# St Michael with St Thomas CE Primary School

*Learn, Achieve, Love, Believe*

# Year 5 Class Handbook

# 2023 -2024

# You will find the following information in the Year 5 handbook:

- Details of the adults that will be working with your child this year
- Information about homework
- Information about reading in this year group
- Details about PE days and swimming (if applicable to the year group)
- Times of the school day
- Dates of class worships and family learning sessions
- Long Term Plan for the year
- Details of any Statutory Testing (Y1, Y2, Y4 and Y6 only)
- Maths and English Key Performance Indicators (KPIs)
- A copy of the Home – School agreement to sign

Class teacher: Mrs Hogan

KS2 Leader: Mrs Worrall

Teaching Assistant: Miss Wilson

Student Teacher: Miss Hughes

**Homework**

Homework will be sent on each **Thursday** and will be collected in each **Tuesday**.

Weekly homework will consist of:

- Reading 5x a week
- Spellings – These can be practised via the games on Spelling Shed
- X Tables – These can be practised via the games on TT RockStars
- KS2 pupils – Reading Plus at least 2x a week

Spellings and times tables (in KS2) will be tested on a Tuesday or Wednesday and the scores recorded in the back of the child's homework books.
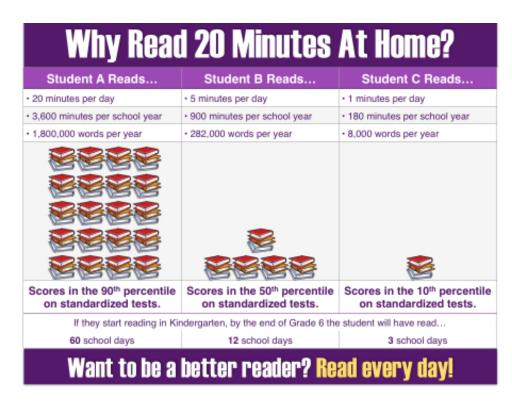
Each half term, every class will have a homework challenge mat with a range of different activities on.  We ask that all children complete **at least 2 activities from the mat per half term.**

All log ins and passwords are on stickers in your child's reading diary.

**Reading**

We ask that all children read at least 5 times each week at home.  This is to support them with:

- Becoming more fluent with their reading
- Developing reading stamina, allowing them to read longer and more challenging texts
- Developing the speed in which they are able to read and comprehend at
- Developing Vocabulary
- Developing a love of books

**Why Read 20 Minutes At Home?**

| Student A Reads… | Student B Reads… | Student C Reads… |
|---|---|---|
| • 20 minutes per day | • 5 minutes per day | • 1 minutes per day |
| • 3,600 minutes per school year | • 900 minutes per school year | • 180 minutes per school year |
| • 1,800,000 words per year | • 282,000 words per year | • 8,000 words per year |
| Scores in the 90th percentile on standardized tests. | Scores in the 50th percentile on standardized tests. | Scores in the 10th percentile on standardized tests. |
| If they start reading in Kindergarten, by the end of Grade 6 the student will have read… | | |
| 60 school days | 12 school days | 3 school days |

**Want to be a better reader? Read every day!**

### Reading in Early Years and KS1

In Reception and KS1, pupils are no longer reading by 'Book Band'.  Instead, children will have a reading book that is matched to the phonics sounds that they are learning in their groups.  This is to ensure that they have time to practise and rehearse the learning taking place in the classroom.  Children will be reassessed in their phonics groups each half term. These books are to be read often as children build fluency through reading known texts.  They will be changed twice a week.

Children will also bring home a second book, which is a sharing book.  This book is for adults to read with their child to build a love of books, enjoying the story, discussing the language, characters and plot.  This book is not for adults to try and make children read, as this will contain sounds that they have not yet been taught through phonics.  These books will be changed twice a week, but children can also change these books whenever they are ready to from the class library.

