

Year 5



Cherry Orchard
Primary School

We Care, We Learn, We Succeed

Miss Bowen (5B)
Miss Newcombe (5N)

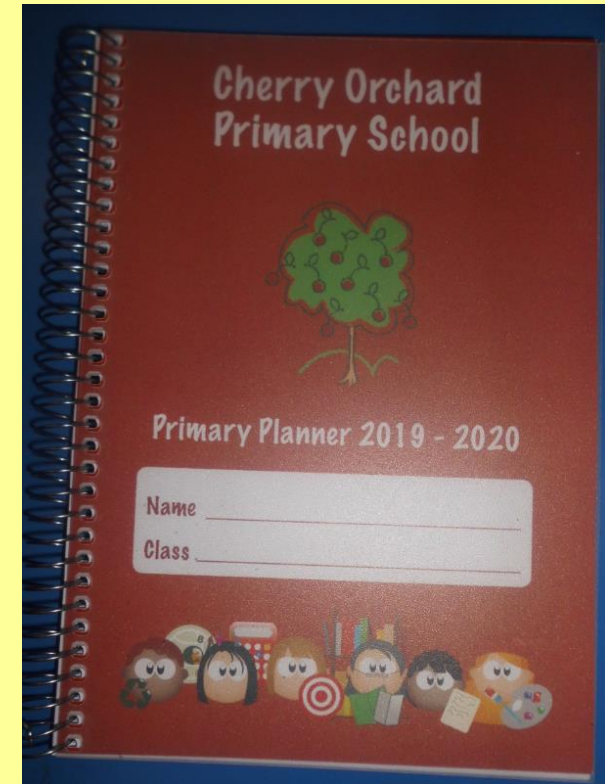
Aims for this afternoon

- Give you an overview of Year 5
- How we work in Year 5 at Cherry Orchard
- How you can help your child at home



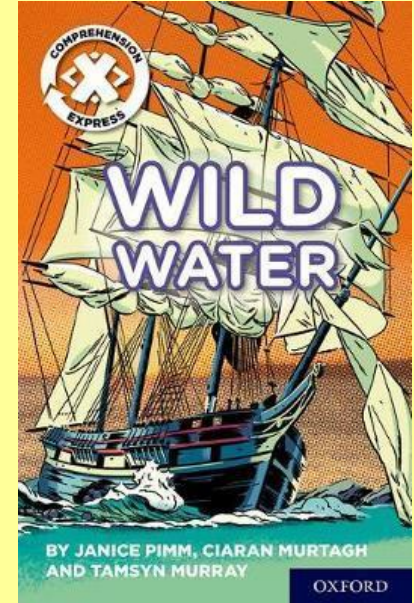
Planners

- We will be checking your child's planner once a week.
- Throughout the week your child will be writing targets into their planners.
- Your child will also record new spellings and vocabulary.
- The planners provide information and they are a vital piece of your child's education.



Reading in Year 5

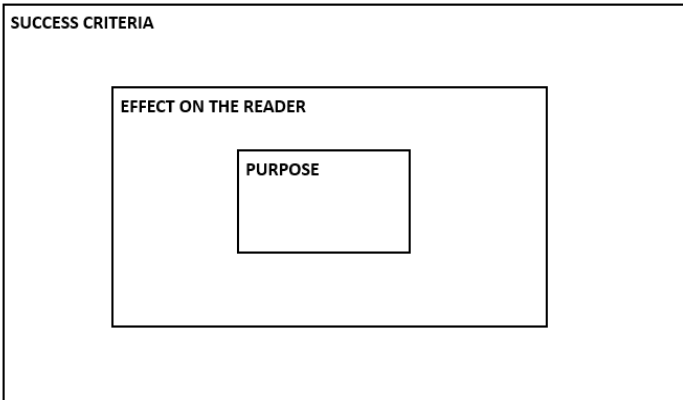
- Children will have a reading book - Oxford Tree Tops
- Have access to the library and accelerated reader.
- Can choose to bring in books from home for independent reading time
- Whole class guided reading - Comprehension Express
- Star Reader tests- every term.
- Minimum of 10 minutes reading to an adult every day and a minimum of 15 minutes independent reading.



