

North Cheshire Jewish Primary School



Working in
Year 5

English

We follow the National Curriculum

The English curriculum is focused on developing your child's skills in 3 main areas:

- a) **Reading** – word reading and comprehension
- b) **Writing** – for a range of purposes
- c) **Speaking and Listening**

READING:

Children who develop good reading habits make good progress with both reading comprehension and writing skills.

In school - there are regular opportunities for children in Year 5 to read independently, read to an adult and participate in 'shared' and 'Guided Reading.'

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

Autumn 1: *SeaBEAN* by Sarah Holding

Autumn 2: Remembrance Day Text and Poetry (Link: *We Were there Too*); *Beowulf* by Michael Morpurgo

Spring 1: *Romeo and Juliet* by William Shakespeare (Tony Ross edition)

Spring 2: *The Water Tower* by Gary Crew

Summer 1: *Holes* by Louis Sachar

Summer 2: *Francis* (film unit)

FICTION: historical stories, imaginary worlds, stories from other cultures, stories which raise issues.

NON-FICTION: recounts, newspapers, diaries, poetry, explanation texts.

Children in Year 5 will continue to develop higher level skills of deduction and inference. They will retell stories, refer to significant points of stories, discuss characterization and settings, recognise humour and compare different authors.

At home - Children are expected to read *daily* at home. It is helpful for an adult to listen to them read aloud on a regular basis, paying particular attention to their 'reading' of punctuation and checking children have a clear understanding of the text. Children are expected to write the title and stage of

every book they read in their Home/School Reading Record. Children should aim to write a short comment on each book they read, including books from home.



Accelerated™
Reader

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 comprehension quizzes in school. At home they can then use **www.arbookfind.co.uk** to check the level of any books they'd like to read and see if they have a quiz.

Additionally, children should read books which they perceive to be 'easy' 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.

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.

WRITING

In Year 5, we will be writing for a number of different purposes. These include:

- Writing to entertain
- Writing to inform
- Writing to persuade

Your child 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 wider range of cohesive devices
- be aware of and use a wide range of punctuation accurately including: brackets, dashes or commas to indicate parenthesis and use of commas to clarify meaning or avoid ambiguity.
- write legibly, fluently and with increasing speed
- use ICT to present texts in a format appropriate to their purpose
- spell medium-frequency words with consistent accuracy (including homophones)
- spell high-frequency words and common exception words for Year 5 and 6 with consistent accuracy
- write dictated sentences that include words taught giving children opportunities to apply and practise their spelling
- proof-read their own work to increase accuracy.
- plan, revise and evaluate their writing.
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SPOKEN LANGUAGE

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
- participate in group discussions and decision-making to manage and perform a group task
- select and use vocabulary appropriate to different contexts (e.g. formal/informal)
- present a spoken argument, sequencing points logically and using evidence to support their views
- analyse the use of persuasive language
- show understanding of the rules of dialogue
- participate in drama activities work 'in role' to enhance understanding of complex issues
- perform a scene from a play
- learn and recite poems

MATHEMATICS

We follow the National Curriculum.

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.

The aims of the curriculum are to become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry, and solve problems by applying mathematical skills learned.

Maths learning will include:

Number and place value

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero

Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).

Add and subtract numbers mentally with increasingly large numbers
(E.g. $12,462 - 2,300 = 10,162$)

Multiplication and division

Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers

Solve problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals)

Compare and order fractions whose denominators are all multiples of the same number.

Read and write decimal numbers as fractions

E.g. $0.71 = 71/100$

Read, write, order and compare numbers with up to three decimal places.

By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic

make connections between fractions, decimals and percentages

classify shapes with geometric properties and use the vocabulary needed to describe them

read, spell and pronounce mathematical vocabulary correctly.

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

(E.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

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 and square metres.

Geometry: Properties of shape

Draw given angles and measure them in degrees

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

Complete, read and interpret information in tables, including timetables.

IVRIT

Learning a foreign language shows a willingness to be responsive to that culture. Besides promoting the acquisition of linguistic skills, language also fosters tolerance and respect for others, and an appreciation of their skills and achievements.

At NCJPS we acknowledge the importance of cross-cultural understanding and this is reflected in the inclusion of Ivrit, a modern language, as an integral part of the school curriculum.

The Ivrit curriculum is based on the National Languages Strategy (Framework for Languages). We aim to give every child the entitlement to learn a language.

Ivrit is taught in Foundation, Key Stage 1 and 2 on a weekly basis. Lessons are taught by native speakers. The duration of each lesson is 45 minutes.

Based on the North Cheshire Jewish Primary School Ivrit Curriculum, we aim to develop the four modes of language, to develop an awareness of Israel, its people and culture by creating an interest and atmosphere within the school.

The Objectives comprise these progressive core strands of teaching and learning,

- Oracy
- Literacy
- Intercultural understanding.
- Knowledge about Language.
- Language Learning Strategies.

These Learning Objectives show progression throughout the Key Stages.

Ivrit for Year 5

Autumn Term

Revision of all the work done last term. Work on units 8 & 9 from the textbook "HAKOL CHADASH". 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.

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit work.

Using the Ivrit online resource that includes graduated study of units dealing with a variety of topics.

Spring Term

Revision of all the work done last term. Work on units 9,10 from the textbook "HAKOL CHADASH" Using other text books "IVRIT ESREH". New vocabulary used in conversation and writing. More complicated instructions given in Hebrew. Practise 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.

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit work.

Using the Ivrit online resource that includes graduated study of units dealing with a variety of topics.

Summer Term

Revision of all the work done last term. Work on units 10, 11 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.

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Using the Ivrit online resource that includes graduated study of units dealing with a variety of topics.

YEAR 5 Learning

Learning will sometimes be cross-curricular - involving English, Drama, Art, Design Technology, Music, Maths, Computing and PSHE.

Science

Earth and Space

Animals inc. Humans

Properties of Materials

Forces

Living Things and Habitats

History & Geography:

The UK – Counties and Cities

Anglo-Saxons and Vikings

The Mayan Civilisation

North America and Central America - The Great Lakes - regional comparison

Computing

Internet research – famous scientists

Google Earth – mapping North & Central America

Modelling and simulation

Code Studio

E-safety

P.E.

Fitness Swimming	Dodgeball Swimming	Badminton (Specialist) Dance	Tag Rugby (Specialist) Dance	Netball (Specialist) Athletics	Tennis (Specialist) Rounders
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Children need to have a full, clearly labelled P.E. kit in school.

- navy shorts or P.E. skirt
- Navy T shirt
- pumps or trainers
- jogging bottoms and hoodie (optional)

Pupils with pierced ears need to remove earrings or bring tape for recently pierced ears for P.E lessons.

Please note, pupils are unable to take part in swimming lessons if wearing earrings (even if taped over).

YEAR FIVE HOMEWORK

Children are encouraged to take responsibility for following homework instructions and handing their homework in on the appropriate day. Children may need support with some homework tasks (please indicate if adult has given support).

Homework tasks are expected to take up to 30 minutes. Please let us know if your child experiences any difficulties with this.

HOMEWORK TIMETABLE

Every day: *At least* 15 minutes reading (your child should record the title and level of their reading book. They should record pages read and write a brief comment/summary).

At least 15 minutes mental arithmetic practice.

Additionally:

Maths and English homework will be given out on **Fridays**, to be handed in by the following **Thursday**.

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

A polite reminder that **late** homework may not be marked before the next homework is sent home.

Please do not hesitate to contact us if you have any further questions or concerns during the year:

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