St. Mark’s Primary School

Year 5 Curriculum Evening
September 2017

Mrs R. Poole
Miss H. Cox
Mrs S. Happy
Topics

Autumn 1 – Rambling Rangers
Autumn 2 – Space Odyssey
Spring 1 – Glorious Greeks
Spring 2 – Road trip around Europe
Summer 1 – Butter Finger
Summer 2 – The winner takes it all
Assessments happen continuously throughout Years R – 6 to make sure your child is on course to master the basics of reading, writing and maths by the time they leave primary school. This will help to ensure that they can get on and do well in life.

At St. Mark’s we regularly assess (lessons, weeks, topics, half terms, yearly, ...) to track progress.

We use Target Tracker to record, track and monitor every child’s progress...
<table>
<thead>
<tr>
<th>Band 1 (Y1)</th>
<th>Band 2 (Y2)</th>
<th>Band 3 (Y3)</th>
<th>Band 4 (Y4)</th>
<th>Band 5 (Y5)</th>
<th>Band 6 (Y6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
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National test = SATs
Growth Mindsets & Talk Partners
Intelligence is . . .

- not fixed
- is expandable

<table>
<thead>
<tr>
<th>Intelligence is static</th>
<th>Intelligence is expandable</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I must look clever’</td>
<td>‘I want to learn more’</td>
</tr>
<tr>
<td>Avoids challenges</td>
<td>Embraces challenges</td>
</tr>
<tr>
<td>Gives up easily</td>
<td>Persists in the face of setbacks</td>
</tr>
<tr>
<td>Sees effort as pointless</td>
<td>Sees effort as the way</td>
</tr>
<tr>
<td>Ignores useful criticism</td>
<td>Learns from criticism</td>
</tr>
<tr>
<td><strong>Likely to plateau early and achieve less than full potential</strong></td>
<td><strong>Reaches higher levels of achievement</strong></td>
</tr>
</tbody>
</table>
English
English

- Cross-curricular links with topic areas
- Purpose for writing – providing an audience and making a task more exciting
- Taught daily within class groups
- Regular teaching of handwriting
- SPAG
- Focussed spellings teaching three times a week
- Daily LSCWC
English

- Different genres of writing e.g.
  - Persuasive letters and leaflets
  - Autobiographies
  - Fiction
  - Poetry

- North America example – travel leaflets and animal fables.
How is writing marked?

- Effectiveness
- Vocabulary choices
- Use of a range of sentence types
- Use of paragraphs
- Making links between sentences and paragraphs
- Use of correct features for different text types
- Correct and varied punctuation
- Handwriting
- Spelling
Spelling high-frequency words – Band 5 (Year 5)

Information for parents – this is the spelling list from the New Curriculum. By the end of the academic year, children in this year group are expected to be able to spell most of these words in their independent writing. Your child will be working on learning to spell these words in school.

achieve  
curiosity  

ancient  
definite  

determined  

develop  

available  
dictionary  

average  
environment  

bargain  
equip  

bruise  
equipped  

committee  
equipment  

communicate  
exaggerate  

community  
excellent  

competition  
explanation  

familiar  
frequently  

government  

individual  

interfere  

interrupt  

language  

lightning  

marvellous  

muscle  

neighbour  
opportunity  

persuade  

physical  

queue  

recognise  

recommend  

rhyme  

rhythm  

shoulder  

sincere  

sincerely  

stomach  

suggest  

symbol  

temperature  

twelfth  

vegetable  

vehicle
Handwriting

Our Cursive Writing Style

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

- Handwriting and presentation- cursive, fluent and neat, working towards using a handwriting pen
Children learn the skills of reading
- Unpicking viewpoint of an author
- Discussing features of a text
- Learning skimming and scanning techniques
- Giving evidence to support a statement
- Making valid predictions

- Guided reading
- Rolling pictures
- Bag of nouns
- Role on the wall
- Tiny texts
- And many more...
Journal Pages in Book Club
Journal Pages in Book Club

The Secret of Platform 13

New Words:

- Nightmares
- Cape
- Flesc
- Rescuers
- Queen
- London
- Warriors
- Boulder
- King
- Journey

Characters:

- Raymond
- Queen
- Mrs. Trotter
- Gruccie
- Oidge
- Hans (giant)
- Shuwee
- Ben

Characters interesting questions:

- Who is the goblin who will help?
- Why do they need to go on a journey?

The island that you get to by going through the swamp.

(Date: 14/07/2017)
Maths
Maths

- 3 main aims – fluency, reasoning, problem solving
- Emphasis on the four operations and being able to apply these to other aspects of maths e.g. statistics
- Number – the most important area
We want children to ask themselves...

Can I do this in my head?

Can I do this in my head using drawings or jottings?