Writing

- Writing checklists
- Setting/Character description, Non-Chronological Report, Adventure Story, Diary entry, Newspaper, Biography, Poetry
- Cohesion
- Non-negotiables
- Vocabulary- tier 2 words

EXAMPLES



Year 5 Writing Non-negotiables

- Use full stops and capital letters accurately.
- Use exclamation and question marks accurately.
- Begin to use commas to separate clauses, and begin to use dashes or brackets for parenthesis.
- Spell some of the Year 5 and 6 words correctly.
- Use inverted commas to punctuate speech.
- Write in the correct tense throughout.
- Organise writing into paragraphs.
- Use a wider range of adjectives, verbs and adverbs.
- Vary sentence openers (begin with verbs, adverbs, connectives).

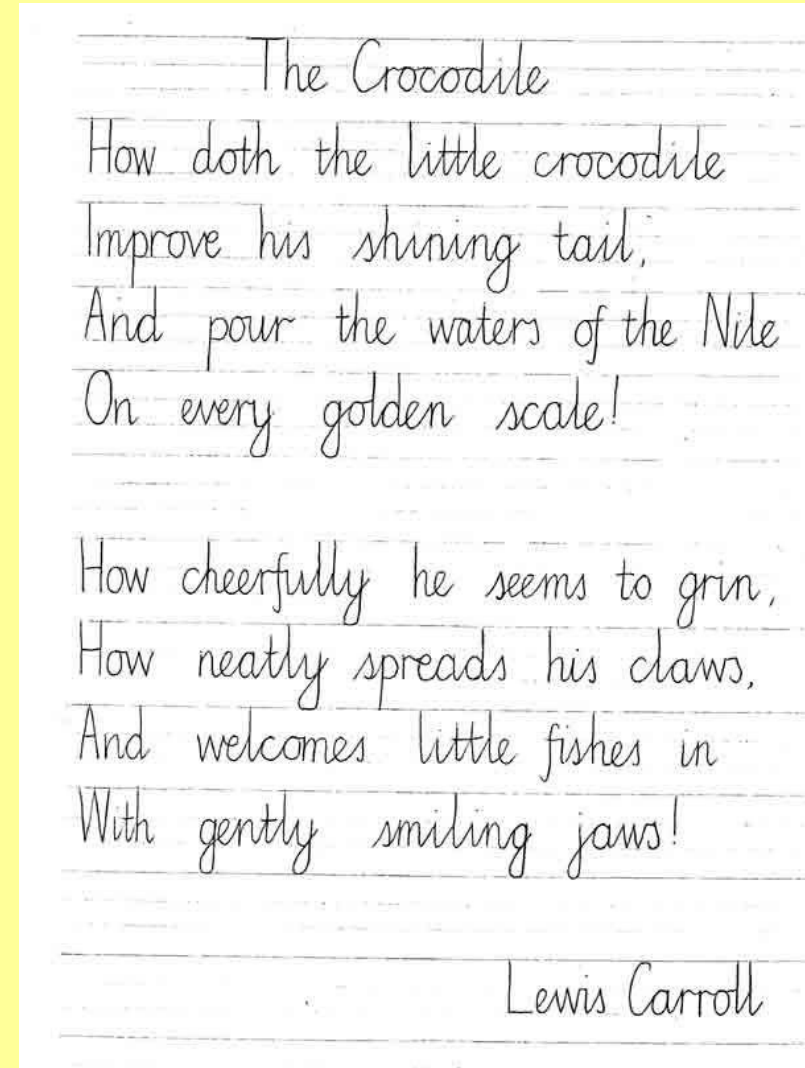


We Care, We Learn, We Succeed

Working towards Year 5	What does it mean? Examples to look at	Have I included it in my work?
Write for a range of purposes		
Using paragraphs to organise ideas		
In narratives, describe settings AND characters	<ul style="list-style-type: none"> • Describe something about your character's appearance (eg hair, thick, golden hair was as bright as the sun) • Describe something about your character's personality (eg, ...) 	
In non-fictional writing, use simple devices to structure the writing and support the reader (eg headings, sub-headings, bullet points)		
Using mostly correctly:	<ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Commas for lists • Apostrophes for contraction 	
Spelling correctly most words from the Y5A spelling list	<ul style="list-style-type: none"> • Have you used a spelling from the Y5A word in your writing? • Highlight it in yellow. 	
Spelling correctly some words from the Y5B spelling list	<ul style="list-style-type: none"> • Have you used a spelling from the Y5B word in your writing? • Highlight it in yellow. 	
Write again	<ul style="list-style-type: none"> • Is your handwriting neat? Is it easy to read? Is it the correct size? Is it joined? 	
Working at a Year 5 standard:		
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of the first person in a diary, direct address in instructions and persuasive writing)		
In narratives describe settings, characters and atmosphere	<ul style="list-style-type: none"> • Descriptive language to describe settings/character • Show not tell • Slow down the action! Don't rush... build suspense! 	
