Welcome to Year 5

Mrs Paul: 5P
Mrs Imran: 5I

Ms Khan: Teaching Assistant (am)

PPA Cover: Miss Morris (5P) and Mrs H Sadler (5I)

Aims of the session

About Year 5 - timetable information, routines of the year group, topics, church services, trips.

Mathematics and English - what we cover across the year, how we teach it, expectations and outcomes.

Quinta - Some information to help to ready your child for this exciting opportunity.

An opportunity to ask any questions about the topics covered.

Year 5 weekly overview – Autumn 18

	SM	10.05- 11.00am		11.15-12.15pm		1.15-1.30	1.30-2.30pm	2.30-3.30pm
Monday	Creative Curriculum Guided Reading	Guided Reading Creative Curriculum	BREAK	Maths	LUNCH	Assembly	PE RE	PE RE
Tuesday	Music (FI) Spanish (AP) Spellings	Maths		SPaG		Assembly Hymn practice	Creative Curriculum (FI) ICT (HS)	ICT (HS) Creative Curriculum (FI)
Wednesday	PE Maths	Maths PE		English		Assembly	Science (PPA)	
Thursday	Spellings (DAB) Maths	VCOP		English Creative Writing		Creative Curriculum	PSHE	Assembly
Friday	Maths	English Comprehension & Dictation		Spanish (AP) Music (FI)		Class Assembly	Enrichment	

5P 5I All

AP Spanish Y6 Tuesday
HK ICT Y5 Tuesday

English homework – Set Fridays, due Wednesdays
Maths homework – Set Fridays, due Fridays
Spellings – tested Thursdays

Timetables will be updated periodically - copy can be found in homework diaries which should come home every day.

Year 5 Topics

Autumn

Creative Curriculum

Walls and Barricades
Rivers

Science

Properties and Changes of Materials

Spring

Mission to Mars
The Mayans

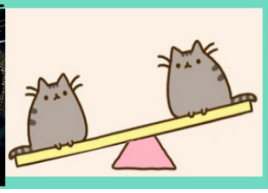
Earth and Space
Forces and Mechanisms

Summer

The Tudors

Livings things & their habitats
RSE





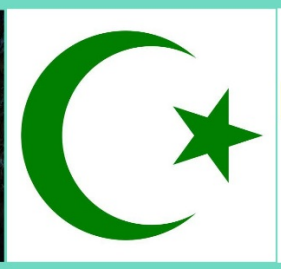

Religious Education

As we are a Church of England school, half of our RE curriculum is centred around the Christian faith.

We study the following topics in Year 5:

Incarnation (Christianity)
Gospel (Christianity)
Salvation (Christianity)
Rites of Passage (Islam)
Belonging: Shahada and Salat (Islam)
Rituals (Cross-faith)

We try to make as many cross-curricular links with RE as possible and to make faith an integral part of everything we do in school.

Physical Education

- Year 5 currently have PE on Monday afternoons and Wednesday mornings.

- Please encourage your child to remember to bring the correct kit for these days:

  White t-shirt, black shorts, joggers (for colder months)
  Either a red Deanery hoody or a plain black hoody (for colder months). Trainers for outside
  Bare feet/pumps for indoors

- If your child has their ears pierced, they should take earrings out for PE unless newly pierced (ears should be covered in tape until able to remove.
- If a child is missing all or part of their kit on more that one occasion, a reminder letter will be sent home.

Homework

- Generally set on Friday: English due in following Wednesday, Maths on Friday
- Maths (usually MyMaths) plus a daily diary question
- Writing/Grammar/Comprehension on a three-week rotation
- Times Table of the Week (to encourage self-learning)
- Extra work (ad-hoc) where necessary

Spellings

- Spellings taught/given out on Tuesdays, tested following Thursday
- Support from home is much appreciated and very beneficial.

Testing

- Termly testing. (Autumn, Spring & Summer):
  Arithmetic
  2 x Maths Reasoning tests
  Reading
  Grammar and Punctuation
  Spelling
  - Results are used to identify specific areas of strength and development and impact teaching
  - Results also help to identify any children who may need additional support

How are tests used?

- We endeavour to go through papers with the children
- We use them to provide feedback at parent consultations in relation to areas that could be supported from home

Potential drawbacks of testing:

- Some children may feel stressed out by tests
- They do not give you the full picture of what a child can do
- Time spent testing is time spent not teaching

Why we test:

- It can help to remove some of the pressure around testing
- It can teach children specific strategies to prepare them for SATs in Year 6
- It helps teachers to identify what children do/do not understand and what they are capable of when unsupported (although teachers do use many other methods for this too)
- Many children actually enjoy it

Christmas Production

- We choose a production with a Christian theme and with a large number and wide variety of parts.
- Auditions held - parts chosen based on audition.

