



Welcome to Year Five

Bishop's Waltham Junior School, 2020



We'd like to take this opportunity to introduce ourselves and tell you a little about what you and your child can expect in Year Five. Our page on the school website explains the Year 5 curriculum in detail, but we thought you might like a brief overview of the year ahead.

Staffing

The teachers in Year Five are Mr McKenna (Tamarind Class) and Mrs Arnold (Sycamore Class). We are joined by Miss Ekless, Mrs Gill and Mrs Shuker. We are all looking forward to getting the most out of Year 5, working hard and having lots of fun!

Communication between home and school

- If you need to speak to a teacher, we will be available at the end of every school day when we bring the children out for collection.
- If you need to speak to us more formally then please make an appointment so that a convenient time can be arranged. Please avoid mornings unless it is before 8:20am.
- Alternatively, please do not hesitate to contact class teachers via school email addresses. These can be found on the school jotter app under 'contacts'.
- There will be formal parents' evenings in October and March.
- In February, you will receive a mid-year report for your child which sets out strengths and targets for the core subjects of Reading, Writing and Maths.
- In July, you will receive a formal report of your child's progress over the year.

Expectations of Year Group

As the children move into Year Five, there will be expectations of increased independence. Our expectations of children's work and behaviour will remain very high in order to ensure that children reach their full potential.

We will expect children to arrive in school with the equipment that they need on the correct days, and to complete tasks set for them at home. We have arranged our timetable in a way which will follow the same structure each week so children should always know what to expect.

Homework

Homework will be set on Thursdays and will be due back in school on Tuesdays. The children will have a homework book in which all of their homework will be put.

Maths

Maths homework will be given out weekly and will comprise of two parts. Children will be given a maths sheet of arithmetic questions which will follow a similar format each week, enabling children to practise their key skills. The sheet will also contain some questions to consolidate work they have done in class.

In addition to this, the children will be expected to use the Times Table Rockstars app or website each week to practise their times tables. Their log-in information will be put in their homework books.

Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children's progress across the curriculum. Children should be reading at home, ideally every day. Each fortnight, children will be set a task to do which will be based on a book which they have been reading. We will send home a template for this wherever possible. These tasks will be shared with other children in the class, and children will be expected to be able to talk about them.

Topic

Occasionally, we may suggest additional topic-based homework which children may choose to complete, but there will be no obligation for children to take part in these.

Spellings

We follow a spelling curriculum at school, and we spend plenty of time learning new spellings. We will not be sending spellings home on a regular basis, but we will provide copies of the word lists children are working on so they can have access them at home.

Pupils in Year Five who do not hand their homework in on time will be given one extra day; if it is not handed in on the following day, they will be expected to complete it during a break time.

Timetabling

PE will be on a Wednesday and Thursday afternoon and your child will need to wear their kit (suitable for outdoor PE) into school. On a Tuesday and Friday, children will have the opportunity to visit the library. Children who use library books as their reading books will have an opportunity to borrow two books, and these books should last them until their next visit. Please help us to maintain a good library selection by monitoring your child's reading at home and helping us with returning books on time. We encourage children to explore different genres of book and would appreciate your support with this.

Trips & Visitors

As part of the curriculum, we will be arranging for visitors to speak to the children to extend their understanding of our topic areas. Details of any trips will be available nearer the time. If you or somebody you know has an interest in, or experience of, one of our topic areas, we would appreciate the opportunity to discuss a visit to the school.

Food and Nutrition

All the children should bring in a water bottle. This should be in school every day and taken home every evening for washing. The school has a healthy eating policy, so we would ask for your help ensuring packed lunches and snacks are appropriate.

Curriculum Overview

The following pages show the outline of our curriculum throughout the year.

In English we will be covering a range of genres in writing, making links where possible to our topics and introducing more drama. We will be learning about poetry, news reports, explanations, stories from other cultures and non-chronological reports.

In maths, we will be learning about place value, number, problem solving, shape and space and data handling. The children will be taught in their classes for both literacy and maths.

Key End of Year Expectations For Year Five

The rest of this booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children, please talk to your child's teacher.

Year Five Reading

Key End of Year Expectations

Word Reading

- Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are encountered.

Themes and Conventions

- Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Comprehension - Clarify

- Asks pertinent and helpful questions to improve their understanding of a text.

Comprehension - Monitor and Summarise

- Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Comprehension - Select and Retrieve

- Retrieves, records and presents information from non-fiction.

Comprehension - Respond and Explain

- Participates in discussions about books that are read to the child and those that can be read independently.
- Provides reasoned justifications for their views about a book.