Integrate dialogue in narratives to convey character and advance the action	<ul style="list-style-type: none"> • Does your speech move the story along? Or is it filler? • Does your speech help us learn more about your character? 	
Select vocabulary and grammatical structures that reflect what the writing requires, using the most appropriate (eg using contracted forms in dialogue in narrative, using passive verbs to affect how information is presented, using modal verbs to express degrees of possibility)	<ul style="list-style-type: none"> • Active = Bob kicked the ball / Passive = The ball was kicked by Bob. • Modal verbs = could/should/might/can/will/may/must/could/ban • Contracted words = I'm/are/it's/they're/his/aren't/can't/don't/hasn't 	
Use a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	<ul style="list-style-type: none"> • Conjunction openers = However/Consequently/Therefore • Prepositional openers = Behind the door/Next to the table/Beyond the glimmering stream, far off in the distance. • Adverbials of time or place openers = A few minutes later/hours passed and.../Upstairs/moonlight in the garden! • Pronouns = He/She/They/Us/We/Them/The children • Expanded noun phrases = The exhausted, heavy boy... 	
Use verb tenses consistently and correctly through writing	<ul style="list-style-type: none"> • Is your writing all in past tense? Or all in present tense? • Have you shown control over different tenses in a diary/narrative/newspaper report? 	
Use the range of punctuation taught at Key Stage 2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech)	<ul style="list-style-type: none"> • Have you shown off punctuation? • Hyphenated word (eg ice-cream/blood-thirsty/cool-headed/four-year-old child) • Have you used inverted commas correctly, along with other punctuation? • "Where do you think you are going?" cried the teacher. "You're in detention!" • Have you got commas in the right places? (eg after adverbs or in the correct place after 'As' or 'Although' = Although you had a job, continue your sentence clearly) 	
Spell correctly most words from the Y5B spelling list and use a dictionary to check the spelling of unfamiliar or more ambiguous vocabulary	<ul style="list-style-type: none"> • Have you used a spelling from the Y5B word in your writing? • Highlight it in yellow. • Have you used a dictionary to check all other spellings. 	
Use capital letters in direct addressing when writing at speed. Correct size and joins shown.	<ul style="list-style-type: none"> • Is your handwriting clear, joined? • Are capital letters clear? • Is your writing the correct size? 	