Trips

-National Space Centre: Mission to Mars topic
-Selly Manor: Tudor topic
-Mosque: RE Islam topic

Church Visits

- Visit for Y4 Harvest, Y4/6 Christmas and Y3 Mothers Day Services.
-Lead Key Stage Two Easter Service.

Other events during the year:

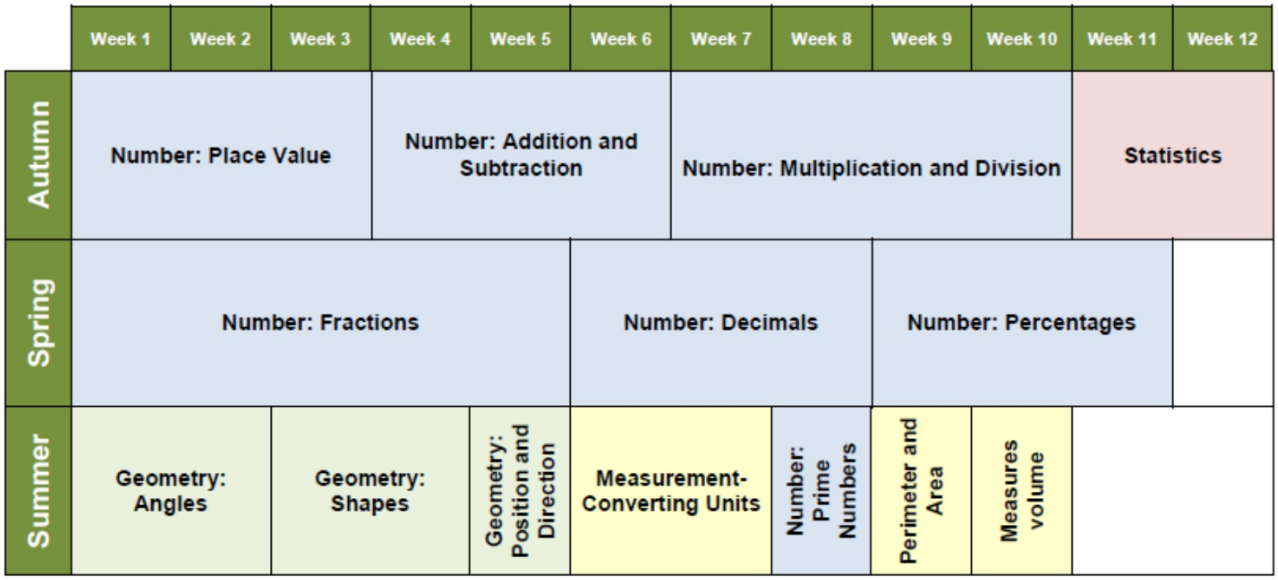
- Bikeability
- Cyberwise workshops
- Shakespeare workshop

Maths

- Coverage
- How maths is taught
- Expectations
- Outcomes

Topics covered in Year 5

Year 5 Overview



Maths Hub (White Rose)

Autumn

Year Group	Y5	Term	Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – place value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 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 and subtraction Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 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 and division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. 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. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. 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 and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.				Statistics Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.

mathshub@trinityacademyhalifax.org

MathsHUBS White Rose

Spring

Year Group	Y5	Term	Spring

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Fractions Compare and order fractions whose denominators are 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 $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$]. 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 = $\frac{71}{100}$]. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.					Number: Decimals Read, write, order and compare numbers with up to three decimal places. 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. Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.			Number: Percentages 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25			Time at the beginning or end of the term for consolidation , gap filling, seasonal activities, assessments , etc.