### Reading in KS2

Once children have finished the Read Write Inc Phonics programme at the end of KS1, they will be assessed in their reading using the KS2 book bands.  Children will be given a book that matches their reading level to read each night at home.  Pupils will still be expected to read at least 5 times each week, although as they get older, they

may read independently at some points throughout the week.  All children who meet this home reading target, will receive Dojo points and an extra break time as a reward.

Studies have shown that reading progress in KS2 often slows, as parents believe that now pupils can read competently, there is less need for them to read aloud with an adult.  This is a misconception and it is essential that pupils still have time to read aloud and to discuss texts with someone, especially as the books they are reading are becoming more and more challenging.  Please support your child by listening to them read regularly and discussing the text with them.

Pupils in KS2 will be assessed each term and the book band that they are reading at may change.  However, this is based on more than just the ability to read the words, and the pupil's comprehension of the text is equally important.  Pupils who read widely and from a variety of different types of texts, will develop their reading and comprehension skills far more efficiently.

In addition to their home reading books, pupils in Years 4, 5 and 6 have access to Reading Plus which is an online school subscription to improve pupils' reading speed, comprehension and understanding of vocabulary.  Pupils will complete an initial assessment in school and will then receive their log in details.  Pupils are expected to complete 3 Reading lessons via Reading Plus each week.  This, coupled with reading at least five times per week at home, would mean that the child had met their home reading target for the week.  A four-week trial period in May 2021 proved to be very effective (as shown in the anonymised data of a cross-section of pupils below) with the pupils who regularly accessed the online lessons seeing great improvement in their reading speed, comprehension accuracy and progression through the reading levels.

| Reading lessons | Reading lessons 80%+ | Total words read | Average comprehension | Rate gain (words per minute) | Level Gain |
|---|---|---|---|---|---|
| 31 | 29 | 26,694 | 92.1% | 50 | 2.4 |
| 20 | 20 | 15,271 | 96.9% | 30 | 1.6 |
| 19 | 18 | 9,970 | 94.4% | 25 | 1.2 |
| 4 | 1 | 5,590 | 63% | 0 | 0 |

## PE in Year 5

This year our PE days will be Tuesday and Friday.

We are asking that pupils come into school in their PE kits on their PE days – this should be a plain white t-shirt, black shorts and trainers.
In the winter, pupils can wear a plain, black tracksuit over their PE kits to keep them warm.
The only thing that pupils need to bring into school and leave there is a small PE bag with their indoor pumps in.
*Please ensure that tracksuits and shorts are plain black, with no stripes or logos down the sides.*
**No football/rugby kits will be allowed.**

## Times of the School Day:

**Rec - Y3**

| | |
|---|---|
| 8.40am | School gates open |
| 8.45am | School starts |
| 8.55– 9.55am | Lesson 1 |
| 10am | Worship |
| 10.15am | Break time |
| 10.30 - 11:30am | Lesson 2 |
| 11:30am – 12pm | Phonics |
| 12pm – 12.45pm | Lunch |
| 12.45 -1pm | Wellbeing activities |
| 12.45/1.20pm – 3.15pm | Lesson 3, Lesson 4 and Lesson 5 |
| 3.15pm | Home time |

**Y4 - Y6**

| | |
|---|---|
| 8.40am | School gates open |
| 8.45am | School starts |
| 8.55 – 9.55am | Lesson 1 |
| 10am | Worship |
| 10.15am | Break time |
| 10.30 – 11.40am | Lesson 2 |
| 11.40am – 12.15pm | Lesson 3 |
| 12.15 – 1.00pm | Lunch |
| 1 – 1.15pm | Wellbeing activities |
| 1.15pm – 3.15pm | Lesson 4 and Lesson 5 |
| 3.15pm | Home time |

## Class Worship and Family Learning Dates:

|  | Venue | Time |
|---|---|---|
| **Class Worship** | School Hall | Wednesday 29th November 2023 @ 9:00 am |
| **Church Worship** | St Michael with St Thomas Church | Thursday 5th October 2023 @ 9:30 am |
| **Family Learning sessions** | Year 5 classroom | Reading - Monday 9th October 2023 @ 2:15pm<br><br>Maths – Tuesday 16th January 2023 @ 2:15pm |