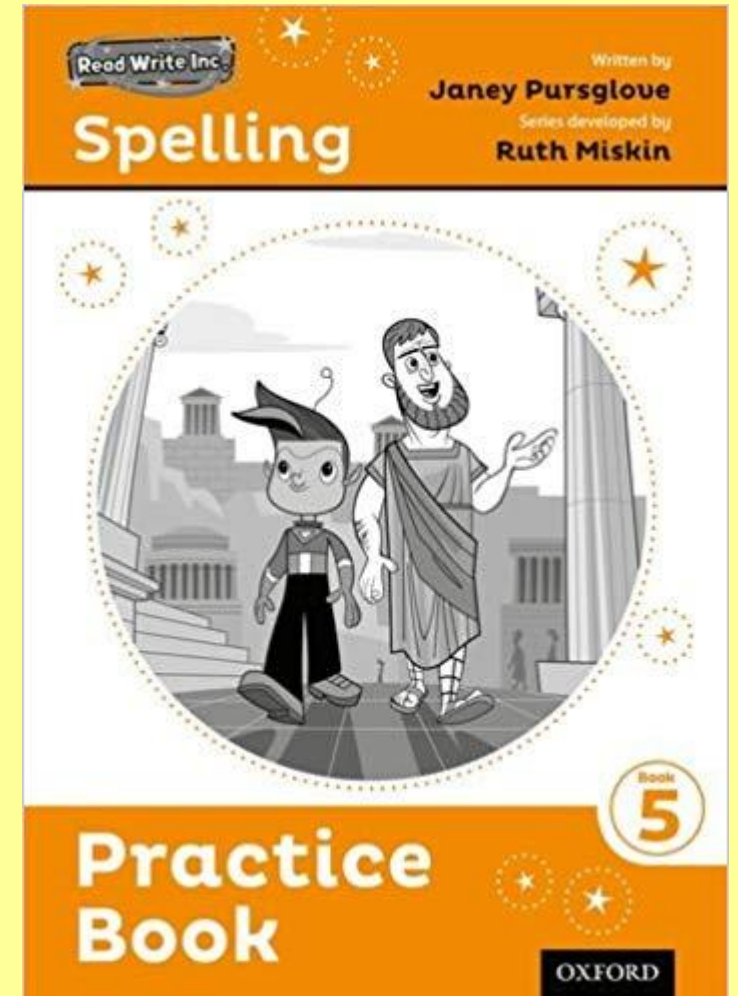
Handwriting and presentation

- Nelson handwriting scheme
- Children **MUST** be joining their handwriting consistently, neatly and at the correct size in order to meet the expected standard in writing for Year 5.



Spelling and Grammar

- Spelling lists in planner - words to learn at home.
- RWI spelling books. Spelling focus will be on a Thursday.
- Half termly spellings based on the Year 5 and 6 words.
- Pages in planner with grammar terms.
- Grammar focus will be on a Friday.



Maths

- White Rose
- Fluency, Reasoning and Problem Solving
- Maths toolkit boxes
- Maths Calculation Policy- concrete, pictorial and abstract
- Manga High
- Quizzes

Varied Fluency

1 Match the diagram to the number.

4,005 4,500 4,050

2 Which diagram is the odd one out?

3 Complete the table.

	Add 10	Add 100	Add 1,000
2,506			
7,999			
		6,070	

Numbers to 10,000

Reasoning and Problem Solving

Harriet has made five numbers, using the digits 1, 2, 3 and 4

She has changed each number into a letter.

Her numbers are:

- 1) aabdc
- 2) acdbc
- 3) dcaba
- 4) cdadc
- 5) bdaab

Here are three clues to work out her numbers:

- Number 1 is the greatest number.
- The digits in number 4 total 12
- Number 3 is the smallest number of the 5 numbers.

Simon says he can order the following numbers by only looking at the first three digits.

12,516 12,832

12,679

12,538 12,794

Is he correct?





Explain your answer.

He is incorrect because two of the numbers start with twelve thousand, five hundred therefore you need to look at the tens to compare and order.

