

# WELCOME TO YEAR 5

**Mrs Pierce Collinao (Mrs PC)**

Mrs Inglis - Class Teaching Assistant



# Y5 Class Charter

We want our classroom to be an enthusiastic,  
kind and tidy place to learn.

## So we promise to...

- listen to each other
- do our best
- be kind and think before we speak
- be honest
- consider others' feelings
- cooperate & work together
- respect others' choices

**Signed:**

Our Class Charter,  
written and signed  
by the children



## Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract:
  - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
  - 4-digits by 1-digit/ 2-digit
- Divide:
  - Up to 4-digits by 1-digit
- Multiply & divide:
  - Whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.



## Loudwater Combined School



### End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. 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 child please talk to your child's teacher.

## Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.



## Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
  - brackets
  - dashes
  - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.



# Behaviour Policy & Expectations

Green card = Reminder to 'Get back in the Green Zone'

2 x Green Cards in a session (a.m. or p.m. = Sent out of class to discuss behaviour with Mrs. Cunningham)

or regular Green Cards and no improvement in behaviour for learning = discuss this with Mrs. Cunningham.

Parents/carers you will also be informed if your child is sent out of class



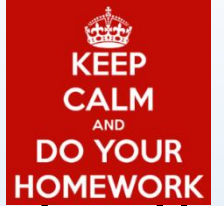
## Reflective Learning Time - Lunchtime

Occasionally, pupils will be asked to rewrite or finish off work that they were expected to complete in a lesson.

This involves going to the Duty Teacher's classroom and completing the work before going out to play/eat.



# Home Learning



Home learning is set on a Wednesday, on Google Classroom, and is due for the following Monday:

**Minimum of 4 Reading Journal entries** (Date, book title, pages read and brief comment.) Parents/carers please sign at least once a week.

**1 x high-quality Reading Journal Activity**

**60 minutes of Maths Whizz** (this includes in-school Maths ICT slot time)

If home-learning tasks are not completed for 2 consecutive weeks then **an after-school detention will be issued**. Parents will of course be informed the day before.

There may be a creative project to complete linked to our Topic or Science lessons (you'll get plenty of warning - at least 3 weeks!). I may also set an optional home-learning task but will not formally record completion of this.



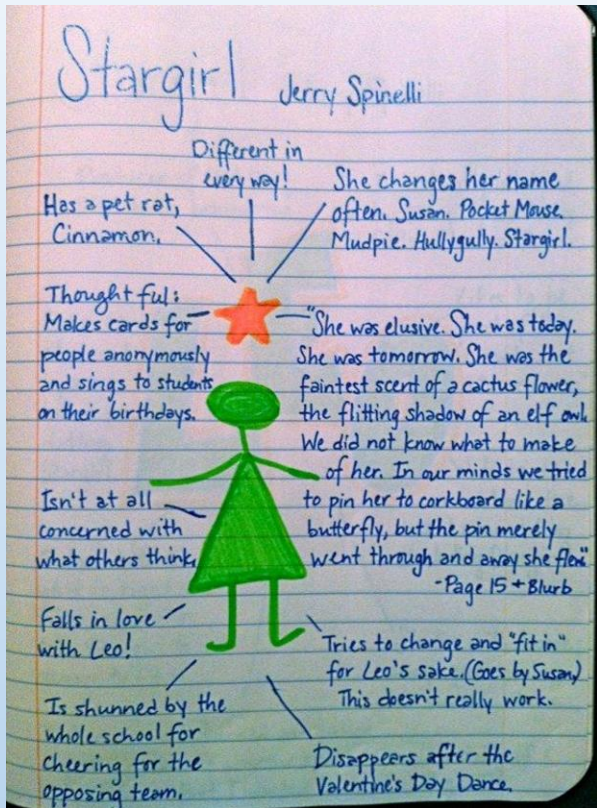
## Reading Journals - Purple A5 books

- Regular reading is crucial to improving both fluency and comprehension
- Reading is a vital part of becoming a better writer
- Quality of reading books - please see Y5 recommendations / Accelerated Reader book
- Selection of activities to do in the first few pages
- **READING JOURNALS NEED TO BE IN SCHOOL EVERYDAY**