# Year 5 Long Term Plan 2023 -2024

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Maths** | **Reasoning with larger numbers**<br>**Integer addition and subtraction**<br>**Multiplication and division**<br><br>• Read, write, order and compare numbers up to one million<br>• Round numbers within one million to the nearest multiple of powers of ten<br>• Read Roman numerals up to M<br>• Use rounding to estimate<br>• Use a rage of mental calculation strategies to add and subtract integers<br>• Illustrate and explain the written method of column addition and subtraction<br>• Select efficient calculation strategies<br>• Identify multiples and factors<br>• Investigate prime numbers<br>• Multiply and divide by 10, 100 and 1000 (Integers)<br>• Derived facts | **Multiplication and division**<br><br>**Perimeter and area**<br><br>**Lines and graphs**<br>• Identify multiples and factors<br>• Investigate prime numbers<br>• Multiply and divide by 10, 100 and 1000 (Integers)<br>• Derived facts<br>• Illustrate and explain formal multiplication and division strategies such as short and long<br>• Use a range of mental calculation strategies<br><br>• Investigate area and perimeter of rectilinear shapes<br>• Estimate area of non-rectilinear shapes<br>• Complete, read and interpret data presented in the graphs<br>• Read and interpret timetables including calculating intervals | **Fractions, decimals and percentages**<br><br>• Read, write, order and compare decimals<br>• Round decimals to the nearest whole number<br>• Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)<br>• Calculate fractions of amounts<br>• Add, subtract fractions with denominators that are multiples of the same number<br>• Multiply fractions (and mixed numbers) by a whole number<br>• Explore percentages, decimals, fractions equivalence | **Angles**<br><br>**Transformations**<br><br>• Classify, compare and order angles<br>• Measure and draw angles with a protractor<br>• Understand and use angles facts to calculate missing angles<br>• Coordinates in all four quadrants<br>• Translation and reflection<br>• Calculate intervals across zero as a context for negative numbers | **Calculating with whole numbers and decimals**<br><br>**Converting units of measure**<br><br>**Problem Solving**<br><br>• Mental strategies to add and subtract involving decimals<br>• Formal written strategies to add, subtract and multiply involving decimals<br>• Multiply and divide by 10, 100 and 1000<br>• Derive multiplication facts involving decimals<br>• Convert between metric units of length, mass and capacity and units of time<br>• Know and use approximate conversion between imperial and metric<br>• Negative numbers and calculating intervals across zero<br>• Calculating the mean<br>• Interpret remainders<br>• Investigate numbers; consecutive, | **Problem solving**<br><br>**2-D and 3-D shape**<br><br>**Volume**<br><br>• Negative numbers and calculating intervals across zero<br>• Calculating the mean<br>• Interpret remainders<br>• Investigate numbers; consecutive, palindromic, multiples<br>• Classify 2-D shapes and reason about regular and irregular polygons<br>• Properties of diagonals of quadrilaterals<br>• Classify 3-D Shapes<br>• 3-D representations of 3-D shapes<br>• Use cube numbers and notation<br>• Estimate volume<br>• Convert units of volume |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • Illustrate and explain formal multiplication and division strategies such as short and long<br>• Use a range of mental calculation strategies | | | | palindromic, multiples | |
| **English** | **The Jabberwocky**<br>**Lewis Carroll**<br><br>Recount: a descriptive diary entry to show character<br>Inform: Attenborough style report of the Jabberwock<br>Entertain: Narrate the scenes – Jabberwock battle; effective openers; dialogue<br>Report: NCR Jubjub Bird | **The Lost Thing (Shaun Tan)**<br>Recount: a diary entry to show changes of feelings,<br>Inform: a non-chronological report, formal letters and adverts<br>Entertain: own version of a fantasy narrative | **The Lion Above the Door (Onjali. Q. Rauf)**<br>Recount: an internal monologue<br>Entertain: write a scene in the style of the author<br>Inform: a report about an 'unforgotten hero'<br>Recount: diary entry<br>Newspaper report- report the events of the museum | **Percy Jackson and the Lightning Thief**<br>**(Rick Riordan)**<br>Entertain: dialogue/discussion between Percy and Grover<br>Inform: Explanation of the facilities on offer at Camp Half-Blood (brochure)<br>Narrate/Diary: Percy's diary re: arriving at Camp<br>Entertain: write next chapter following on from the discovery he is Poseidon's son.<br>(Tolerance) | **Shakespeare's Macbeth**<br>Drama and role play<br>Entertain: Script Work/ Using dialogue to advance action<br>Inform: character description of the witches<br>Persuade: a letter from Macbeth | **The Odyssey (Gillian Cross)**<br>Recount: Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue.<br>Inform: postcard, advertisement.<br>Entertain: missing scene, adventure story |
| **Subjects taught discretely throughout the year:** | | | | | | |
| **SCIENCE** | **Earth and Space** | **Forces** | **Materials** | | **Animals including humans** | **Living things and their habitats** |
| | To describe the movement of the Earth and other planets relative to the sun in the solar system<br><br>To describe the movement of the moon relative to the Earth | To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object | To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.<br><br>To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets | | To describe the changes as humans develop to old age | To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird |

| PSHE & RSE | Throughout the year, we will use our Jigsaw PSHE materials | | | | | |
|---|---|---|---|---|---|---|
| | **Being Me in my World**<br>(Individual Liberty) | **Celebrating Difference**<br>(Tolerance) | **Dreams and Goals**<br>(Individual Liberty) | **Healthy Me** | **Relationships**<br>(Mutual Respect) | **Changing Me** |
| **PE** | **Games** | **Dance** | **Gymnastics** | **Athletics** | **Orienteering** | **Games** |
| | **Football** | **Dodgeball** | **Lacrosse** | **Basketball** | **Netball** | **Rounders & cricket** |
| **RE** | We follow the Blackburn Syllabus to study the following topics throughout the year: | | | | | |
| | How and why do Christians read the Bible?<br>*How important are holy books in other faiths?*<br>(Mutual Respect and Tolerance)<br>The aim of this unit it is to deepen children's understanding of the importance and impact of the contents of the Bible. | Christmas. The gospels of Matthew and Luke.<br>The aim of this unit it is to:<br>• give children a Biblical perspective on the nativity story<br>• challenge their ideas and deepen their understanding of the true meaning of Christmas. | Jesus the teacher.<br>The aim of this unit is to:<br>• emphasis Jesus' skills as a great teacher<br>• consider carefully the messages of the parables and how they impact on the lives of practising Christians | Why do Christians believe that Easter is a celebration of victory?<br>The aim of this unit is to explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death. | Pentecost, what happened next?<br>The aim of this unit is to:<br>• provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians<br>• to realise the significance of the life of St Paul and the concept of mission<br>• to learn basic facts about how Christianity came to Britain | Exploring the lives of significant women in the Old Testament.<br>*Jewish festival of Purim*<br>(Mutual Respect and Tolerance)<br>• widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story<br>• to reflect upon the actions of these women and consider what we can learn from their stories |
| **COMPUTING** | **Sharing information** | **Selection in physical computing** | **Vector drawing** | **Flat-file Databases** | **Selection in quizzes** | **Video editing** |
| | Health, well-being and lifestyle<br>Self-image and identity<br>Online relationships<br>Online reputation<br>Managing online information<br>Online bullying<br>Privacy and Security | Health, well-being and lifestyle | Copyright and ownership | Privacy and Security | Health, well-being and lifestyle | Self-image and identity<br>Copyright and ownership<br>Online relationships Online reputation Managing online information<br>Health, well-being and lifestyle<br>Privacy and Security |

