# Curriculum Meeting

# 2022 - 2023

# Year 5 - Beech Class
# Mrs Searle

# Literacy

# Reading

## In the classroom

The children will read as part of a guided reading activity. The teacher will encourage children to deduce and infer from a text or picture. Where possible, the text or picture will link with the genre focus or theme being covered in Literacy lessons.

The guided reading carousel also allows for children to have time to read their own choice of text. During this time, the teaching assistant will discuss the books your child is reading and encourage reading for fun.

## At home

Getting your child to read daily is one of the most important things to do. They are also not too old to sit and listen to a story! Perhaps take it in turns: paragraph each, page each, chapter each. Encourage discussion around any unknown words. Not sure how to help? Read some sample question stems (additional handout) that you can use when listening to your child read.

## Assessments

Your child will be assessed in reading by way of a comprehension paper. This is where children have different genres of text to retrieve, deduce and infer answers.

# Writing

## In the classroom

Over the year, children will be learning to write in a variety of fiction and non-fiction genres. We will be developing skills in: letter writing, recounts, setting descriptions, character descriptions, diary entries, balanced arguments, biased arguments, poetry, non-chronological reports, and explanation texts. We spend two weeks using what we know already about a genre, building on that knowledge, gathering information for our work, learning about specific genre features with a modelled text, creating a shared write of the text before drafting our own versions, editing and up-levelling and finally presenting a piece with our beautiful practised joined handwriting.

The children will take part in twice weekly specific handwriting lessons, in which, letter joins, sizes and orientation are taught and consolidated.

## At home

There are no homework expectations in place for practising writing alone. However, the weekly homework will require some spelling practise. This is an ideal opportunity to practise handwriting!

## Assessments

Children will be assessed termly on an independent piece of writing.

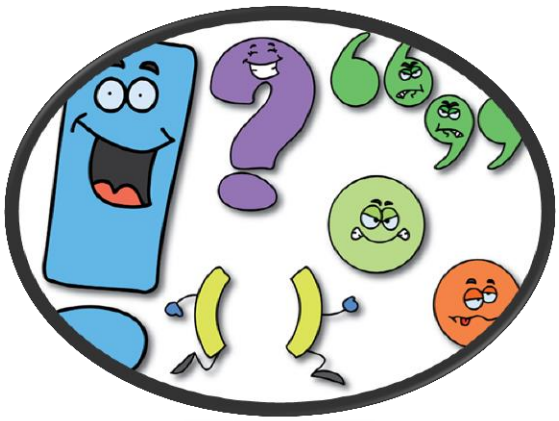
# Writing

**(expectations)**

- Describe settings and integrating dialogue
- To add detail, qualification and precision by:
    - Use adverbs
    - Use expanded noun phrases
    - Use prepositional phrases
- Use a range of clause structures, sometimes varying position in the sentence.
- Use different verb forms accurately and consistently
- Use cohesive devices within and across sentences and paragraphs
- Use commas for clarity
- Use some punctuation for parenthesis
    - Brackets
    - Commas
    - Dashes
- Spelling most words correctly (adding prefixes and suffixes appropriately, spelling the correct form of a homophone and spelling all common exception words correctly)
- Produces legible joined handwriting

# SPaG

**(spelling, punctuation and grammar)**



## In the classroom

Punctuation and grammar is generally incorporated into the daily literacy sessions. In this way, children are able to make solid connections in their understanding and see the effects of the punctuation or grammar being taught. Occasionally there is need for a few discreet lessons.

Spelling has two main focuses; common exception words and spelling rules. The children will complete several spelling activities throughout the week which will incorporate both strands of spelling focus. The children will be tested once a week on their weekly spellings and every half term on all of the spellings from the half term to ensure no spelling is left behind!

## At home

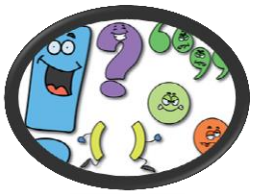
There will be a short punctuation or grammar task on the weekly homework sheet. This is to allow the children to practise and consolidate their learning from the weeks learning.

The children will also be given a list of 10 words from their spelling rules; as well as their few common exception words for the week. It is imperative that these words are practised little and often.

## Assessments

Children will be assessed termly on a SPaG paper. This consists of two parts. The first part will focus on grammar and punctuation questions where children will need to use multiple choice or underline certain parts of a sentence. The second part is a separate test which tests 20 spellings within the context of a sentence.