Summer

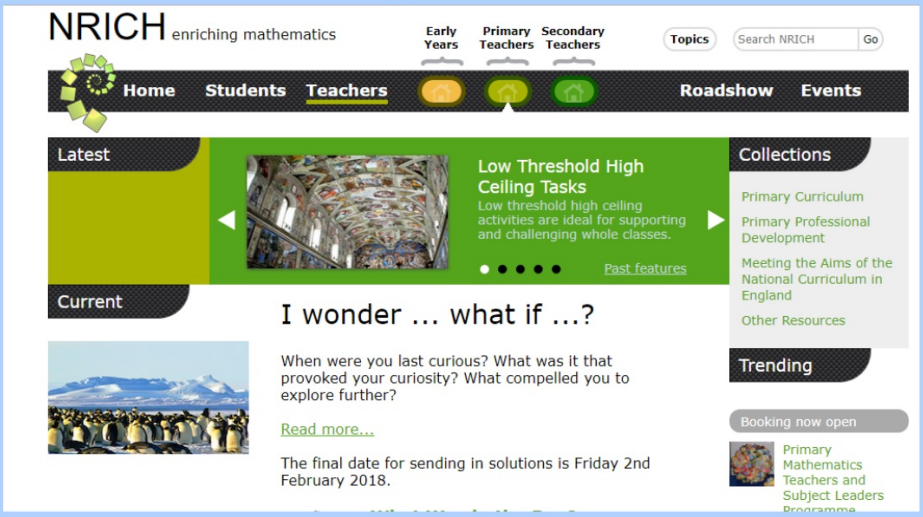
Year Group	Y5	Term	Summer

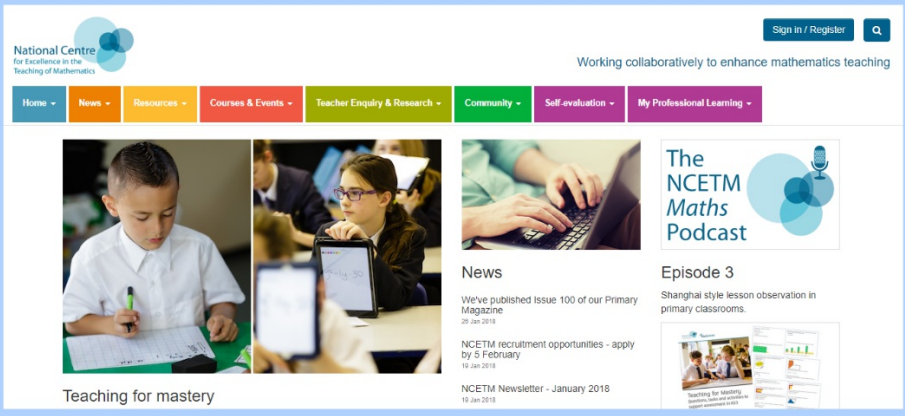
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Geometry: Angles Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees (°). Identify: angles at a point and one whole turn (total 360 °), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.		Geometry: Shapes Identify 3D shapes, including cubes and other cuboids, from 2D 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.		Geometry: Position and 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.	Measurement: Converting units Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.		Number: Prime 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.	Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2, m^2 estimate the area of irregular shapes.	Measures: Volume Estimate volume (for example using $1cm^3$ blocks to build cuboids (including cubes) and capacity (for example, using water)). Use all four operations to solve problems involving measure.		

Deepening learning

	National Curriculum Statement	All students		
		Fluency	Reasoning	Problem Solving
Multiplication and Division	Multiply and divide numbers mentally drawing upon known facts.	• 8 x 6 = 48. Use this to help you find the answers to the number sentences: 48 ÷ 6 = 6 x 80 = • Write down five multiplication and division facts that use the number 48. • If I know 8 x 36 = 288, I also know 8 x 12 x 3 = 288 and 8 x 6 x 6 = 288. If you know 9 x 24 = 216, what else do you know?	• How can you use 10 x 7 to help you find the 9th multiple of 7? • Find the answer: 2 x 11 = 4 x 11 = 2 x 12 = 4 x 12 = 2 x 13 = 4 x 13 = What is the connection between the results for the two times table and the four times table? If 2 x 144= 288, what is 4 times 144? • To multiply a number by 25 you multiply by 100 and then divide by 4. Use this strategy to solve. 84 x 25 28 x 25 5.6 x 25	• 40 cupcakes cost £3.60, how much do 20 cupcakes cost? How much do 80 cupcakes cost? How much do 10 cupcakes cost? • If 8 x 24 = 192, how many other pairs of numbers can you write that have the product of 192? • 10 times a number is 4350, what is 9 times the same number? Explain your working.

