

# Welcome to Year 5



September 2020

# Staff - The year 5 team

- Class teacher - Mrs Dobbs
- Science - Mrs Archbold
- The class TA is Mrs Heck

# School day - daily routines

## **Morning Sessions:**

English, Maths, Guided Reading,  
Science (Wed), Music (Fri);

## **Afternoon Sessions:**

History/Geography, Art  
PE, French, RE, PSHE,  
Computing,  
English & Maths (Wed)

# Values

Our values for this year will be:

Autumn 1:	Hope
Autumn 2:	Friendship
Spring 1:	Endurance
Spring 2:	Thankfulness
Summer 1:	Forgiveness
Summer 2:	Courage

These will be taught through all the different subjects and collective worship.

# Topics

The history and geography topics for this year will be:

Autumn 1:

Ancient Greece

Autumn 2:

Mapwork & Historical knowledge

Spring 1:

Vikings & Anglo-Saxons

Spring 2:

Investigating place names including  
use of fieldwork & time zones

Summer 1:

Eastern Europe

Summer 2:

Comparing the UK with a country  
in Eastern Europe

# Curriculum Information

## Mathematics

### Autumn

Place Value and Rounding of Large Numbers

Interpret Negative Numbers

Place Value of Numbers with up to Three Decimal Places

Multiply and Divide by 10, 100 and 1,000

Properties of Number - Multiples, Factors and Common Factors

Prime and Composite Numbers

Multiply and Divide Mentally

Solve Problems Involving Knowledge of Key Facts

Add and Subtract Using a Range of Strategies

Add and Subtract Using Formal Written Methods

Formal Written Method for Multiplication

Formal Written Method of Short Division

Equivalent Fractions

Compare and Order Fractions

Adding and Subtracting Fractions

# Curriculum Information

## Mathematics

### Spring

Problem Solving - All Four Operations

Multiply Fractions by Whole Numbers

Fraction Problem Solving

Measure - Converting Units of Measure

Area

Volume and Capacity

Percentages

Problem Solving - Percentages

3-D Shapes from 2-D Representations

Reflection and Translation

Perimeter

Estimate, Compare, Measure and Draw Angles

Identify Unknown Angles

# Curriculum Information

## Mathematics

### Summer

- Formal Methods for Division and Multiplication in Increasingly Complex Problems
- Strategies for Multiplication and Division (Mental and Written)
- Solving Problems involving Scaling by Simple Fractions and Rates
- Conversion of Imperial and Metric Units of Measure
- Fractions, Decimals and Percentages Problem Solving
- Reading Timetables and Calculating with Time
- Solve Problems involving the Four Operations
- Distinguish between Regular and Irregular Polygons
- Use Properties of Rectangles
- Statistics - Solve Comparison, Sum and Difference Problems using Information in a Line Graph
- Statistics - Interpreting and Evaluating Information Presented in Charts and Tables
- Roman Numerals



# Reading skills

## Predicting



- I wonder if
- I predict
- I think that
- I imagine
- I think \* will happen
- I think I will learn
- I think it will be set out
- The next part will be about

because

## Inferring



- The word \* tells me
- The part \* tells me
- This makes me think that
- I think this **character**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

because

## Clarifying



- I think that means
- I didn't understand
- What does \* mean?
- I need to reread this part because
- \* is a tricky word so I
- I didn't understand \* so I
- Let's reread because it didn't make sense.

## Asking questions



- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

## Summarising



- The key idea is
- The most important ideas are \* and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

## Making connections



### Text to self:

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

### Text to text:

- I think this book is a \* (*genre*) book because
- This reminds me of \* because
- This is similar to \* because
- This character is similar to \* because

### Text to world:

- This links to
- This is because

## Evaluating



### Language

- The word/phrase \* works well because
- I like the way the author uses \* it makes me think about
- I think it would have read better if
- It's very clever the way the author uses \* because
- The sentence \* has high impact because

### Organisation

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

# Writing in Year 5 - we will continue learning to

- describe settings, characters and atmosphere in narratives and integrate dialogue
- carefully structure texts with a range of organisational devices, including time connectives, paragraphs, headings, bullet points, underlining
- learn to select appropriate grammar and vocabulary
- use adverbs and adverbials to explain how something is being done
- write with neat, legible handwriting; write with increasing speed
- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning or avoid ambiguity
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with silent letters
- learn the spelling of more difficult homophones (words which sound the same but are spelt differently)
- use a dictionary and a thesaurus
- assess and improve the effectiveness of their writing

# Science

Earth and Space

Forces

Living Things  
and Their Habitats

Properties and  
Changes of Materials

Animals  
Including Humans

# P.S.H.E.

(Physical, social, health education)

This year we are using a new scheme of work called Jigsaw.

Jigsaw is a mindful approach to PSHE and brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

A lesson a week helps teachers to build the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

# General Information

## P.E.

PE/Games will be on a Thursday and Friday afternoon. They will be outside as much as possible so need full school P.E. kits including trainers and tracksuits/joggers.

### Contact

Please comment on any homework in the children's Homework Books and use the Y5 email address for any other message:

[year5@stmarys916.herts.sch.uk](mailto:year5@stmarys916.herts.sch.uk)

Alternatively, send a little note in with your child and ask them to hand it to me (this may often be the quickest way to get in touch).

# Homework

Weekly homework will be given out on a Thursday, to be completed and returned by the following Monday. Spellings will be given out on a Friday.

Weekly homework will have a combination of reading, writing, grammar, spelling and maths.



# Dates for your Diary

Individual photos: Thursday 8<sup>th</sup> October

Half term: Monday 26<sup>th</sup> - Friday 30<sup>th</sup>  
October

Occasional Day: Monday 30<sup>th</sup> November

Break up: Friday 18<sup>th</sup> December

Woodrow revised trip date:

Wed 12<sup>th</sup> - Fri 14<sup>th</sup> May 2021 (let's hope we can go!)

# Finally

If there is anything you would like to let us know or ask us about please do so via the class email

[year5@stmarys916.herts.sch.uk](mailto:year5@stmarys916.herts.sch.uk)

When we are allowed more contact I will be available at the end of the day but until then please communicate by email whenever possible.

Thank you Mrs Dobbs