



Healthy Eating

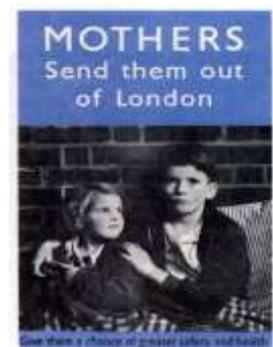
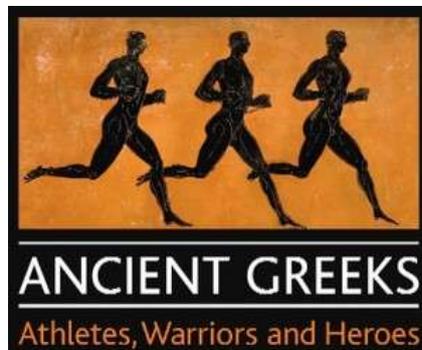


Water

Working in Year 5



Changing Sounds



World War 2

Teacher: Mr A Lee

LITERACY

We follow the National Primary Framework for Literacy

The Literacy syllabus is focused on developing your child's skills in three main areas:

- a) speaking and listening
- b) reading
- c) writing



a) SPEAKING AND LISTENING

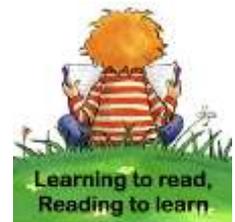
Skills in Speaking and Listening have a direct influence on writing.

Children will learn to:

- Listen and respond appropriately to the contributions of others, building on their ideas
- Tell a story using notes
- Present a spoken argument, sequencing points logically and using evidence to support their views
- Select and use vocabulary appropriate to different contexts (e.g. formal/informal)
- Identify and use different question types
- Analyse the use of persuasive language
- Participate in group discussions and decision-making to manage and perform a group task
- Work 'in role' to enhance understanding of complex issues
- Perform a scene from a play

b) READING:

Experience clearly shows that progress in English (reading and writing) is directly linked to good reading habits. In addition to reading opportunities at school, children are expected to be reading **daily** at home.



In school - children in Year 5 will read aloud in a range of contexts (in whole class sessions, guided group sessions or individually).

At home - children should read independently for at least 15 minutes daily. Additionally, it would be helpful if you would listen to them read aloud on a regular basis, paying particular attention to their 'reading' of punctuation and checking that children have an overall understanding of the text. Reading aloud should be done in small chunks (no more than 5 minutes) - it's tiring!

Finally, children (especially reluctant readers) will benefit greatly from being read to – by parents and by story tapes. **On all these occasions, the main emphasis should be on understanding the text and engaging personally with the characters and the plot.** Additionally, the child's reading programme will enrich their vocabulary and assist with their spelling accuracy.

Book choice: Children in Year 5 may well have completed the usual 'reading scheme' books , and are classed as 'free readers' – that is, able to choose books for themselves within their Accelerated Reading book level (ZDP). Children will be allocated their book level range during the start of the autumn term. In order to make progress whilst sustaining enthusiasm they should initially choose books from the lower end of this range, moving on as they successfully complete quizzes. At home they can then use www.arbookfind.co.uk to check the level of any books they'd like to read.



Additionally, children should read 'easy' books as well as those that are more advanced. This is because their imagination can be engaged and developed more readily when they are reading within their comfort zone and not having to struggle with the meaning of the text. Additionally, parents can support them with the reading of more challenging books.

Top tip for helping reluctant readers: Children often find it really hard to 'get into' a new book. It can be extremely helpful for children if an adult reads the beginning to them. This is a very good way of stimulating the child's interest in the story and it has the additional benefit of developing an invaluable reading partnership between child and parent.

In Year 5, children will read a wide range of texts:

FICTION: e.g. Stories by significant authors, myths and legends, stories from other cultures, 'classic' literature, narrative poems

NON-FICTION: e.g. instructions, explanations, recounts, reports, persuasive writing.

They will develop and demonstrate their textual understanding through oral discussion as well as through written answers to more formal comprehension questions. In Year 5 we focus on the *development of inference and deduction skills*.