Topic Weeks

- Knowledge organisers
- Topic weeks happen at the start or end of every half term

- Quizzes

Timeline of events		Year 5- Industrial Revolution		Vocabulary	
<p>1712- Thomas Newcomen invents the first steam engine.</p> <p>1764- The Spinning Jenny is invented. The machine spins more than one ball of yarn or thread at a time, making it easier and faster to make cloth.</p> <p>1766- Soho Manufactory in Birmingham starts operating. It pioneered mass production.</p> <p>1768- The Birmingham Canal started to be built. It was completed in 1772.</p> <p>1769- James Watt improves the steam engine. The steam engine powers the first trains, steamboats and factories.</p> <p>1833- Factory Act. Improved conditions for children working in factories.</p> <p>1833- Slavery Abolition Act. This abolished slavery in most British colonies.</p> <p>1842- Coals Mine Act. This prevented children under ten and women from working in the mines.</p> <p>1844- Samuel Morse invents the telegraph. A device that used electrical signals to send messages.</p> <p>1846- Elias Howe invents the sewing machine. Clothes could now be made in large factories.</p>		<p>Key facts, people and places</p> <p>The Industrial Revolution was a huge change in Britain between 1760-1900 where the country changed from living and working on land, to living in cities and working in new factories. The working and living conditions were terrible during the Industrial Revolution. The wages were low and the working hours were long. The towns and cities had overcrowding, poor sanitation, spread of disease and pollution.</p> <p>Soho House Soho House in Birmingham was the elegant home of the industrialist and entrepreneur Matthew Boulton from 1766 to 1809. The house was near to his factory- Soho Manufactory. One of the earliest factories in the world and the first to use an assembly line process.</p> <p>Birmingham Canals During the Industrial Revolution the canals were busy waterways transporting coal, iron and other heavy goods. They played a crucial role in the development of Birmingham and the Black Country.</p> <p>Matthew Boulton An English manufacturer and business partner of James Watt</p> <p>James Watt A Scottish inventor, who improved Newcomen's steam engine.</p>		<p>Canal An artificial waterway constructed to allow the passage of boats or ships inland.</p> <p>Economy The system of how money is made and used within a particular country. A country's economy is based on how many goods and services are produced and how much money is spent.</p> <p>Industrial Revolution A time of great change in Britain from 1760 to 1900.</p> <p>Industry The process of making products by using machines and factories.</p> <p>Invention Something new which is created, can be an object or an idea.</p> <p>Mass production The production of many products in one go.</p> <p>Population The number of people living in a particular place.</p> <p>Poverty The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter.</p> <p>Sanitation The system that disposes of human waste.</p> <p>Slave Trade The procuring, transporting and selling of human beings as slaves.</p> <p>Textiles Cloth made by weaving or knitting fibres together.</p> <p>Urbanisation The growth of cities due to movement of people from rural areas to cities.</p>	
<p>Rights and Global Goals</p> <p>Global Goals: 1-No Poverty, 2-Zero Hunger, 3-Good Health and Wellbeing, 4-Quality Education, 5-Gender Equality, 6-Clean Water and Sanitation, 8-Decent Work and Economic Growth, 9-Industry, Innovation and Infrastructure, 10-Reduced Inequalities, 12- Responsible Consumption and Production</p> <p>Rights: 1, 2, 3, 4, 9, 12, 13, 14, 19, 23, 24, 26, 27, 28, 29, 31, 32 and 40</p> <p>Key Skills: Listening, presenting, problem solving and teamwork.</p>		   			

Assessment

- When a pupil has achieved the vast majority of the objectives for their year group, they are considered to be 'working at age-related expectations'.
- Parents' evening- 23rd (3.30-6pm) and 24th October (4.30-7pm)

Cherry Orchard Primary School



Year 5 Expectations

The National Curriculum for all primary pupils is now based on age-related expectations rather than levels. Each year group has a set of objectives that the vast majority of pupils are expected to master by the end of the year.

