



Year 5 Curriculum Information

2020-2021

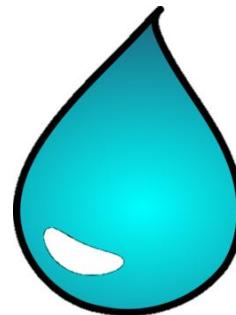
Content of the Curriculum

Linked to the requirements of the 2014 National Curriculum, in Year 5, the children will continue to access all areas of the curriculum, but there will be a greater focus on their acquisition of English and Maths skills and their use and application of these in all other areas of the curriculum.



Year 5 Topics

Autumn Term		Spring Term		Summer Term	
First half	Second half	First half	Second half	First half	Second half
Chocolate	Stand and Deliver	Time Travel	Water	Tomb Raider	Location, Location, Location

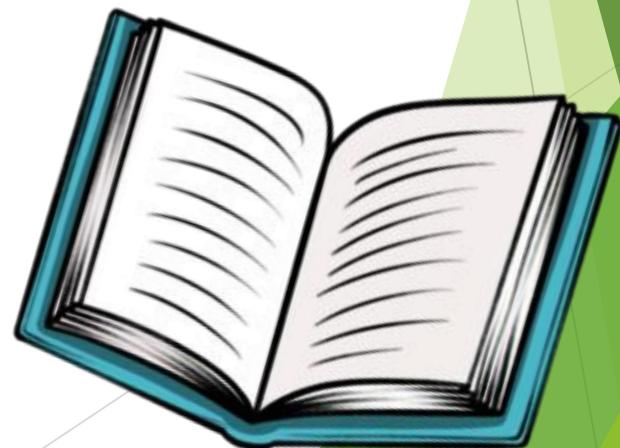
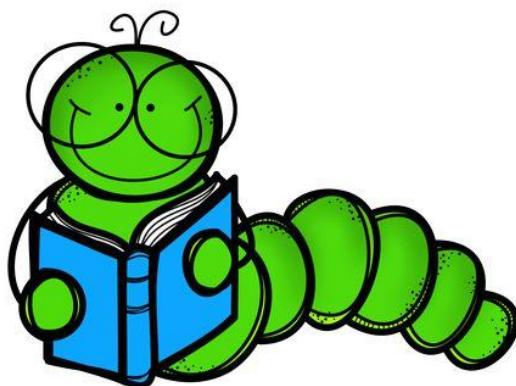


Reading

In Year 5, the main reading focus will be comprehension and understanding.

We will teach reading through

- ▶ A weekly whole class guided reading session (where the focus for discussions will be: language, meaning, inference and vocabulary extension)
- ▶ Regular DEAR sessions (linked to Accelerated Reader)



Accelerated Reader



AR supports independent school and home reading:

- ▶ The children complete a termly Star Reading test (Year 5 children took theirs this week)
- ▶ This gives the children a ZPD - zone of proximal development
- ▶ Each child selects their individual reading book according to their AR score (school books are colour coded to enable children to choose their book independently)
- ▶ Quizzes - once the children have read the book, they complete a short quiz about the book which enables us to know if they have read with understanding; a pass consists of 8/10 questions or higher

Please note that due to current circumstances, each class have their own selection of school reading books to choose from. When the children have finished with their books, they are quarantined for 72 hours before returning to the shelves.

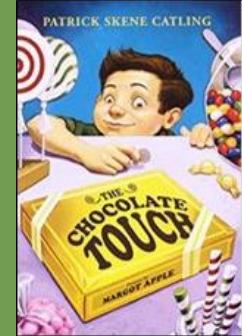
How can you help your child at home with Accelerated Reader?

- ▶ Encourage your child to read regularly at home (as well as at school) and remind them to quiz in school
- ▶ Keep track of your child's ZPD; this will help you to monitor their progress
- ▶ Use the website: www.arbookfind.co.uk to check if any of your child's home books can be used in conjunction with this



Writing

Year 5 writing is, where possible, linked to the half termly topic title or theme; often through a rich and stimulating text. For example, linked to Chocolate, one of the texts studied will be The Chocolate Touch.



Within each half term, the different writing genres are explored, e.g. narrative, poetry and non-fiction.

Children will continue to use the Letterjoin handwriting style.