| Subjects taught through the History/Geography curriculum: | | | |
|---|---|---|---|
| **TOPICS** | **Romans** | **Biomes** | **Ancient Greece** |
| **HISTORY** | We will be exploring the following:<br><br>• How did the Romans change Britain?<br>• How diverse were the Romans and did the<br>• Did the line of the Emperors change for the better?<br>• Can you force change?<br><br>(Tolerance) | | We will be exploring the following:<br><br>• How did the Greek Empire change and grow?<br>• What is democracy?<br>• What are the similarities and differences between ancient and modern democracy?<br>• How can historical sources and artefacts help us to infer information about life in Ancient Greece?<br>• How were Sparta and Athens similar/different?<br>• How are the Empires of Ancient Greece and Britain similar/different?<br>• How are aspects of the past represented and interpreted in different ways?<br>• How were the Ancient Games important to the modern Olympic Games?  What is the same and what has changed?<br>• What was the most important legacy of the Ancient Greeks?<br><br>(Democracy) |
| **GEOGRAPHY** | | We will be exploring the following:<br><br>• Use 4 and 6 figure grid references and coordinates to locate countries on a map<br>• Use 8-point compass directions and other geographical language (latitude/equator/tropics) to describe places on a map<br>• The features of biomes, including vegetation, wildlife and climate and identify indigenous peoples of the biomes.<br>• The threats faced by the various biomes of the world are serious and urgent<br>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied | • |

| | | • How organisms in a habitat depend on each other, and rely on light, water and nutrients<br>• The delicate interdependent nature of ecosystems<br>• Global environmental problems and solutions<br>The role of plastic in today's society and how it impacts the world<br>(Mutual Respect) | |
|---|---|---|---|
| **ART** | **Creating 3D perspective** | **Painting** | **Sculpture** |
| | Learn to draw scenes in 3D perspective using horizon lines, vanishing points and lines of perspective. | **Improve their mastery of art and design techniques, including painting with a range of materials (for example pencil, charcoal, paint and clay)** | **Improve their mastery of art and design techniques, including sculpture with a range of materials (for example pencil, charcoal, paint and clay)** |
| **DT** | **Enterprise Week** | **Textiles** | **Cooking & Nutrition** |
| | Structure & Mechanism - Cam Toy/ Hydraulic Head: Christmas Character | To create a textiles project e.g. a tote bag, pencil case, toy bag, cushion/pillow etc. | Prepare and cook a healthy savoury dish. |

| **MUSIC** | **Cyclic Patterns: Music from India** | **Exploring Rounds** | **The Planets** | **Song writing** | **Time to play** | **Brief' compositions** |
|---|---|---|---|---|---|---|
| | This unit develops the children's ability to perform rhythmic patterns confidently and with a strong sense of pulse. | This unit develops children's ability to sing rounds. They explore the effect of multiple pitched notes sounding together to create harmonies. They experiment with clusters of pitches to discover which combinations are 'comfortable' (consonant), and which 'clash' (dissonant). | This unit develops children's ability to extend their sound vocabulary and to compose a soundscape. The children explore a wide range of sound sources and how to manipulate to create different timbres and effects as well as make expressive use of their voices | This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody. They focus on how music can be used to convey and enhance the meaning of the lyrics | In this unit children sing and play a two part song with instrumental accompaniments. They deepen their understanding of the musical process of practice and rehearsal to refine, improve and master their playing and singing to achieve a quality class performance | In this unit children music to a detailed brief or 'commission'. They develop a deeper understanding of the process of composing by creating and performing music in response to a range of stimuli. They draw on their prior learning to layer and sequence their melodic, harmonic and rhythmic ideas into a finished group composition. |
| **Special events/Trips** | Roman experience | Liverpool Slave Museum Enterprise Week | | | Petty Pool | Summer Fair Sports Day |