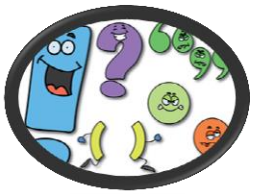
# Spelling



## Common exception words

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equipped
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

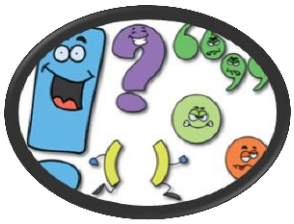
# Spelling



## Spelling patterns

| Spelling rule/pattern | Example |
|---|---|
| Silent 'b' | Subtle |
| Words ending in –ible | Terrible |
| Words ending in –able | Understandable |
| Silent 't' | Fasten |
| Words ending in –ibly and –ably | Understandably |
| Words ending in –ent | Frequent |
| Words ending in –ence | Silent |
| 'ee' sound spelt 'ei' | Receive |
| Words ending in –ance | Distance |
| Words ending in –cious | Spacious |
| Words ending in –tious | Nutritious |
| Words ending in –cial/tial | Official |
| Letter string 'ought | fought |

# Punctuation and Grammar



## (punctuation expectations)

*Use of **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences.*

### *Commas to separate items in a list.*

I packed my books, pencil case and lunchbox.

### *Apostrophes to mark singular and plural possession.*

The girl's name. (singular)
The girls' names. (plural)

### *Use of inverted commas and other punctuation to indicate direct speech.*

A **comma** after the reporting clause and end punctuation within inverted commas.
The conductor shouted, "Sit down!"

### *Use of commas after fronted adverbials.*

Last night, I did my homework.

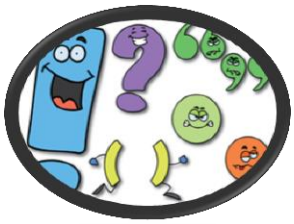
### *Brackets, dashes or commas to indicate parentheses.*

**Parentheses** are used to add in extra information.
Brackets, dashes and commas can be used.
The children (all 32 of them) were ready.
The children—all 32 of them—were ready.
The children, all 32 of them, were ready.

### *Use of commas to clarify meaning or avoid ambiguity.*

Only Sally and Bob went to the cinema in this sentence:
After they left Jon, Sally and Bob went to the cinema.
All three went to the cinema in this sentence:
After they left, Jon Sally and Bob went to the cinema.

# Punctuation and Grammar



## (grammar expectations)

**Word**

*Converting nouns or adjectives into verbs using suffixes—for example: –ate; –ise; –ify.*

*E.g. elastic elasticate custom customise solid solidify*

*Verb prefixes—for example, dis–, de–, mis–, over– and re–.*

*E.g. Dismantle, destruct, misspell.*

**Sentence**

*Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.*

The heavy rain, which was unusual for the time of year, destroyed most of the plants in my garden.

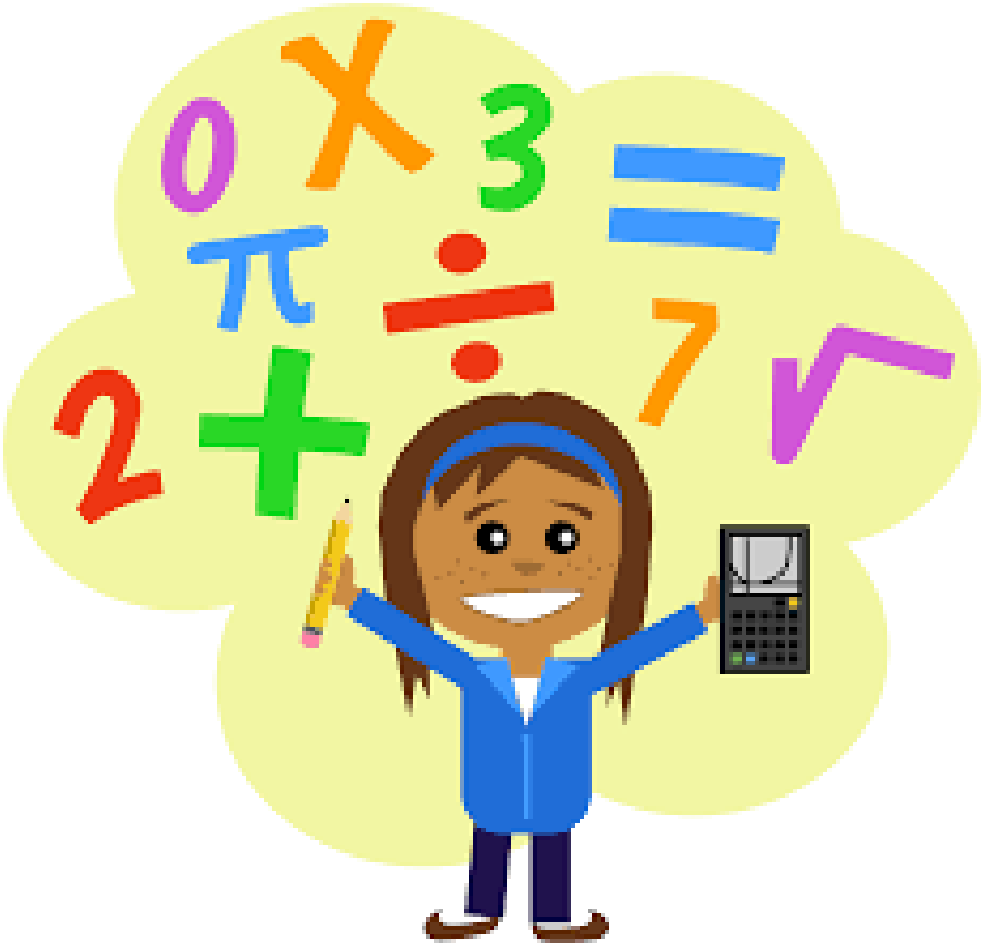
Where's the pencil (which) I gave you yesterday?