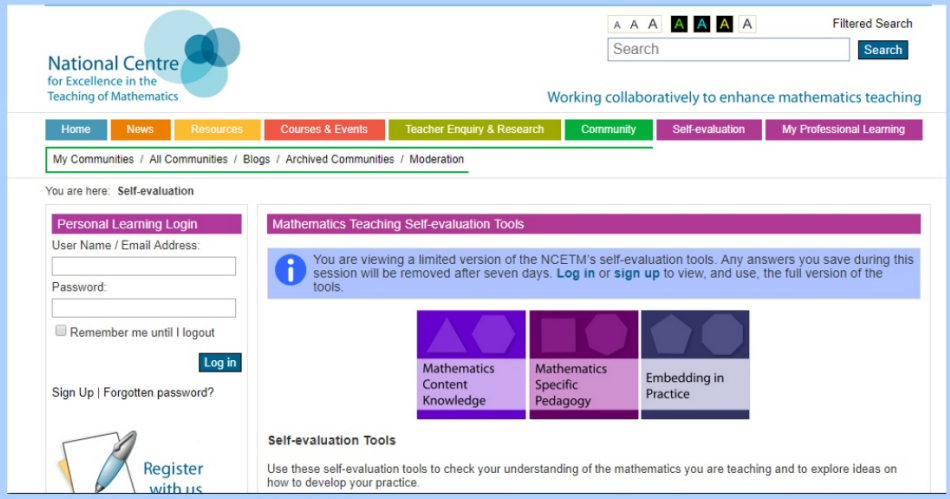
Deepening learning





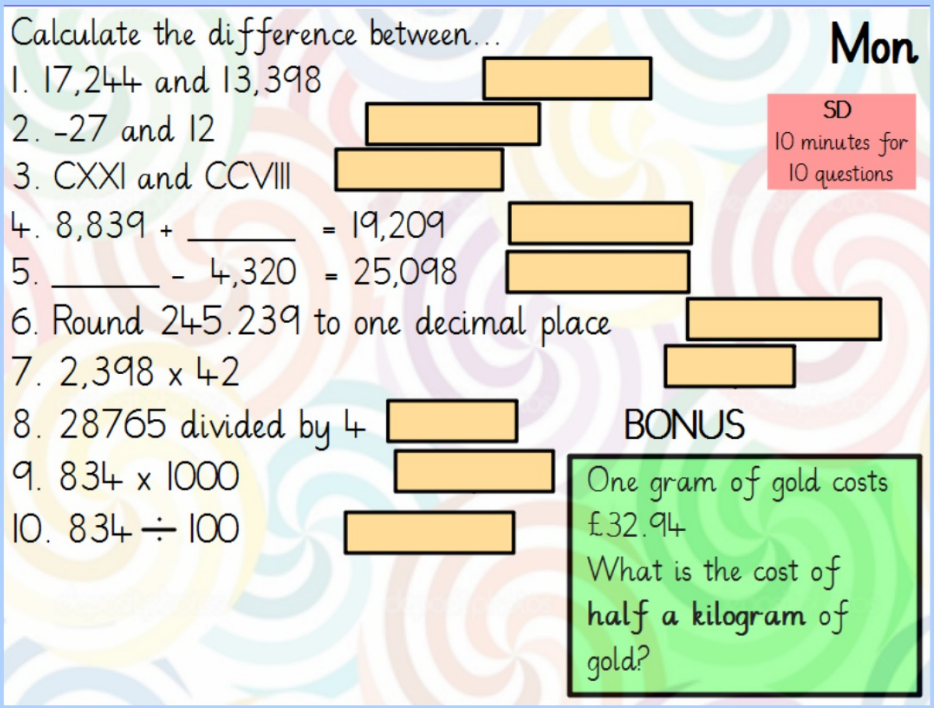
Helping you to support your child

We are always happy to take the time to explain concepts, strategies and methods with you but if you would like to do some self-study, NCETM also has a great self-evaluation section to help identify and explain any unfamiliar areas.



Structure of maths lessons:

Each lesson begins with an S.D. or settling down activity. This entails the children answering as many of the 10 available questions in 10 minutes or less.



Children are able to access adult support during the S.D. and a specific group are given a differentiated version to access at the appropriate level.

Why do we do it?

It recaps the concepts covered, helping to keep them fresh in the children's minds.

Mon

Calculate the difference between...

1. 17,244 and 13,398 — 3,846
2. -27 and 12 — 39
3. CXXI and CCVIII — 87
4. 8,839 + _____ = 19,209 — 10,370
5. _____ - 4,320 = 25,098 — 29,418
6. Round 245.239 to one decimal place — 245.2
7. 2,398 x 42 — 100,716
8. 28765 divided by 4 — 7,191 r1
9. 834 x 1000 — 834,000
10. 834 ÷ 100 — 0.834

SD
10 minutes for
10 questions

BONUS

One gram of gold costs £32.94
What is the cost of **half** a **kilogram** of gold? £16,470

Structure of maths lessons (continued):

- Then we usually have whole class teaching time, introducing or continuing with a concept
- After this, children have the opportunity to practise and apply their knowledge and skills through independent, paired or supported work
- Tasks are differentiated with children being allocated their level of work through a combination of self-selection and AfL (teacher assessment)
- Staff will work with a group/move around supporting and questioning
- Usually, we check answers during the lesson to ensure misconceptions can be dealt with there and then and to help children to gauge their understanding and progress with a concept.

Calculations Policy for Year 5