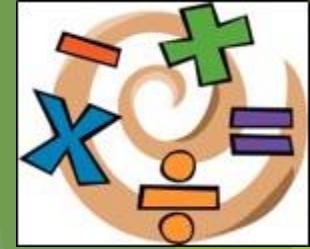


GPS

Grammar, Punctuation and Spelling (GPS) will be taught regularly during the school week. In your child's homework book, you will also find a copy of the spelling list. As part of weekly homework, we have asked the child to use the different spelling strategies to practise spelling 5 - 10 of the words. Once they are confident with the spellings, they can highlight these on their lists and then check that they understand the meaning of each word too.



Maths in Year 5



We follow the requirements of the 2014 National Curriculum in which Year 5 (along with other year groups) has its own year group specific content.

As children need to be fluent with their maths before they reason and problem solve with it, maths is taught in Year 5 as a 6 part lesson.

There are also regular opportunities for the children to use and apply their mathematics in other areas of the curriculum.

Maths Content



- ▶ Number and place value - up to 1,000,000
- ▶ Addition and subtraction - up to 7 digits
- ▶ Multiplication and division

All \times tables and related division facts up to 12×12

Multiplication and Division is taught using a formal written method

- Fractions of amounts and decimals
- Measurement - converting between different units of measure and estimating volume and capacity
- Geometry - drawing and measuring angles accurately. Identifying the properties of 2D and 3D shapes.
- Statistics - interpreting data from tables

Formal Written Methods

The full version of Woodloes Primary School's Calculation Policy can be found on the school website.

To find this on the website:

School Policies -
Curriculum -
Maths



A D D I T I O N

Stage 1 -
Pictorial representation and recording of the problem:

How many apples altogether?
Leading on to using numerals:

$$3 + 1 = 4$$

A green arrow points down from Stage 1 to Stage 2.

Stage 3 -
Using a blank number line:

$$\begin{array}{rcl} 23 + 12 &=& 23 + 10 + 2 \\ &=& 33 + 2 \\ &=& 35 \end{array}$$

$$\begin{array}{rcl} 53 + 36 &=& 53 + 30 + 6 \\ &=& 83 + 6 \\ &=& 89 \end{array}$$

Progressing to larger numbers and larger jumps:
and/or us \rightarrow hundreds grid:

$23 + 36 = 53 + 30$

$$\begin{array}{ccccccc} 23 & & 33 & & 53 & & 63 \\ \downarrow & & \downarrow & & \downarrow & & \downarrow \\ 23 + 36 & = & 53 + 30 & = & 83 + 6 & = & 89 \end{array}$$

\rightarrow Hundreds Grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A green arrow points down from Stage 3 to Stage 4.

Stage 4 -
Partitioning numbers into tens and ones:

$$\begin{array}{rcl} 83 + 42 &=& (80 + 40) + (3 + 2) \\ &=& 120 + 5 \\ &=& 125 \end{array}$$

A green arrow points right from Stage 4 to Stage 5.

Stage 5 -
Expanded method - adding the least significant digit first in unorder for carrying:

$$\begin{array}{r} 358 \\ + 73 \\ \hline 11 \quad (8+3) \\ 120 \quad (70+50) \\ 300 \quad (300+0) \\ \hline 431 \end{array}$$

A green arrow points left from Stage 5 to Stage 6.

Stage 6 -
Formal written method:

$$\begin{array}{r} 358 \\ + 73 \\ \hline 431 \end{array}$$

Progressing to larger numbers and decimals.

S U B T R A C T I O N

Stage 1 -

Pictorial representation and recording of the problem:



What is one less than 4?
Leading on to using numerals.

$$4 - 1 = 3$$

Source: Mathematics Policy July 2017

Stage 2 -

Using number lines to count back in ones:

$$11 - 7 = 4$$



Stage 3 -

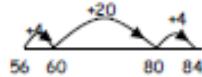
Partition the second number:

$$\begin{aligned} 74 - 27 &= 74 - 20 - 7 \\ &= 54 - 7 \\ &= 47 \end{aligned}$$

Stage 4 -

Find the difference by counting up from the smaller number to the larger number (complementary addition):

$$84 - 56 = 28$$



Stage 5 -

Formal written method for subtraction:

$$\begin{array}{r} 49 \ 12 \\ - 3 \ 8 \\ \hline 5 \ 4 \end{array}$$

Progressing to larger numbers and decimals.

