



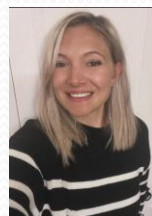
## Welcome to Year 5



*The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.*

## A message from Mrs Arrandale

Hello and welcome to Year 5 with Mrs Arrandale, Mrs Giovinazzo and Mrs Munshi.



Mrs Arrandale



Mrs Giovinazzo



Mrs Munshi

Year 5 is a fabulous year for the children at Sharples. We aim to provide a year full of exciting learning activities. There will be a broad and rich timetable of lessons, experiences, visits and extra-curricular opportunities on offer for all ensuring that the children are fully prepared to move on to their final year in Primary School. Mrs Giovinazzo, Mrs Munshi and I look forward to guiding, supporting and joining the children on their journey.

## Expectations & Standards

### **Our Class Charter**

- We want our class to be creative, supportive, thoughtful and respectful. Our classroom should be an excellent environment to learn in.



### **So we promise to...**

- Work hard
- Be polite, respectful, truthful, trustworthy and supportive.
- Be kind and helpful to each other by not fighting or telling tales
- Treat everyone as you would like to be treated yourself
- Set a good example to the rest of the school
- Be mature and do not misbehave
- Take responsibility for ourselves and property
- Always listen and respect others' answers no matter if it's right or wrong

## The School Day

When the children arrive at school they can enter the side door from 08:35am (upper playground, next to Y4 classroom door). The children will be greeted by the teacher or teaching assistant, put their belongings in the cloakroom and begin their morning activity.

At 3.15pm the children will be dismissed from the Year 5 classroom door. A safe collection form goes out to parents annually so staff are aware of the arrangements for collection of the children or whether the children will be allowed to walk home alone. Please ensure this information is communicated to the school office and they are made aware of any changes to this as the safeguarding of our children is paramount.

# Year Group Maths Goals

Read, write, order and compare whole numbers to at least 1,000,000 and determine the value of each digit. And numbers with up to 3 decimal places.
Multiply and divide numbers up to 10,000 by 10 or 100.
Put a set of positive and negative numbers in order.
Write numbers which have tenths and hundredths.
Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000
Read Roman numerals to 100 (M) and recognise years written in Roman numerals.
Know how to round a number to the nearest whole number, e.g. 3.1 to 3 and decimals with 2dp to the nearest decimal place.
Compare and order fractions whose denominators are all multiples of the same number.
Recognise and convert mixed numbers and improper fractions.
Multiply proper fractions and mixed numbers by whole numbers
Change fractions to decimals and percentages.
Do a sum such as 8006-2993 in their head.
Add and subtract numbers up to 99,999 putting the numbers in columns.
Identify multiples and factors.
Know prime numbers up to 19 and establish whether numbers up to 100 are prime.
Multiply and divide a number such as 124 by 3.
Do long multiplication and short division using standard methods.
Multiply and divide whole numbers and decimals by 10, 100 and 1000.
Recognise and use square and cube numbers.
Work out area in square centimetres (cm <sup>2</sup> ) and use length x breadth to work out the area of a rectangle. Estimate irregular shapes.
Recognise parallel and perpendicular lines and tell you what makes a rectangle special.
Draw given angles using a protractor.
Solve problems in words.



# Year Group Reading Goals

<b>Word Reading</b>
Apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Read further exception words, noting the unusual correspondences between spelling and sound.
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Re-read and read ahead to check for meaning.
<b>Comprehension</b>
Be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
Identify significant ideas, events and characters; and discuss their significance.
Recite poems by heart, e.g. narrative verse, haiku.
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Use meaning-seeking strategies to explore the meaning of words in context.
Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
Identify and comment on a writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.
Identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
Justify inferences with evidence from the text.
Make predictions from what has been read.
Summarise the main ideas drawn from a text.
Identify the effect of the context on a text; for example, historical context or other cultures.
Identify how language, structure and presentation contribute to the meaning of a text.
Express a personal point of view about a text, giving reasons.
Make connections between other similar texts, prior knowledge and experience.
Compare different versions of texts and talk about their differences and similarities.
Listen to and build on others' ideas and opinions about a text.
Present an oral overview or summary of a text.
Present the author's viewpoint of a text.
Present a personal point of view based on what has been read.
Listen to others' personal point of view.
Explain a personal point of view and give reasons.
Know the difference between fact and opinion.
Use my knowledge of structure of text type to find key information.
Use text marking to identify key information in a text.
Make notes from text marking.



## Year Group Writing Goals

Form verbs with prefixes.
Convert nouns or adjectives into verbs by adding a suffix.
Understand the rules for adding prefixes and suffixes.
Spell words with silent letters.
Distinguish between homophones and other words which are often confused.
Spell the commonly mis-spelt words from the Y5/6 word list.
Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
Use a thesaurus.
Use a range of spelling strategies.
Write legibly, fluently and with increasing speed.
Discuss the audience and purpose of the writing.
Start sentences in different ways (ISPACE).
Use the correct features and sentence structure matched to the text type we are working on.
Develop characters through action and dialogue.
Establish a viewpoint as the writer through commenting on characters and events.
Use grammar and vocabulary to create an impact on the reader.
Use stylistic devices to create effects in writing.
Add well-chosen detail to interest the reader.
Summarise a paragraph.
Organise my writing into paragraphs to show different information or events.
Use relative clauses.
Use adverbs or modal verbs to indicate a degree of possibility.
Build cohesion between paragraphs.
Use adverbials to link paragraphs.
Use brackets, dashes and commas to indicate parenthesis.
Use commas to clarify meaning or avoid ambiguity.



## Home Learning

The children will receive spelling homework each week to learn for a spelling test the following week. The children need to read their reading book every night and return their completed reading record every Friday with responses to questions included.

Reading books and records need to be in school every day. Please sign your child's reading record so that we know they have done so and reply to any comments or questions from the teacher. Children will be expected to learn their times tables using

TTRockstars each week and have access to Reading Plus to develop their comprehension skills. The children will also be given discussion questions once per week related to our current topics so a learning conversation can take place. This will usually be given on a Friday.





## Assessment

Assessment in Year 5 takes place on a daily basis using quality assessment for learning principles so that teachers can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis through:

Self and Peer assessment

Next step marking

Learning conversations

Rich, probing questioning

Cooperative learning opportunities

To support these assessments the children also complete a summative standardised test at the end of each term.

## Trips and Visits

In Year 5 we enjoy a variety of trips to enhance our learning and enjoyment of our curriculum.

We will conduct a visit to a WW2 experience to consolidate and improve our learning within history.

Throughout the year there will also be opportunities for further local visits and educational workshops, to support children's learning.

We will also take part in a 'One Adventure' overnight camping experience, providing the children with the opportunity to take part in exciting outdoor activities.