**Text**

*Devices to build cohesion within a paragraph—for example, then, after that, this, firstly.*

*Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before).*

# Maths



# Maths

## In the classroom

We complete daily maths sessions throughout the year covering all number and non-number themes: Place value, Addition, Subtraction, Multiplication, Division, Fractions, Decimals, Percentages, Shape, Measures, Geometry and Data. Where possible, the children will be introduced to a theme using **concrete** objects. As their understanding develops, we will move on to **pictorial** representations and finally the **abstract**.

## At home

Quick recall of number facts is vital by the time your child is in year five. Much of the curriculum relies on assumed knowledge of these facts. This year we have introduced times tables rock stars as an initiative to encourage lots of friendly competition to practise tables. It is best to practise tables little and often. Daily for five minutes is ideal!

In addition to this, your child will also be bringing home a Maths homework book. Your homework sheet will tell you which page to complete. As tempting as it will be for some of the children, please make sure they only complete the pages requested. If your child is ever finding something tricky – please do not hesitate to comment on the homework or even come in to speak to me about it.

## Assessments

Assessments will happen on a termly basis: Autumn term 1, Spring term 1 and Summer Term 1. The assessments are in the form of three papers: Arithmetic and two reasoning papers.

# Maths

## Visual Calculation Policy

Across school we use the Lacewood VCP. This ensures that children have a clear understanding of different strategies that they can use to complete maths problems. The strategies are broadly sorted between year groups allowing each strategy to build important understanding at the right time in the learning journey. In year 5, we mainly use the following:

### A7: Column Addition

```
  H  T  U
     6  8  7
+    2  4  8
-----------
     9  3  5
     1  1
```

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### S10: Column Subtraction

```
  H  T  U
     6 11  1
     7 ~~2~~ 3
-    3  5  6
-----------
     3  6  7
```

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### M7: Column Multiplication

```
  H  T  U
     1  4  7
x       4
-----------
     5  8  8
     1  2
```

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### M9: Long Multiplication Column

```
 Th  H  T  U
        4  3
x       6  5
-----------
        2  1  5      (5 x 43)
+  2  5  8  0      (60 x 43)
   2  1  1
-----------
   2  7  9  5
```

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### D11: Short Division

136 ÷ 4 = 34

```
      3  4
   ------
4 ) 1  3  6
```

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### D12: Chunking

Long Division With Remainders

```
      26 r21
   ------
37 ) 983
   - 370   (37 x 10)
     613
   - 370   (37 x 10)
     243
   - 222   (37 x 6)
      21
```

983 ÷ 37 = 26r21

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# Maths

### Number: Number & Place Value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Number: Addition & Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Number: Multiplication & Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Number: Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, 0.71 = 71/100]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve 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.

### Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- 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 (cm2) and square metres (m2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

### Geometry: Properties of Shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- 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 sides and angles.
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify angles at a point and one whole turn (total 360°)
- identify angles at a point on a straight line and half a turn (total 180°)
- identify other multiples of 90°.

### Geometry: Position & 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

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

# Themes

We will be covering all of our learning this year within the following themes:

**Autumn 1 - The Great War**

**Autumn 2 - Whitby**


**Spring 1 – A world of imagination – The Maya**

**Spring 2 – A world of imagination – Mexico**


**Summer 1 – Revolution; Evolution – Victorians**

**Summer 2 – Revolution; Evolution -**

# Planned Trips and Visits

**Autumn 1**
To link in with our theme of 'The Great War', Beech class will be going on a visit to Sherwood Pines to look at the WW1 trenches and experience orienteering through the forest.

**Autumn 2**
To link in with our theme of 'Whitby', and our Science learning about coastal erosion, Beech class will be going on a visit to Whitby to conduct some of our own science experiments, and also take in some of the mythical stories of Whitby in person.

**Spring 1** A chocolate inspired trip to link with our work on the Aztecs. As of yet, the Spring term trip has not been confirmed.

**Summer 1** – Robin Wood residential. Information evening will be held closer to the time, normally in the last week of Summer 1. This is a fantastic trip. The children gain so much from this 3 day trip. Even the teachers gain a lot...of grey hairs! Joking aside, it is enormous fun.

**Summer 2**
An end of year trip is pencilled in to link with our Victorians topic. In previous years, we have taken part in a 'Victorian Servant' day at Canon Hall Farm Museum. We have such a lot of fun: polishing the brass, making lavender bags, sugar mice, touring the Victorian house, making lemonade. To end the day, we go for an ice cream and play in the farm playgrounds.

Our theme-linked trips are aimed at deepening the children's understanding of a topic area as well creating fun and lasting memories.