# There are 84 activities to choose from!

<u>Reading Journal activities</u>			
1. Pick a character or two from the story and draw them.	2. Construct a timeline of events in the story. (Storyboard)	3. Use the dictionary to look up 6 words that you do not know and write their meaning.	4. Write a blurb for the story that could appear on the back cover.
5. Make a cartoon strip showing part of the story.	6. Compare two characters in the story. How are they similar? Different?	7. Design a new eye-catching front cover for the book.	8. Write an alternative ending for the story.
9. Write about your favourite part of the story and explain why.	10. Make a fact file about one of the characters.	11. Choose a page and write a list of all the adjectives.	12. Design a poster to advertise the book. Tell people why they should buy the book.
13. Which character did you like the most? Explain why	14. Choose a page and pick a descriptive word (adjective). Use a thesaurus to find 5 alternatives.	15. Write a letter to the author telling them why you did or <u>didn't</u> like their book.	16. Draw a picture of where the story is set as you imagine it to be from the description in the book.
17. Read a passage and list the words and phrases used to create an atmosphere.	18. Write a new opening paragraph for the book.	19. Design a wanted poster for a character in the story. Remember to describe them well.	20. Choose a page and write down all the verbs on the page.
21. Choose a page and write down all the nouns on the page.	22. Rewrite a chapter of the book as a play script.	23. Pick a paragraph and rewrite it in the future tense.	24. Which character would you like to be? Why?
25. Draw a picture of your	26. Make a word search	27. Write a review about the	28. Choose a page and write



## Possible texts to read

- Recipes
- Instructions for a Lego model
- An article from a magazine, newspaper or online journal
- School reading book (Accelerated Reader book)
- Library book
- Any book or text at home

Harry Potter and the prisoners of Azkaban



A large, purple bus appeared in front of Harry's eyes and the doors opened.



"So what is your name?" Stan questioned.  
"Harry. Harry Potter," Harry hesitated.



"Hi!" a young man burst through the doors. He wore a long-sleeved, purple suit. "I'm Stanley," he exclaimed.



"Harry Potter!" he said in awe.  
"What? Like the actual Harry Potter!"

Lovely

1-50  
2  
6.5.23

by the ~~state~~ state.

École Communale - a local school in France.

Admiration - filled with respect and warmth.

Conierge - a multilingual hotel staff member.

Under the far distance.

Re-upholstered - to cover something with new upholstery.

### When Hitler stole pink rabbit

Anna is going to be too busy with her school work and talking to listen to when the grown-ups Hitler talk. But soon on a specific day, Anna and her brother will be rushed out of Germany in an alarming secrecy, away from ~~they~~ ~~with~~ everything they will know. Their father is going to be wanted by the Nazis - to be dead or alive.

### When Hitler stole Pink Rabbit

135-272

78 T-Anna has a brother.

21.5.25

L-Her brother is called Sammy.

L-The book is in 1991.

T-Anna moves to Switzerland and then Paris.

T-Judith Kerr also illustrated the book.

L-Judith Kerr was born in 2001.

T-Anna's dad is wanted by Nazis (dead or alive).

T-Adolf Hitler hates Jews.

L-Anna has 3 siblings.

L-Her brother is 24.

27.5.25

Well done. 24P.

### A giant problem

1-44

8.6.23

10. Verbs	9. Opp	10. -tunes	808
- Dance	- pair	- think	- passed
- talk	- playing	- down	- with
- sure	- sold	- shared	- sorry
- rain	- smile	- rest	- power
- going	- stop	- plug	- school
			- explained
			- mean
			- stand
			- beyond
			- hand biting

ELLIOA B C D E F G H I J  
 I K L W T W I N S M N O P Q  
 L R S I T U V W L X Y Z Z Y  
 L X W N V U T S A R Q P O N  
 E I N S M L K J P I H G F E  
 D F C A B S L A T Y B E S T  
 I E R W O W O H D M Y G O D  
 I T I E S S A N A P M O N G U  
 S C V I D E O H A R A C T E R  
 K E N N Y M C K O R M I C K E  
 R I C C A A R T M A N K L Y E  
 B R O V L G O S K I S T A N L  
 Y M A R S I H W E N D Y T E S  
 T A B U R C O N T R O L L E R

Ellie		Video		<b>THE PERSON CONTROLLER</b>
Ind		Games		
Controller		Twins		
Music		Laptop		

Well done 24P 55

Now or Never

1-64

11.23



lonely (1/1)

- Click on the link below for the updated recommended reading book list for Y5 pupils.  
Happy reading! <https://www.lovereadingschools.co.uk/lists>

- Check out this website <https://www.thereaderteacher.com/> for some fantastic book recommendations for Year 5/6!