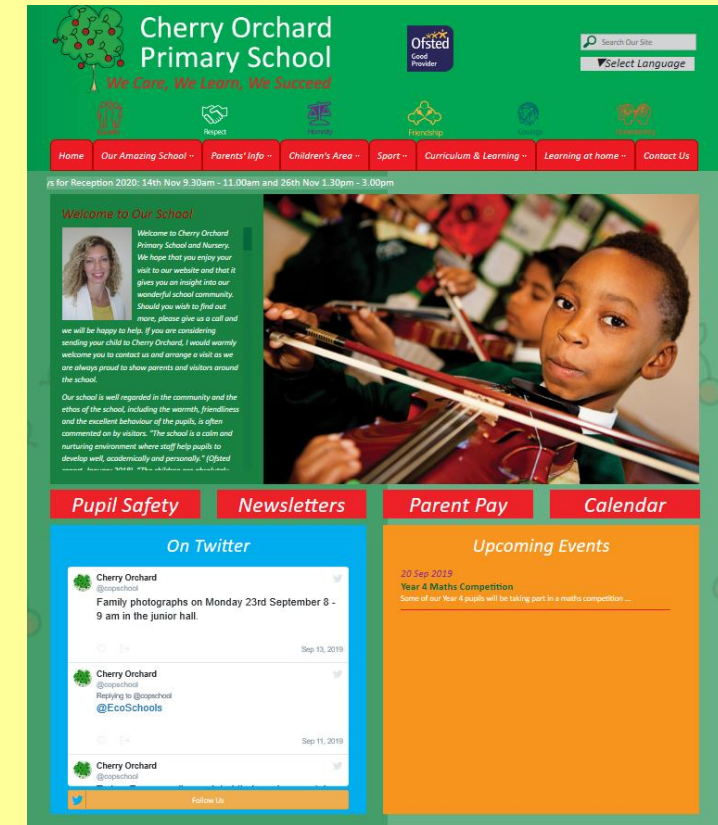
The only way to master these skills by the end of the year is to practise at home as well as at school. Whatever their starting point, being determined enough to work towards these goals every day is integral to your child achieving their very best.

At school, we will make sure your child gets lots of opportunities not only to practise the skills, but to apply them across the curriculum to help them achieve a deeper level of learning.

Please speak to your child's class teacher if you have any queries. Thank you for your continued support.

Extra Information

- School website
- Twitter
- Newsletter



Are you on Twitter? Please follow @copschool for the latest news

Reading

- I use some of the words and word parts that I understand already to think about what new words mean and sound like.
- I am becoming familiar with a range of books.
- I check my understanding of a text through discussion and exploring the meaning of words.
- I am able to make simple summaries of a given number of paragraphs I have read.
- I can find and make notes on information from non-fiction.
- I am beginning to participate in discussions about books I have read by listening to others' ideas.
- I am beginning to participate in discussions about books I have read by listening to others' ideas.

Maths

- I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.
- I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.
- I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.
- I can add and subtract larger numbers in my head.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.
- I can solve problems including scaling by simple fractions and problems involving simple rates.
- I can compare and order fractions whose denominators are all multiples of the same number.
- I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
- I can read, write, order and compare numbers with up to three decimal places.
- I work on problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.
- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I can calculate the perimeter of multi-shape shapes in centimetres and metres.
- I can calculate the area of rectangles in square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- I can draw a given angle (such as 47°), and then measure them in degrees ($^\circ$).
- I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.
- I can find the information I need from a timetable or large table of data.

Writing

- I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.
- I review my work to add description to develop settings and characters.
- I use headings and bullet points to structure my writing.
- I use the correct tense throughout a piece of writing.
- I can read through my work to correct some spelling and punctuation mistakes.
- I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
- I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
- I use commas to structure my sentences and clarify the meaning of a text.

Evaluation Form

- We hope that you have found the session helpful.
- Please fill in an evaluation form before you go 😊