# Maths and English Key Performance Indicators (KPIs)

| Year 5 Reading | | |
|---|---|---|
| **Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.** <br> **Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.** | | |
| Demonstrate understanding by using a range of active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. | Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing e.g. freeze frames and thought tracking at different points in the story, writing in role. | Demonstrate understanding by using a range of active reading strategies through book talk e.g. stating and justifying opinions, considering the views of others and asking questions. |
| **Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.** | | |
| Using a piece of evidence identified by the teacher, (e.g. a section of speech, or description of a character's behaviour), draw inferences around the character's thoughts and feelings. | Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, e.g. What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have? | Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. Why did Bess pull the trigger in the poem 'The Highwayman'? |
| **Through close reading of the text, re-read and read ahead to locate clues to support understanding.** | | |
| Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher, e.g. When Lucy went through the wardrobe, she knew she had entered a new land. Discuss and capture in writing. | Formulate a simple hypothesis related to non-fiction (e.g. I think this author believes aliens could exist) and, through close reading, re-reading and reading ahead, locate clues to support this. | Discuss and capture through text marking and annotation.   Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. |
| **Scan for key words and text mark to locate key information** | | |
| Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. | Scan for key information in non-fiction texts and text mark e.g. identify words and phrases which tell you …, or find three words or phrases which suggest that… | Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation. |
| **Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.** | | |
| Answer questions and justify responses to the text using the PE prompt (Point + Evidence), e.g. I think… I know this because the author says… | Create responses to the text using the PEE prompt (Point + Evidence +Explanation), e.g. children are given the point and evidence and they are required to provide the explanation. | Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think …(point) I know this because the author says…(evidence)This evidence shows |

| | | |
|---|---|---|
| | | that…(explanation).Predict the upcoming events in a text.Make predictions based on details Given and explain their reasons for them |
| **Explore, recognise and use the terms metaphor, simile, imagery.** | | |
| Activate prior knowledge and Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. It makes me imagine…, It's the author's way of saying… | Explore, recognise and use the terms metaphor and simile. Explain the effect on the reader of the authors' choice of language, e.g. It makes me imagine…, It's the author's way of saying… | Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes. Prepare for research by creating a mind map, or concept map, of what is already known about the subject. |

| Year 5 Writing | | |
|---|---|---|
| **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader using appropriate levels of formality e.g. no contractions within formal writing, appropriate use of colloquial language and correct use of standard and non-standard English.** | | |
| In line with year group expectations | In line with year group expectations | In line with year group expectations |
| **Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.** | | |
| Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that eg. Prince Llewellyn had a baby son who was his pride and joy. | Create complex sentences by dropping in a relative clause. Eg. Solar flares, which we see as sunspots, occur when magnetic energy is released. Use a range of relative pronouns: who, which, where, whose, when, that. | Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, eg. The animals watched the man who has been chopping down the tree. The man, who has been chopping down the tree, stopped to rest. |
| **Use different sentence structures showing an awareness of the impact on the reader eg longer, multi clause sentences for description, shorter sentences to build tension** | | |
| Improve a passage prepared by the teacher (*e.g. one written using an overused sentence opener or type) with a focus on different sentence structures.* | During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created | During and after composition, independently, edit and improve own writing by using different sentence structures |
| **Independently group related material into paragraphs.** *(Paragraphs to be taught using the 'TIP TOP' strategy. New paragraph to be used when there is a change in TIME (TI), PERSON (P), TOPIC (TO) or PLACE (P). This strategy should be applied for both narrative and non-narrative pieces.)* | | |
| With texts appropriate to year group expectations | With texts appropriate to year group expectations | With texts appropriate to year group expectations |
| **Use devices to build cohesion within and across paragraph e.g. firstly, then, presently, this, subsequently, later, nearby, secondly.** | | |