Year 5 Timetable – 2022-2023

	Early activity	9.00 - 9.15	9.15 - 9.45	9.45 - 10.45		Break 10.45	Guided Maths 11.00	11.30	12.30	1.30 - 3.15		3.15	
Monday	Reg & Morning work	Spellings	Whole class guided reading	English		B	Guided Maths (CC to cover)	Maths	L	PSHE (CC to cover)	Topic	Class Novel	
Tuesday	Reg & Morning work	Spellings	Whole class guided reading	English 9.30 - 10.30	Assembly - 10.30	R	Guided Maths - IT (CC to cover)	Maths	U	Indoor PE	Computing	Class Novel	
Wednesday	Reg & Morning work	Spellings	Whole class guided reading	English		E	Spanish	Maths	N	Topic	Topic	Class Novel	
Thursday	Reg & Morning work	Spellings	Whole class guided reading	English		A	Guided Maths	Maths	C	Topic	Topic	Class Novel	
Friday	Reg & Morning work	Spellings	Whole class guided reading	English/RE/Music 9.30 - 10.25	Assembly - 10.25	K	Guided Maths	Maths/RE/Music	H	Paired reading	Spanish	Outdoor PE	Class Novel

See how many words you can make from the letters given below and then create a strange or really long sentence using the words.

**I M O S R A P L D E C T I E D B S**



Letters can only be used once unless they appear more than once.

Try to get as close as you can to the target number using these six numbers:

**100 75 20 4 9 5**

**Target Number: 645**

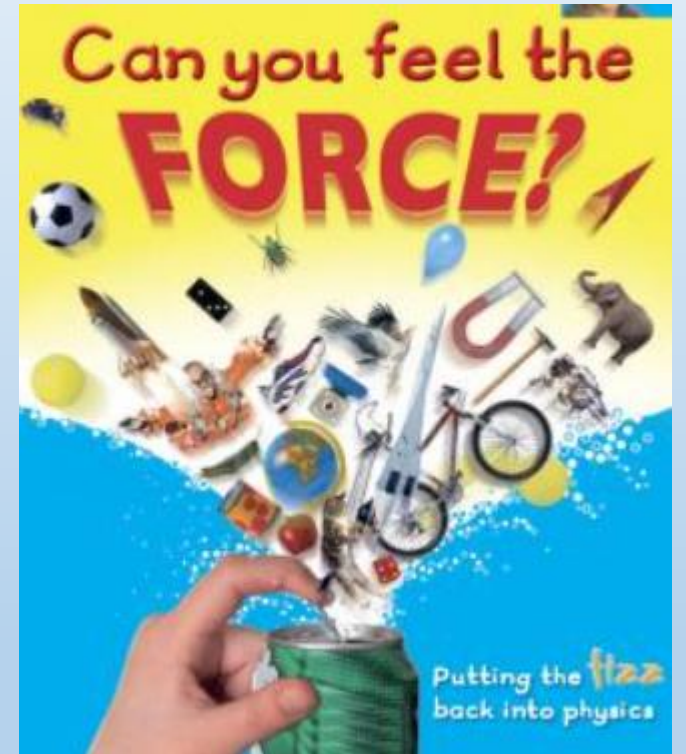
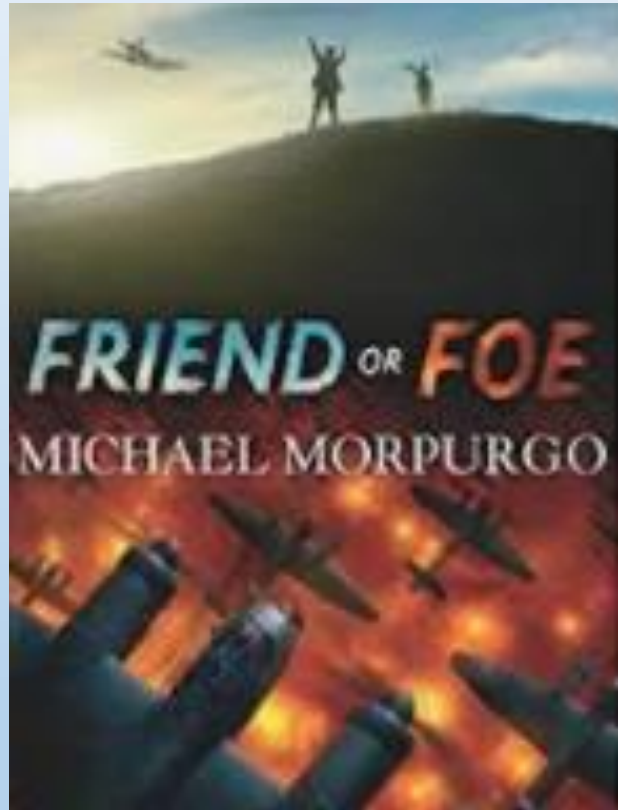
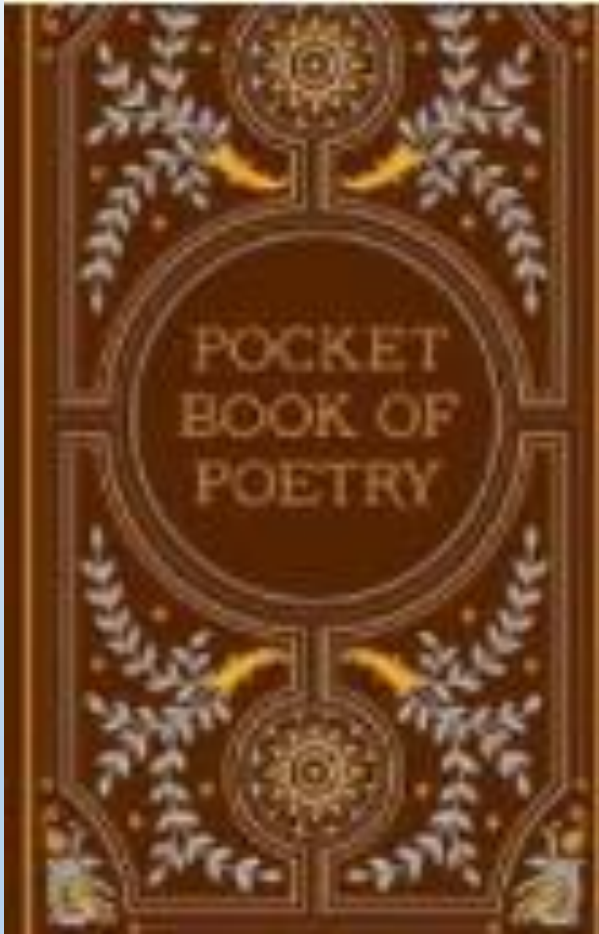
You can't use the same number more than once.  
Only plus, minus, times and divide are allowed.