MULTIPLICATION

Stage 1 -

Practical, pictorial and symbols:
There are 3 sweets in one bag.
How many sweets are there in 5 bags?



chool: Mathematics Policy July 2017

Stage 2 -

Arrays:

$$\begin{array}{c} \cdot \\ \cdot \\ \cdot \\ \cdot \end{array} \quad \text{or} \quad \begin{array}{ccccc} \cdot & \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot & \cdot \end{array}$$

4×2 2×4

Repeated Addition

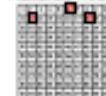
$$2 + 2 + 2 + 2 \quad \text{or} \quad 4 + 4$$

Stage 3 -

Number Lines:

$$\text{E.g. } 6 \times 3$$

Hundred Square to count in multiples:



Stage 4 -

Grid method:

$$\text{E.g. } 35 \times 2 = 70$$

$$\begin{array}{r} \times \\ 30 \quad 5 \\ 2 \\ \hline 60 \quad 10 \quad = 70 \end{array}$$

$$\text{E.g. } 123 \times 3 = 369$$

$$\begin{array}{r} \times \\ 100 \quad 20 \quad 3 \\ 3 \quad 300 \quad 60 \quad 9 \\ \hline = 369 \end{array}$$

Stage 4 -

Partitioning:

$$\text{E.g. } 35 \times 2 = (30 \times 2) + (5 \times 2)$$

$$= 60 + 10$$

$$= 70$$

Progressed to Column Algorithm:

$$\begin{array}{r} 35 \\ \times 2 \\ \hline 60 \quad (2 \times 30) \\ 10 \quad (2 \times 5) \\ \hline 70 \end{array}$$

Once shown both methods- children choose their preferred method.

Stage 5 -

Grid method: 72×38

$$\begin{array}{r} \times \\ 70 \quad 2 \\ 30 \quad 2100 \quad 60 \\ 8 \quad 560 \quad 16 \\ \hline 2736 \end{array}$$

Progressing to using the grid method for decimals.

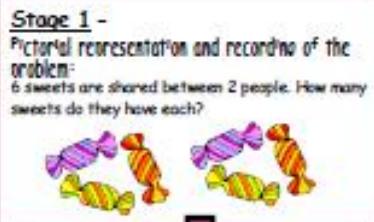
Stage 5 -

Compact Algorithm:

$$\begin{array}{r} 38 \\ \times 72 \\ \hline 76 \\ 2660 \\ \hline 2736 \end{array}$$

Progressing to larger numbers and decimals.

D I V I S I O N



Stage 2 -
Practical use of apparatus to calculate the answer using the concept of sharing:
6 sweets are shared between 2 people/groups.
How many do they have each?



Introduce use of a division number sentence to record the problem:
 $6 \div 2 = 3$

Stage 3 -
Division with remainders:
 $16 \div 5 = 3 \text{ r}1$

(1) **Grouping** - How many groups of 5 are there and how many left over (the remainder)?

3 groups of 5 with a remainder of 1 so $16 \div 5 = 3 \text{ r}1$

(2) **Using repeated addition** (linked to tables facts) - How many 5's are in 16 and how many are left over?

0 5 10 15 16 so $16 \div 5 = 3 \text{ r}1$

Stage 4 -
Using known multiplication facts and a blank number line:
 $85 \div 6 = 14 \text{ r}1$

0 60 66 85

10×6 4×6

Stage 5 -
Chunking:

$$\begin{array}{r} 72 \\ \hline 5 \\ \overline{- 50} \\ \hline 22 \\ \overline{- 20} \\ \hline 2 \end{array}$$

Answer 14 remainder 2

Stage 6 -
Formal written method:

$$\begin{array}{r} 32 \\ \hline 5 \quad 160 \end{array}$$

Progressing to larger numbers and decimals.

AWOL



MATHEMATICS TARGETS Year 5

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Evidence seen in:

Mathematics or mental maths activity	Maths book	Topic (T) or Science (S) book	Assessment
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Number, Place Value, Approximation and Estimating/Rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can round any whole number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can round any decimal number with 2 decimal places to the nearest whole number and to one decimal place.
- I can interpret negative numbers in context.
- I can count forwards and backwards with positive and negative whole numbers.

Addition and Subtraction

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add whole numbers with more than 4 digits, including using formal written methods.
- I can subtract whole numbers with more than 4 digits, including using formal written methods.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- I can identify multiples, factors and common factors.
- I understand the terms prime number, prime factor and composite number and can establish whether a number up to 100 is prime.
- I can multiply and divide whole numbers by 10, 100 and 1000.
- I can multiply and divide decimal numbers by 10, 100 and 1000.
- I can multiply a number with up to 4 digits by a 1-digit number using a formal written method.
- I can multiply a number with up to 4 digits by a 2-digit number using a formal written method for long multiplication.
- I can interpret remainders appropriately by rounding answers to calculations up or down depending on the context.



