emotional & social problems. On line activities to be restricted, none before bed time.	Children who feel good about themselves can resist peer pressure more so keep developing their sense of self-worth. Talk about their friends and challenges they are facing and help them develop strategies. On line activities to be restricted, none before bed.	Provide them time to play and express their childishness as well as engaging in discussion about friends, society as well as issues as their interest will be developing on new fronts. Look to encourage more autonomy regarding social and emotional interactions encourage development towards adulthood.

Relationships
& Sex Education
(RSE)

Autumn Term

Walk like an Egyptian

- The study of Ancient Egypt
- Egyptian beliefs and gods and goddesses
- The process of mummification
- The afterlife
- Pharaohs and their responsibilities
- The discovery of Egyptian tombs



Spring Term

Spirit of Samba

- Human and physical characteristics of South America
- Traditions
- Imports and exports
- The Amazon rainforest
- Food
- Carnival
- Indigenous civilisations



Summer Term



To Infinity and Beyond

- The study of the solar system
- The movement of planets and why we have day and night
- Phases of the Moon
- Space travel and famous astronauts
- The Moon landing
- What life is like on the International Space Centre
- **During this topic, we hope we will be able to visit Leicester Space Centre followed by Space Camp at school.**