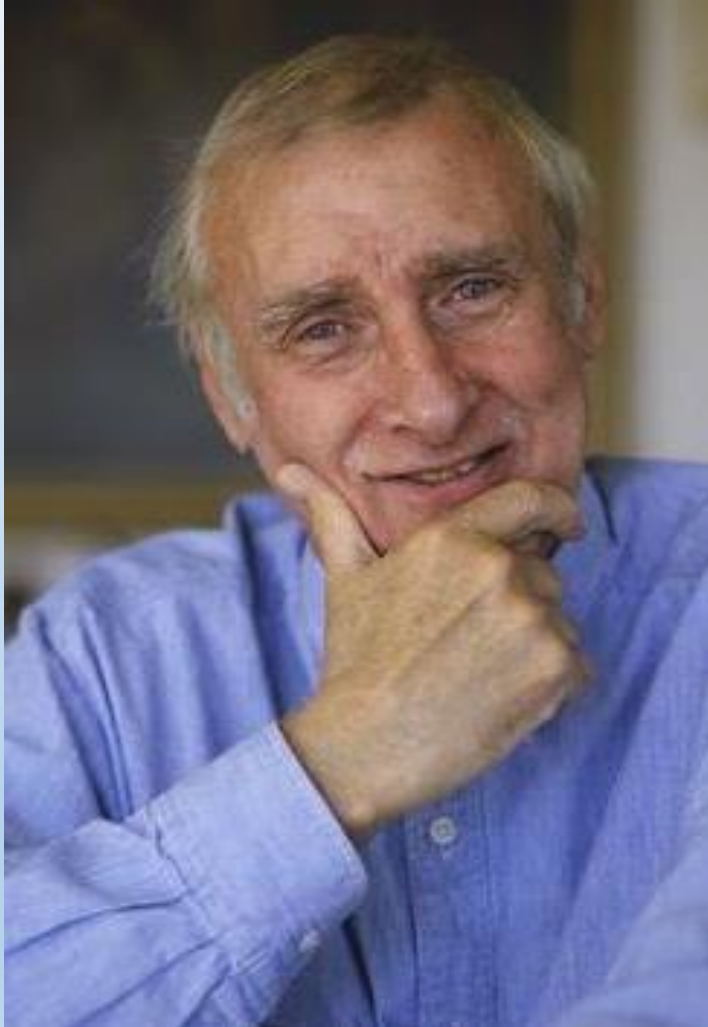
# YEAR 5 CURRICULUM MAP

This will be available on the class page of our website  
very soon

# English Texts - Autumn Term



# Once upon a poem unit





# Maths

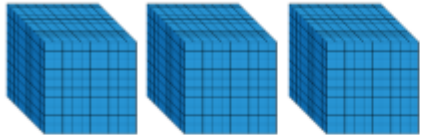
- Maths-in-minutes - 4 times a week
- Cracking Times Tables - Every Wednesday
- White Rose Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> <a href="#">VIEW</a>		Number <b>Addition and subtraction</b> <a href="#">VIEW</a>		Number <b>Multiplication and division A</b> <a href="#">VIEW</a>		Number <b>Fractions A</b> <a href="#">VIEW</a>					
Spring term	Number <b>Multiplication and division B</b> <a href="#">VIEW</a>		Number <b>Fractions B</b> <a href="#">VIEW</a>		Number <b>Decimals and percentages</b> <a href="#">VIEW</a>		Measurement <b>Perimeter and area</b> <a href="#">VIEW</a>		<b>Statistics</b> <a href="#">VIEW</a>			
Summer term	Geometry <b>Shape</b> <a href="#">VIEW</a>		Geometry <b>Position and direction</b> <a href="#">VIEW</a>		Number <b>Decimals</b> <a href="#">VIEW</a>		Number <b>Negative numbers</b> <a href="#">VIEW</a>		Measurement <b>Converting units</b> <a href="#">VIEW</a>		Measurement <b>Volume</b> <a href="#">VIEW</a>	

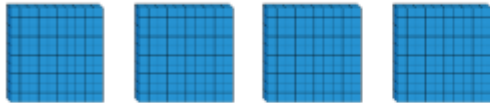
# Varied Fluency

R

Complete the sentences.



There are \_\_\_\_\_ thousands,  
\_\_\_\_\_ hundreds, \_\_\_\_\_  
tens and \_\_\_\_\_ ones.

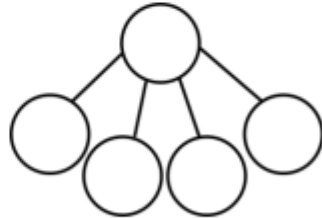


The number is \_\_\_\_\_.



\_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

Complete the part-whole model for the number represented.



What is the value of the underlined digit in each number?

6,983

9,021

789

6,570

Represent each of the numbers on a place value grid.

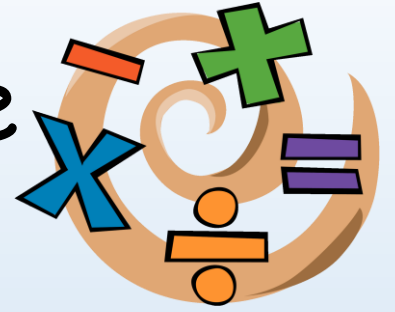
## Reasoning and problem solving

Create four 4-digit numbers to fit the following rules:

- The tens digit is 3
- The hundreds digit is two more than the ones digit
- The four digits have a total of 12