WRITING TARGETS Year 5

32

Evidence seen in:

English book	Topic book	Science book	Other
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Vocabulary, Grammar and Punctuation

- I can write using a mixture of simple, compound and complex sentences starting them in different ways.
- I can use relative clauses beginning with who, which, where, when, whose etc.
- I can use adverbs (e.g. perhaps, surely) to indicate a degree of possibility.
- I can use modal verbs (e.g. might, should, will, must) to indicate a degree of possibility.
- I can build cohesion between paragraphs through my choice of openers (including adverbs and adverbial phrases).
- I can indicate parenthesis, using brackets, dashes or commas.
- I can use commas to clarify meaning or avoid ambiguity.
- I can mark clauses using semi-colons.
- I can use colons to introduce a list.

Composition

- I can write for a range of real purposes and audiences as part of my work across the curriculum in a variety of genres.
- I can show an awareness of the reader through my language choices (e.g. rhetorical questions and figurative language).
- I can include subject specific vocabulary.
- I can describe the setting and characters in detail.
I can describe the setting, in detail.
- I can describe the characters in detail.
- I can describe the atmosphere in detail.
- I can include action and punctuated dialogue.
- I can organise my writing into paragraphs to show different information or events.
- I can use a variety of sentence openers throughout my writing.
- In my non-fiction writing, I can use organisational and presentational devices e.g. headings, bullet points, underlining.
- I can include expanded noun phrases to convey information.
- I can keep to the correct tense throughout a piece of writing.
- I can independently read through and edit my work (independently) to check that it makes sense.
- I can edit my work (independently) to making changes to my spelling, punctuation, grammar and vocabulary as required.

High Achievers...

If your child is achieving above age related expectations for Year 5 (ARE), the exceeding Year 5 AWOL targets encourage more in-depth and investigative work; allowing a greater mastery and understanding of concepts and ideas.

 MATHEMATICS EXCEEDING EXPECTATION TARGETS Year 5	Evidence seen in:			
	Mathematics or mental maths activity	Maths book	Topic (T) or Science (S) book	Assessment

1. I can read, write, order and compare and determine the value of each digit in numbers up to 10,000,000.				
2. I can select a method to divide whole numbers (up to 4 digits) by 2-digit numbers.				
3. I can use rounding as a strategy to calculate approximate answers before calculating them accurately.				
4. I can count forwards and backwards with positive and negative whole numbers, calculating intervals across zero.				
5. I can recognise the symbol for square root ($\sqrt{}$) and work out square roots for numbers up to 100.				
6. I can calculate number problems algebraically, for example, $2x - 3 = 5$				
7. I can use my knowledge of measurement of area and perimeter in a real life situation.				
8. I can convert between metric and imperial units in a real life situation (e.g. miles to kilometres).				
9. I can interpret timetables linked to a real life situation or problem.				
10. I can collect my own data and present the information appropriately (e.g. in charts, graphs and/or tables).				

Year 5 Weekly Timetable

			8.40am SS/8.45am SW		10.40am until 10.55am		12.25pm until 1.35pm		3.15pm (SS) 3.20pm (SW)
Monday	Early work	GPS	English	B	Maths	DEAR	L	Science	
Tuesday	Early work	GPS	English	R	Maths	Active Maths	U	Topic (History/Geography Focus)	
Wednesday	Early work	Homework	English	E	Maths	DEAR	N	Guided Reading	
Thursday	Early work	GPS	English	A	Maths	Active Maths	C	PPA	
Friday	Early work	GPS	English	K	Maths	DEAR	H	Checkpoint Challenge	Topic (Music/Art and DT Focus)

Autumn Term Homework

In addition to a long term cross curricular homework, there will be weekly homework which will generally be set on a Wednesday and due in on the following Wednesday, ready to mark as a class.

Weekly homework will include:

- ▶ Regular home reading - at least four times a week (try to encourage your child to read a variety of genres and authors)
- ▶ Practising 5 - 10 spellings and showing evidence of this in their homework book
- ▶ A maths and/or English specific task

Remote Learning

If your child needs to self-isolate, and they are feeling well enough to work, please find learning activities to complete on the Year 5 section of the school website.

Please remember that if you need to contact us, you can do so via the Year 5 email address 'year5wls@welearn365.com' and we will respond as soon as we can.

If there are any queries requiring an immediate response, please continue to email our admin team on 'admin5207@welearn365.com'