| | | |
|---|---|---|
| Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, while, before, after, if, although, so, while, since.* | Use devices to build cohesion within a paragraph, *eg. Firstly, then, presently, this, subsequently.* | Use devices to build cohesion within and across paragraphs, using a range of conjunctions |
| **Use brackets, dashes and commas for parenthesis.** | | |
| Identify and use brackets to indicate parenthesis, eg. In formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. | Identify and use commas to indicate parenthesis, e.g. The lighthouse, which has been abandoned for years, towered above the town. | Identify and use dashes to indicate parenthesis, eg. In less formal writing: The cake was lovely—delicious in fact—so I had another slice. |
| **Use the range of punctuation taught up to and including Y5 expectations including a colon to begin a list.** | | |
| To accurately use all of the punctuation taught so far in KS2, including accurate demarcation of speech. Identify the use of colons in text to introduce lists. | To use colons to introduce lists in a text accurately | To use colons to introduce lists in a text accurately |
| **Use modal verbs to suggest degrees of possibility** | | |
| To identify modal verbs in text and understand the impact on the meaning of sentences | To use modal verbs to suggest degrees of possibility in independent writing | To use modal verbs to suggest degrees of possibility in independent writing |
| **Use organisation and presentational devices demonstrating an awareness of the audience and purpose e.g. underlining, bullet points, headings.** | | |
| To be able to discuss how presentational devices can impact on the reader | To select appropriate presentational devices to use in independent writing, showing an awareness of the impact on the reader | To be able to justify and evaluate the choice of presentational devices used in their independent writing, and discuss the impact on the audience |
| **Proofread to check for errors in spelling, grammar (include checking for tense) and punctuation in own and others' writing according to year group expectations.** | | |
| Proofread to ensure: ¨ Consistent and correct use of tense throughout. *Eg. Tomorrow I **was** going to the shop.* ¨ Consistent subject and verb agreement. *Eg. I is going to the shop. The boys was playing football.* ¨ Spelling and punctuation errors are addressed. *Eg. Y1/2 and Y3/4 words spotted and corrected.* | | Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| **Spell words correctly from the Y5 and Y6 statutory spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.** | | |
| 25% of words spelt correctly | 45% of words spelt correctly | 55% of words spelt correctly |
| **Maintain legibility in joined handwriting when handwriting at speed.** | | |
| Maintain legibility in joined handwriting when handwriting at speed | Maintain legibility in joined handwriting when handwriting at speed | Maintain legibility in joined handwriting when handwriting at speed |

| Year 5 Mathematics |
|---|

| **5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.** | | |
|---|---|---|
| To describe the relationships between 1, 0.1 and 0.01. | To describe the equivalence between the different quantities using unitising language. | To apply reasoning to measures context. |

| **5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.** | | |
|---|---|---|
| To identify the place value of each digit in numbers with up to 2 decimal places. | To solve problems relating to subtraction of any single place-value part from the whole number. | To partition numbers in 'non-standard' ways and carry out related addition and subtraction calculations. |

| **5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.** | | |
|---|---|---|
| To identify or place decimal fractions on number lines marked in tenths and/or hundredths and estimate the value or position of decimal fractions on unmarked or partially marked numbers lines. | To identify which whole numbers, or which pair of multiples of 0.1, a given decimal fraction is between. | To round a given decimal fraction to the nearest whole number by identifying the nearest of the pair of whole numbers that the decimal fraction is between. |

| **5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.** | | |
|---|---|---|
| To count in multiples of 0.1, 0.2, 0.25 and 0.5 from 0, or from any multiple of these numbers, both forwards and backwards. | To write, solve and manipulate multiplication and division equations related to multiples of 0.1, 0.2, 0.25 and 0.5 up to 1, and connect this to their | To solve addition and subtraction problems based on partitioning 1 into multiples of 0.1, 0.2 and 0.5 based on known number bonds to 10 and |