# How to support your child at home



- Help your child get into a home-learning routine.
- Listen to them read when you can and read to them
- Have a dictionary and thesaurus in the home/online
- Practise times tables - NC expectation that they should know their times tables by end of Year 4.
- Maths in real life contexts - money, time, measuring (recipes etc.)
- Ask them about their learning and well-being
- Encourage them to talk to an adult in school if they feel uncomfortable about anything ASAP
- Encourage them to further research a topic - Trips/books/museums
- If you have knowledge/resources to share or know someone who we could invite into school to enrich our learning please let us know!

# Communicating with me and the school



- I'm normally dismissing the class at the end of the day – please do come and talk to me then if you can.
- Alternatively, please e-mail the School Office who will forward any message to me
- Please direct any medical appointment information directly to the School Office via e-mail wherever possible
- If your child has received additional support in the past, this will continue as much as possible. Intervention groups may be set up according to pupil needs as they are identified
- Mrs Heard, our School SENCo, will continue to work with pupils and parents where relevant and rest assured staff communicate regularly.
- Please be assured I want the best for your child and will do whatever I can to help and support them



# Important dates for Year 5

- Thursday 19.10.23 - Year 5 Values Assembly 9.05 a.m.
- W/C 16<sup>th</sup> October Parent/Teacher consultations
- W/C 6<sup>th</sup> & 13<sup>th</sup> November 'Bring your adult to school events' - tbc
- Thursday 27.3.23 - Year 5 Hispanic Evening

\*Please check the newsletter on a weekly basis\*

# These documents will be emailed to you

- Home school charter
- Safe internet agreement
- Anti-bullying charter
- Y3/4 and Y5/6 statutory spelling lists



Thank you for listening  
- any questions?

