

Working in
Year 5

Mrs Hession and Mrs Krywonos

English

We follow the Primary Curriculum for English

The English syllabus is focused on developing your child's skills in:

- a) spoken language
- b) reading
- c) writing



a) Spoken Language

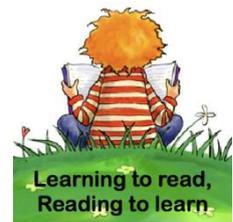
Skills in speaking and listening have a direct influence on writing.

Your child 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
- continue to add to their knowledge of linguistic terms

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, your child is 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 – Your child should read independently for at least 20 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 check that they have an overall understanding of the text. Reading aloud should be done in small chunks - it’s tiring!

Finally, children (especially reluctant readers) will benefit greatly from being read to – by parents and by accessing online stories. 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: Your child 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 (ZPD). 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 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.

In Year 5 your child will continue to 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, news reports, persuasive writing, diaries, biographies, non-chronological reports and balanced arguments.

They will have experience of listening to, sharing and discussing a wide range of books with their teacher, other adults and each other to engender a love of reading. The children will learn to justify their opinions on their reading material, make comparisons across books and identify themes and conventions across a wide range of texts. 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 enriching vocabulary, inference and deduction.

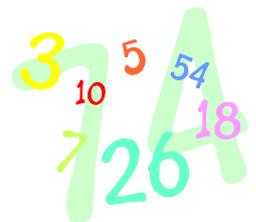
c) **WRITING**

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 and precise vocabulary
- use complex sentences with a variety of openers and connectives to engage and maintain the reader's interest



- 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 unfamiliar words by using what they have learnt about how spelling works
- write dictated sentences that include words taught giving children opportunities to apply and practise their spelling
- proof-read their own work to increase accuracy.



MATHEMATICS

We follow the Primary Curriculum for Mathematics.

The core aims of the new National Curriculum state that the children must become ...

- fluent in the fundamentals of Maths
- be able to reason mathematically
- be able to solve problems by applying their Mathematics

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.

Confidence in numeracy and other mathematical skills is a precondition of success. Your children will wherever possible 'play' with and investigate numbers as opposed to being taught 'tricks'.

The Maths syllabus is focused on developing the following skills:

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. $0.71 = \frac{71}{100}$

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 (cm^2) and square metres (m^2)

Geometry: Properties of shape

Draw given angles and measure them in degrees ($^{\circ}$)

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Geometry: position and direction

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 twice a week.

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 Beclik 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. 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.

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit work.

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

FOUNDATION SUBJECTS 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 English, Drama, Art, Music, Maths and Computing.

Autumn

Living Things and their Habitats
Life Cycles
War and Peace

Spring

Properties of Materials
The Plastic Tide
Case study: Rivers (including fieldwork skills)

Summer

Forces (gravity, friction and resistance, mechanisms)
Earth and Space
The Vikings

Parents can support their child's development by encouraging an awareness of current affairs (e.g. through news programmes - 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 in their homework diaries and handing it in to us at the appropriate time.

HOMEWORK SCHEDULE (subject to change):



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

Every day: *At least* 20 minutes independent reading – see notes under previous heading for Reading.

Additionally:

MONDAY:	Reading
TUESDAY:	Maths – Mental Arithmetic
WEDNESDAY:	Research
THURSDAY:	Maths
FRIDAY:	English

Homework may 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

- HB pencils (at least 2)
- 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 – we recommend Staedtler Ergosoft coloured pencils
- A clear 30cm. ruler
- A green and purple biro

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 do not hesitate to speak to us.