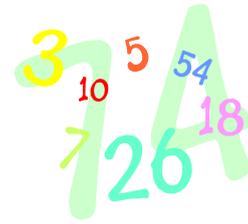
c) **WRITING**

Children will learn to:

- Experiment with different narrative forms and styles to write their own stories
- Adapt their writing for non-fiction purposes
- Use paragraphs and sections to organise their ideas
- Use ambitious, descriptive and precise vocabulary
- Use complex sentences, with a variety of openers and connectives, to engage and maintain the reader's interest
- Use a range of punctuation accurately, including commas for clauses, speech marks and apostrophes
- Use legible and fluent handwriting
- Use ICT to present texts in a format appropriate to their purpose
- Spell medium-frequency words with consistent accuracy (including homophones)
- Spell words containing unstressed vowels or prefixes



MATHEMATICS



Please note: Educational research into the acquisition of number skills has changed the way that maths is taught to children. More emphasis is placed on a secure understanding of mental strategies before progressing to the formal written methods that we, as adults, are more familiar with. Your child will progress to using those written methods but, in the meantime, we would ask that you be patient and do not teach 'your' method before we have got to that stage in class. Thank you!

We follow the National Primary Framework in Mathematics.
The Maths syllabus is focused on developing the following skills:

- a) Number: understanding
knowing/using number facts
calculating**
- b) Shape, measures, data handling**
- c) Using and applying knowledge of number, shape, measures and data handling in a range of contexts.**

a) Number

Understanding

Place value: what each digit represents in whole numbers and decimals

Sequences: count backwards or forwards in varying sequences involving whole numbers, negative numbers and decimals

Fractions; language and notation, equivalent fractions and decimal representations

Percentages

Ratio

Number facts –

Quick recall of addition and subtraction facts

Quick recall of multiplication and division facts

Use of tables facts to multiply multiples of 10 and 100

Use of place value and rounding to estimate and check calculations

Factors, multiples, prime numbers

Calculations –

Extend mental methods for whole number calculations

Use efficient (more formal) written methods to add and subtract whole numbers and decimals

Use place value to multiply and divide numbers by 10, 100 and 1000

Use efficient (formal) written methods for short and long multiplication and division

Find fractions and percentages of amounts

Addition and subtraction of fractions

Use a calculator to solve problems



b) Shape, measures and data handling

Shape

Properties of 2D and 3D shapes and nets

Coordinates

Parallel and perpendicular lines

Symmetry

Angles (estimate and measure with protractor)

Measures

Metric measures of length, weight and capacity – estimate, measure and convert to appropriate units

Reading of scales

Perimeter and area

Time

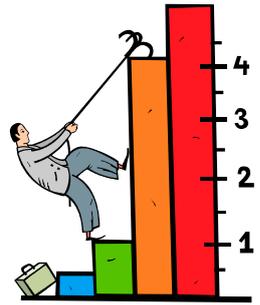
Handling data

Probability

Frequency tables, pictograms, bar and line graphs

Mean and mode

Use of ICT to organise and interrogate data



c) Using and applying mathematics

Children will learn to:

- Solve one- and two-step problems involving whole numbers and decimals and all 4 operations, choosing and using appropriate calculation strategies, including calculator use
- Explore patterns, properties and relationships involving numbers or shapes, and proposing a general statement
- Explain reasoning and refine ways of recording

Mini-whiteboards

Throughout Year 5 children will use mini whiteboards, both individually and within groups, to help structure their thoughts and ideas. Consequently not all work that your child produces will be in their books. Often this helps children's confidence developing 'new' strategies; work can easily be changed and children have the opportunity to work cooperatively in groups.

IVRIT

Autumn Term

- Revision of all the work done last term. Work on units 10 & 11 from the textbook “HAKOL CHADASH”. Begin work with the textbook “HAKOL CHADASH” book B various units.

New vocabulary.

- Prepositions and verbs.
- A conversation using new vocabulary.
- New verbs in singular and plural masculine
- And feminine.
- Short conversation.
- Instructions given in Hebrew.
- Work on different festivals,
- Reading more complicated texts appropriate for year 5.
- Work related to the festivals and songs.
- Higher level of conversation about the rituals.
- Writing and reading about the festivals.
- Rosh-Hashanah, Yom-Kippur,
- Sukkot, Simchat-Torah
- Hanukah.
- Reading work (or vocabulary) to be sent home every other week.