Inference

- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.

Language for Effect

- Identifies how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.

Performance standard

By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English

A child can:

- use reading strategies to work out any unfamiliar word;
- accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- read books selected independently;
- recognise themes in what is read, such as loss or heroism;
- compare characters, settings, themes and other aspects of what is read.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.

In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.

Year Five Writing

Key End of Year Expectations

Transcription

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt.

Handwriting

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Composition: Composition and Effect

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own composition.
- Describes settings, characters and atmosphere.

Composition: Text Structure and Organisation

- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).
- Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly).

Composition: Sentence Structure

- Sentence structure varied in line with the expectations of English Appendix 2.

Vocabulary, grammar and punctuation

- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify).
- Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).
- Uses commas to clarify meaning or avoid ambiguity.

Performance standard

With reference to the KPIs

By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

A child can:

- structure and organise a range of texts effectively for different purposes;
- use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;
- write effective descriptions;
- apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading;
- select a handwriting style appropriate to the task.

A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.

Year Five Maths

Key End of Year Expectations

Number and place value

- Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit
- Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero

Addition and subtraction (inc statistics)

- Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
- Numbers mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$)

Statistics:

- Completes, reads and interprets information in tables, including timetables

Multiplication and division

- Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers
- Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes
- Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions (including decimals)

- Compares and orders fractions whose denominators are all multiples of the same number
- Reads and writes decimal numbers as fractions eg $0.71 = \frac{71}{100}$
- Reads, writes, orders and compares numbers with up to three decimal places.
- Solves 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

- Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres

- Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²)

Geometry: properties of shape

- Draws given angles and measures them in degrees (°)
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles

Performance standard

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.

A child can:

- make connections between fractions, decimals and percentages;
- classify shapes with geometric properties and use the vocabulary needed to describe them; and
- read, spell and pronounce mathematical vocabulary correctly.

Year Five Spelling Expectations

This is the Year 5 / 6 spelling list. To be working at age related expectation, your child should be able to spell these words by the end of Year 6. They will start to learn them in Year 5.

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

Year Five SPAG Terminology

Brackets	<p>Used for additional information or explanation. Sometimes called parentheses.</p> <p>To clarify information Jamie's bike was red (bright red) with a yellow stripe.</p> <p>For asides and comments The bear was pink (I kid you not).</p> <p>To give extra details His first book (The Colour Of Magic) was written in 1989.</p>
Cohesion	<p>A text has this if it is clear how the meanings of its parts fit together. There are repeated references to the same thing and logical relations, such as time and cause, between different parts.</p> <p><i>E.g. A visit has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. This is an overnight visit. <u>The centre</u> has beautiful grounds and a nature trail. <u>During the afternoon</u>, the children will follow the trail.</i></p>
Commas to avoid ambiguity	<p>Lack—or overuse—of commas can alter meaning and/or result in ambiguity.</p> <p>Ambiguous sentences are hard to understand and can be misinterpreted. Commas can clarify the meaning of a sentence.</p> <p><i>E.g.</i> <i>Most of the time travellers worry about their luggage.</i> <i>Most of the time, travellers worry about their luggage.</i></p>
Dash	<p>This looks like a hyphen but is used to emphasise a sudden change of thought or to add additional information into a sentence.</p> <p><i>E.g.</i> <i>She might come to the party – you never know.</i> <i>Mr. O'Donnell – the man who found the wallet – was good</i> <i>enough to hand it into the police</i></p>

<p>Modal Verb</p>	<p>These are used to change the meaning of other <u>verbs</u>. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p><i>E.g. She <u>might</u> come to the party.</i></p>
<p>Parenthesis</p>	<p>The use of brackets, dashes, or commas to mark out additional information within a sentence.</p> <p><i>E.g. His first book (The Colour Of Magic) was written in 1989. Mr. Hardy, aged 68, ran his first marathon five years ago. Jackie – my best friend- baked me a cake for my birthday.</i></p>
<p>Relative Clause</p>	<p>This is a special type of <u>subordinate clause</u> that gives more information about a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>It may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, this feature is underlined, and both the pronouns and the words they refer back to are in bold.</p> <p><u>Examples</u> <i>That's the boy <u>who</u> lives near school. [who refers back to boy] The prize <u>that</u> I won was a book. [that refers back to prize] The prize I won was a book. [the pronoun that is omitted] Tom broke the game, <u>which</u> annoyed Ali. [which refers back to the whole clause]</i></p>
<p>Relative Pronoun</p>	<p>Words such as <i>who</i> and <i>that</i>, which refer back to the noun, though it is often omitted (see above)</p>