

**Year 5**  
**Curriculum morning**

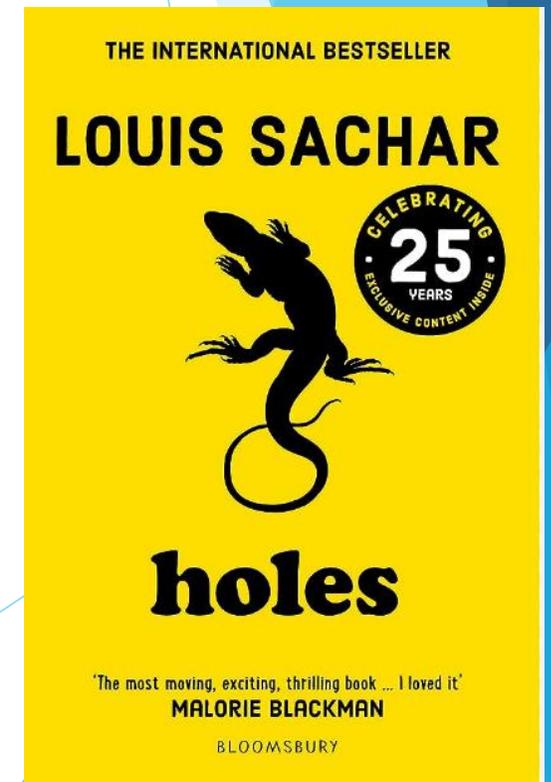
*Riverside*

YEAR B
Narratives with a viewpoint/ different account of same event Narratives on a theme (change)
Autobiographies/ biographies
Using reference books with cross curricular links
Riddles

YEAR B
Folktales Stories from other cultures
Persuasive writing (arguing a point) Information with bias
Poetry as a starting point for literacy activities

YEAR B
Classic Literature
Formal vs Informal writing Programmes
Poems with rhyming couplets Poetry by heart

Exposing children to various genres equips them with a wide range of writing skills and enables them to identify when to change their register.



# Learning objectives

Learning objectives are integral to developing writers' presence with children learning about composition and grammar.

COMPOSITION	VOCABULARY, GRAMMAR, PUNCTUATION
<b>5C1</b> Plan writing by identifying the purpose of writing, selecting the appropriate form and using other similar writing as models for their own	<b>5V1</b> Use and understand the purpose of a thesaurus
<b>5C2</b> Plan writing by developing initial idea gathered after independent reading or research	<b>5V2</b> Understand how to convert nouns and adjectives into verbs
<b>5C3</b> Use consistent and correct tense throughout a piece of writing	<b>5V3</b> Can use the correct form of a verb for past tense.
<b>5C4</b> Use correct subject verb agreement when using singular and plural	<b>5V4</b> Use relative clauses beginning with: who, which, where, when, whose, that or an omitted relative pronoun
<b>5C5</b> Distinguish between the language of speech and writing for particular purposes	<b>5V5</b> Indicate degrees of possibility using adverbs [perhaps, surely]
<b>5C6</b> Integrate dialogue within a narrative to convey character	<b>5V6</b> Indicate degrees of possibility using modal verbs [might, should, will, must]
<b>5C7</b> Create atmosphere within a narrative	<b>5V7</b> Link ideas across paragraphs using adverbials of time, place, number or tense choices
<b>5C8</b> Write <u>non narrative</u> using persuasive language	<b>5V8</b> Use commas to indicate parenthesis
<b>5C9</b> Write own narrative using correct structural, linguistic and grammatical features of a particular genre	<b>5V9</b> Use commas to clarify meaning and avoid ambiguity
<b>5C10</b> Write own non narrative using correct structural, <u>linguistic and</u> grammatical features of a particular genre	<b>5V10</b> Punctuate bullet points, in <u>non narrative</u> , consistently
<b>5C11</b> Proof read own work and check for errors in: spelling of words in word list, use of parenthesis and use of tense throughout	
<b>5C12</b> Understand, when editing, that choices in vocabulary can change meaning	
<b>5C13</b> Assess effectiveness of writing against structural, linguistic and grammatical features of particular genre	

# Year 5 spellings

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category



## Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT colour crayon.** Trace neatly and you will see a rainbow!

## Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

# Being oracy across the curriculum develops critical thinking and self-confidence.

## OBJECTIVES FOR EACH HALF TERM

### Autumn 1

To articulate and justify answers, opinions and explanations using standard English

### Autumn 2

To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

### Spring 1

To ask relevant questions to extend understanding and knowledge

### Spring 2

To use relevant strategies to build vocabulary

### Summer 1

Listen and respond appropriately to adults and peers including expressing feelings

### Summer 2

Consider and evaluate different viewpoints, attending to, collaborating with and building on the contributions of others.

# English - Reading

- ▶ Children will continue to read daily at school.
- ▶ Weekly comprehension groups with a class teacher and reading with TA.
- ▶ They will read a variety of books from different genres, and will be asked different questions based on the text (verbally and in written form).
- ▶ Questions will continue to focus on retrieval information, inference questions, justifying the author's, characters or their own opinions with evidence, making comparisons, providing synonyms for words, making predictions or explaining what impression they get of the characters or setting of the story.