Spring Term

- Revision of all the work done last term. Work on units 11,12,13 from the textbook “HAKOL CHADASH” Using other text books textbook “IVRIT ESREH”. New vocabulary used in conversation and writing. More complicated instructions given in Hebrew. Practice general conversation using drama and games.
- Topics: events, greeting cards, preparing an invitation.

- Work on the festivals, reading more complicated paragraphs about the festivals with understanding and fluency. Short conversation about the rituals. Reading, singing and understanding Hebrew songs.
- Tu-Beshevat, Purim, Pesach.
- Reading work (or vocabulary) to be sent home every other week.

Summer Term

- Revision of all the work done last term. Work on units 11, 12, & 13 from the textbook "HAKOL CHADASH".
- New vocabulary used in conversation, games and drama. Topics: entertainment, football cinema. More complicated instructions given in Hebrew.
- Work on the festivals, reading more complicated paragraphs about the festivals with understanding and fluency. Short conversation about the rituals. Reading understanding and singing Hebrew songs.
- Yom-Hatzmaout Lag-Ba.omer, Shavuuot.
- Reading work (or vocabulary) to be sent home every other week.

CREATIVE CURRICULUM IN YEAR 5

Each half term's teaching will be organised around a range of themes, derived from History, Science or Geography. In order to develop opportunities for creativity, the study of these themes will be cross-curricular - involving Literacy, Drama, Art, Music, Maths, ICT etc.

Autumn

Significant Authors

Instructions

Poetry e.g. Kit Wright

Water

Changing State (Solids, liquids and gases)

Gases Around Us

Spring

Older Literature e.g. Carrie's War

Recounts

Classic and Narrative Poetry

World War Two

Changing Sounds

Designing Musical Instruments

Keeping Healthy

Summer

Myths and Legends

Persuasive Writing

Stories from Other Cultures

Ancient Greece

Earth, Sun and Moon

Parents can greatly support their child's developing understanding by encouraging an awareness of current issues in the world around them (e.g. through news programmes e.g. CBBC Newsround www.bbc.co.uk/newsround, newspapers, internet).

YEAR FIVE HOMEWORK



Homework is set for a variety of reasons. The general purpose of homework is to support the development of good independent study skills, and parents can offer invaluable support here by encouraging a regular homework routine. More specifically, homework may be set to reinforce or extend concepts/skills introduced during lessons, or to encourage the development of research skills.

In Upper Key Stage 2, children are encouraged to develop greater independence and responsibility. They will, therefore, be expected to take responsibility for recording homework tasks **and** delivering it to the teacher at the appropriate time.

HOMEWORK SCHEDULE (subject to change):



The following is an example of the type of homework children will receive. The homework will vary depending on the lessons that week.

Every day: *At least* 15 minutes independent reading – see notes under previous heading for Reading.

Additionally:

MONDAY:	Maths
TUESDAY:	Literacy e.g Spelling / Paired reading
WEDNESDAY:	Maths
THURSDAY:	Literacy e.g. Comprehension
FRIDAY:	Topic / Research

Homework will also be sent each week for Jewish Studies and Ivrit.

Please note:

Homework will usually be required for the following day unless told otherwise. Homework tasks are expected to take **up to 45 minutes per night.**

YEAR 5 EQUIPMENT

Stationery will be provided by school. However, children may like to bring in their own stationery.

- HB pencils (at least 2) of good quality
- Rubber
- Pencil sharpener with holder for shavings
- Fountain pen plus extra cartridges or roller ball/handwriting pen. Blue ink please.
- A selection of pencil crayons. Children don't need to the whole rainbow of colours! e.g. 12 pack - Staedtler Noris Club Colouring Pencils.



Finally, please do not send in any 'novelty' stationery items (these can be very distracting!)

Additionally, children may want to bring in their own small dictionary (e.g. Oxford Colour) and/or thesaurus for use in school.

If you have any further questions please see Mr Lee.