| | knowledge of fractions, and decimal fraction equivalents. | automatically recall of the fact that 0.25 and 0.75 are bonds to 1. |
|---|---|---|
| **5NPV-5 Convert between units of measure, including using common decimals and fractions.** | | |
| To understand whole number conversions, from larger to smaller units and vice versa. | To convert from and to fraction and decimal fraction quantities of larger units, within 1. | To solve measures problems involving different units by converting to a common unit. |
| **5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice** | | |
| To have automatic recall of multiplication table facts and corresponding division facts, from year 3 and year 4. | To fluently derive related division facts, including division facts with remainders. | To have automatic recall of multiplication and division facts within the multiplication tables. |
| **5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) E.g. 8 + 6 = 14, 0.8 + 0.6 = 1.4, 0.08 + 0.06 = 0.14 or 3 x 4 = 12, 0.3 x 4 = 1.2, 0.03 x 4 = 0.12.** | | |
| To combine known additive and multiplicative facts with unitising in tenths and hundredths. | To reason in terms of unitising in tenths or hundreds, or in terms of scaling a factor by one-tenth or one-hundredth. | To work with units of 0.1 or 0.01, or scaling by one-tenth or one-hundredth for multiplicative calculations. |
| **5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.** | | |
| To extend the 'ten times the size'/'one-tenth times the size' relationship to multiplicative calculations that 'cross' 1, beginning with those with 1 significant figure. | To multiplicative calculations that 'cross' 1 and involve numbers with more than one significant digit. | To use appropriate language to describe the relationships in different contexts, including measures. |

| 5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. | | |
|---|---|---|
| To know the definitions of the terms 'multiple' and 'factor', and understand the inverse relationship between them. | To identify factors and multiples within the multiplication tables (and larger numbers), and learn to work systematically to identify all of the factors of a given number. | To find common factors and common multiples of small numbers in preparation for simplifying fractions and finding common denominators. |
| 5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. | | |
| To use basic principles of short multiplication without regrouping, then use the algorithm where regrouping is required. | To use short multiplication to solve contextual multiplication problems. | To understand short multiplication can be used to multiply any number by a one-digit number, it is not always the most appropriate choice. |
| 5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context. | | |
| To use short division to find unit fractions of quantities, and to solve missing-factor problems, and missing-divisor problems. | To carry out short division calculations that involve a remainder and, for contextual problems, interpret the remainder appropriately. | To understand short division can be used to divide any number by a one-digit number, it is not always the most appropriate choice. |
| 5F-1 Find non-unit fractions of quantities. | | |
| To reason about finding a non-unit fraction of a quantity, using division (to find the unit fraction) then multiplication (to find multiples of the unit fraction), and link this to the understanding of parts and wholes. | To calculate unit and non-unit fractions of quantities for calculations that go beyond known multiplication table facts. | To Pupils should also be able to construct their own representations to solve more complex problems related to fractions of quantities. |

| 5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. | | |
|---|---|---|
| To understand 2 different fractions describing the same portion of the whole share the same position on a number line, have the same numerical value and are called equivalent fractions. | To identify the multiplicative relationship between the pair of numerators, and understand that it is the same as that between the pair of denominators. | To find equivalent fractions of non-unit fractions. |
| **5F-3 Recall decimal fraction equivalents for 1/2, 1/4 , 1/5 and 1/10, and for multiples of these proper fractions.** | | |
| To explain the equivalencies. | To understand and automatically recall to multiples of these unit fractions/decimal fractions, up to 1, applying them to solve comparison and measures problems. | To extend knowledge beyond the 0 to 1 interval. |
| **5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.** | | |
| To know that there are 360° in a full turn, 90° in a quarter turn or right angle, and 180° in a half turn or on a straight line. | To estimate and approximate common angles, and angles that are close to them. | To make accurate measurements, using a protractor. |
| **5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.** | | |
| To find the area of shapes drawn on square-centimetre grids by counting squares, including shapes for which some of the area is made up of half squares. | To understand the area of a rectangle can be calculated by multiplying the length by the width. | To understand the area of larger shapes and spaces, such as the floor or ceiling of the classroom, or the playground, is expressed in square metres ($m^2$). |