Do I need to use a written method?
Maths

- Taught daily within mixed groups
- Homework will focus on the area of Maths being taught that week
- Mental calculations – knowing number facts/being able to work out calculations mentally
- Regular problem solving activities – promoting independence
- Base boxes to support children’s learning
- Daily morning challenge
Some of the maths skills children will be taught this year:

- Ordering and comparing numbers to at least 1,000,000
- Adding and subtracting numbers with more than 4 digits using the column method
- Solving 2-step problems using fractions, decimals, measures and scaling.
- Multiplying and dividing up to 4-digit numbers by a 1-digit or 2-digit number
- Adding, subtracting and multiplying fractions
- Reflecting and translating 2D shapes and calculating angles
Addition

Formal Column Method

\[
\begin{array}{c}
342 + 475 \\
\hline
342 \\
+ 475 \\
\hline
817 \\
\hline
\end{array}
\]

75 6.85 + 49.3

\[
\begin{array}{c}
75 6.85 \\
\hline
+ 49.3 \\
\hline
80 6.15 \\
\hline
\end{array}
\]
### Subtraction

#### Formal Column Method

<p>| | | | | | | |</p>
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<td>7</td>
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</table>

#### Another Example

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</tbody>
</table>
**Multiplication**

**Short Method**

\[ 241 \times 7 = 1687 \]

\[ 8 \times 41.6 = 332.8 \]

**Long Method**

\[ 372 \times 43 = 16116 \]

\[ +148880 = 159996 \]
Division

Vertical Chunking

828 \div 4

\[
\begin{array}{c}
4 & 8 & 2 & 8 \\
\hline
- & 4 & 0 & 0 & (100 \times 4) \\
\hline
4 & 2 & 8 \\
\hline
- & 4 & 0 & 0 & (100 \times 4) \\
\hline
2 & 8 \\
\hline
- & 2 & 0 & (5 \times 4) \\
\hline
8 \\
\hline
- & 8 & (2 \times 4) \\
\hline
\end{array}
\]

= 207

Division

Short Method

249 \div 4

\[
\begin{array}{c}
249 \\
\hline
0 & 6 & 2 & r & 1 \\
\hline
4 & 2 & 4 & 9 \\
\hline
9 & 8 & 6 & \div & 8 \\
\hline
1 & 2 & 3 & 2 & 5 \\
\hline
8 & 9 & 1 & 8 & 2 & 6 & 2 & 0 & r & 0 \\
\hline
\end{array}
\]
Times Tables
Times Tables

<table>
<thead>
<tr>
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<th>5</th>
<th>12</th>
<th>7</th>
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<th>10</th>
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</table>
From their perspective...

Please welcome Gracie and Will
Help at home

The impact of parental involvement

• Parental involvement in a child’s schooling for a child between the ages of 7-16 is a more powerful force than family background, size of family and level of parental education

• Children whose parents are involved with their learning progress 15-17% more than others without this support
Your child should be reading for at least 15 minutes most nights.

All reading should be recorded in Home Learning Logs.

A series of reading based tasks should be completed during the year using Bug Club.

A spelling sentence will be recorded in Home Learning Logs each week to practise at home.
# Reading Logs

## My Reading Record

I have read on Bug Club this week:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of book / page numbers</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 15th September</td>
<td>S:</td>
<td>H:</td>
</tr>
<tr>
<td>Tuesday 16th September</td>
<td>S:</td>
<td>H:</td>
</tr>
<tr>
<td>Wednesday 17th September</td>
<td>S:</td>
<td>H:</td>
</tr>
<tr>
<td>Thursday 18th September</td>
<td>S:</td>
<td>H:</td>
</tr>
<tr>
<td>Friday 19th September</td>
<td>S:</td>
<td>H:</td>
</tr>
<tr>
<td>Saturday 20th September</td>
<td>H:</td>
<td></td>
</tr>
<tr>
<td>Sunday 21st September</td>
<td>H:</td>
<td></td>
</tr>
</tbody>
</table>

## Home learning

<table>
<thead>
<tr>
<th>Date set</th>
<th>Activity</th>
<th>Date due in</th>
</tr>
</thead>
</table>

## Home School Communication

School Signature:

Home Signature:
Maths

- Maths homework will be sent home on a Friday and should be returned by the following Friday.
- MyMaths challenges are set every two weeks.
- Times tables and related division facts to support children in earning their Ruby, Emerald and Diamond certificates.
- Encourage your child to talk about and use maths around the home.

Topic

- Each half term, an extended task will be sent home and your child will have a longer period of time to complete it.
Homework Expectations

- All homework should be handed in on time.
- Children will lose their lunch time on a Friday if it is not handed in.
- This time will be used to complete the homework.
- Parents are asked to sign the Home Learning Logs weekly.
Equipment

- Named PE kits need to come to school on a Monday and go home on a Friday (tape for earrings if they can’t be removed)
- Named water bottles
- Named book bags (or size equivalent with one key ring only)
- Coats
Social Media
Celebrating your children!

- Celebration worship – every Friday!
Please feel free to come and visit your child’s classroom and teacher.