# Maths Number

- ▶ Number and Place Value (read, write, order and compare numbers up to 1,000,000, negative numbers in context, rounding to nearest 10,100,10,000)
- ▶ Addition and Subtraction (moving away from four digits, using rounding to check answers. Solving multi-step problems in context deciding which operations/methods to use and why)
- ▶ Multiplication and Division
- ▶ Fractions, Decimals and Percentages (rounding, ordering decimals, recognising percent relates to number of parts per 100, Solve problems which require knowing percentage/decimal equivalents of those fractions with a denominator of a multiple or a factor of 10 or 25 (e.g.  $1/5=2/10=5/25$ ))

# Examples

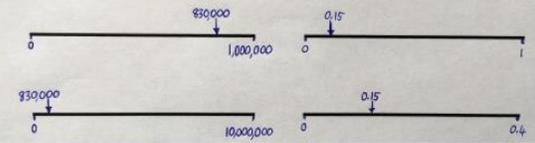
**Visual representations**

Make numbers in the range using place value coins, partitioning decimal values and showing the same number in different ways.

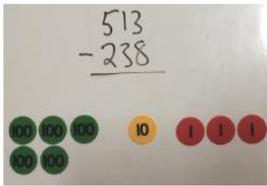
**0.35**      **430**



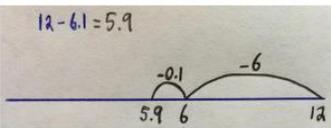
Estimate the position of numbers on blank number lines with different start/end numbers.



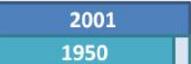
Model vertical methods for addition and subtraction step-by-step using iPad app 'I See Addition and Subtraction' or place value counters.

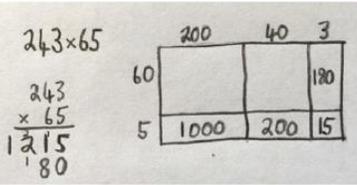
Mental calculation methods modelled using appropriate visual, e.g. rounding and adjusting on a number line, bar model to show subtraction as difference.



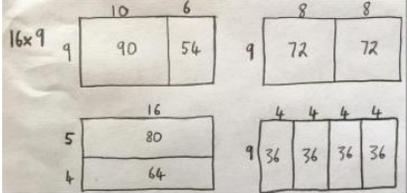
**2001 - 1950**



Compact written method made visual by area model.



Area model used to show multiplication where numbers are partitioned in different ways.



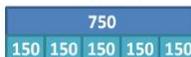
**Visual representations**

Division modelled with place value counters.



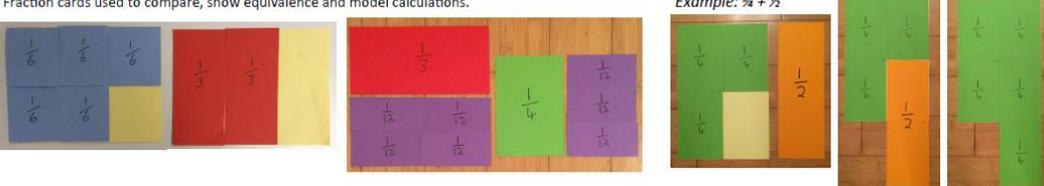
Bar model used to reinforce 'how many [divisors] in [dividend]?'

**750 ÷ 150**



Fraction cards used to compare, show equivalence and model calculations.

Example:  $\frac{3}{4} + \frac{1}{2}$



Dividing length of a metre ruler into two/four/five equal parts.



# Maths Measurement

- ▶ Converting between different units
- ▶ Understand/use equivalences between metric units and common imperial units (e.g. inches, pounds and pints)
- ▶ Use all four operations to solve problems [e.g. length using decimal notation, including scaling]
- ▶ Estimate volume [e.g. using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [e.g. using water]
- ▶ Know angles are measured in degrees. Draw given angles, and measure them in degrees ( $^\circ$ ) using a protractor
- ▶ Identify angles at a point on a straight line and half a turn [total  $180^\circ$ ]
- ▶ Identify other multiples of  $90^\circ$
- ▶ Use the properties of rectangles to deduce related facts and find missing lengths and angles
- ▶ Distinguish between regular and irregular polygons based on reasoning about equal edges and angle

# Maths skills

- ▶ Mental strategies and formal methods
- ▶ Reasoning
- ▶ Word problems
- ▶ Key vocabulary

# Year 5 Foundation Subjects

**Art:** The children will begin to understand the difference between different artistic disciplines. In Textile Art they will explore and investigate working on their own creative piece and then consider the challenges and opportunities working with fabric compared to other materials.

**Computing (Movie Maker):** The children will be investigating, selecting and combining different software to make and present a video film. They will gain experience of i-movie, inserting a green screen and editing content they have scripted and filmed.

**Design Technology:** will consider how a variety of materials have different properties. The children will then design and make a complex structure using a selection of construction materials.

**Geography:** will look at developing an understanding of time zones by learning about the lines of longitude. The geographical focus will be on North America.

**Music:** Develop children's ability to perform rhythmic patterns (cyclic music) and composing their own piece based on cycle. Spring/Summer is Recorder

**PE:** will build on and develop children's understand of movement by developing controlled running techniques - how to run for longer periods of time and how to combine and control more complex movements when running, jumping and landing.

**PHSE:** will support children in understanding how to build healthy relationships and self-confidence and self-esteem in school and beyond.

**RE:** The children will learn how different Christians might respond to Jesus' teachings and to explore and reflect on whose example they might follow for themselves.

**Science:** will extend their knowledge of the human circulatory system and plan and record an investigation into the impact of exercise on the body.