

# Year 5 Expectations

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DISCUSSING EXPECTATIONS IN YEAR 5

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@MRBULL\_Y5

# Homework

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Pink homework books will not be going to and from school for the foreseeable future.

Children will be expected to complete the below at home:

*Reading Plus (3x per week)*

*Spelling Shed (minimum of 10 games)*

*Mathletics*

*Reading Record comments*

# Spellings

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Spellings rules are taught in class and given Tuesday. To be completed and returned Monday.

Spellings can be completed on Spelling Shed (minimum of 10 games) OR children can use their yellow spelling books to complete spellings.

When children complete spellings they receive a spelling token which will go towards a raffle at the end of each half term

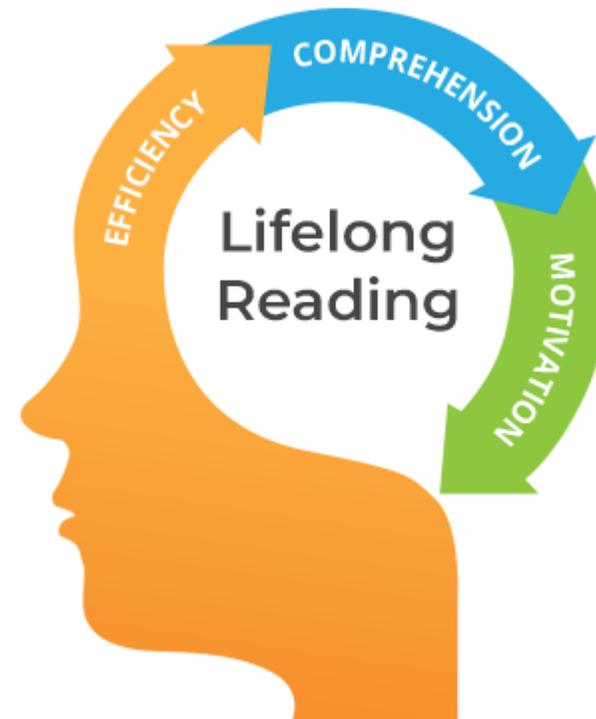
Spellings that are not completed are to be done during break times



Reading is the most important thing we can do in order to make our children lifelong learners; we ask that every child completes **3 x 30 minute Reading Plus** activities at home per week.

Please help and support your child but please don't do it for them.

Please ask your child to show you what their Guided Window looks like when reading and look at the Words per Minute that they are reading!



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# Mathletics

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Mathletics is a programme aimed at develop fluency and problem solving in mathematics- individual tasks (practice questions and application 'quests') are set on an individual basis.

Maths homework will be set on Mathletics- these are to be accessed weekly

Please help and support your child but please don't do it for them.

# Maths

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We follow the Mastery approach to teaching mathematics, aiming for a deepened understanding of the curriculum. This involves being able to problem solve by applying knowledge to word problems (identifying important information) and explaining how and why to approach a problem in a particular way

Maths lessons are structured as: Talk, Practise, Problem Solve

## Year 5 Maths

### Year 5 Number and Place Value



Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li><input type="checkbox"/> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li><input type="checkbox"/> Round any number up to</li> <li><input type="checkbox"/> 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li><input type="checkbox"/> Solve number problems and practical problems that involve all of the above.</li> <li><input type="checkbox"/> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li><input type="checkbox"/> Add and subtract numbers mentally with increasingly large numbers.</li> <li><input type="checkbox"/> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li><input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li><input type="checkbox"/> Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</li> <li><input type="checkbox"/> Establish whether a number up to 100 is prime &amp; recall prime numbers up to 19.</li> <li><input type="checkbox"/> Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li><input type="checkbox"/> Multiply and divide numbers mentally drawing upon known facts.</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Multiply and divide whole numbers and those involving decimals by 10, 100 &amp; 1000.</li> <li><input type="checkbox"/> Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li><input type="checkbox"/> Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li><input type="checkbox"/> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li><input type="checkbox"/> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and order fractions whose denominators are all multiples of the same number.</li> <li><input type="checkbox"/> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li><input type="checkbox"/> Recognise mixed numbers and improper fractions and convert from one form to the other &amp; write mathematical statements <math>&gt; 1</math> as a mixed number <math>[2/5 + 4/5 = 6/5 = 1 \frac{1}{5}]</math>.</li> <li><input type="checkbox"/> Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li><input type="checkbox"/> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li><input type="checkbox"/> Read and write decimal numbers as fractions [for example, <math>0.71 = 71/100</math>].</li> <li><input type="checkbox"/> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li><input type="checkbox"/> Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li><input type="checkbox"/> Read, write, order &amp; compare numbers with up to three decimal places.</li> <li><input type="checkbox"/> Solve problems involving number up to three decimal places.</li> <li><input type="checkbox"/> Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, &amp; as a decimal.</li> <li><input type="checkbox"/> Solve problems which require knowing percent &amp; decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>

### Year 5 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre &amp; millilitre).</li> <li><input type="checkbox"/> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li><input type="checkbox"/> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li><input type="checkbox"/> Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li><input type="checkbox"/> Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li><input type="checkbox"/> Solve problems involving converting between units of time.</li> <li><input type="checkbox"/> Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li><input type="checkbox"/> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li><input type="checkbox"/> Draw given angles, and measure them in degrees (°).</li> <li><input type="checkbox"/> Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line &amp; 1/2 a turn (total 180°) and other multiples of 90°.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve comparison, sum and difference problems using information presented in a line graph.</li> <li><input type="checkbox"/> Complete, read and interpret information in tables, including timetables.</li> </ul>

Superhero Tests		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>CAPTAIN AMERICA</b> Count on or back in ones.							
	<b>HULK</b> Count on or back in twos.							
	<b>ROBIN</b> 2X							
	<b>BATMAN</b> 5X, 10X							
	<b>AQUAMAN</b> +2, +5, +10							
	<b>THE BEAST</b> X3, X4, +3, +4							
	<b>THOR</b> X6, X8, +6, +8							
	<b>WONDER WOMAN</b> X7, X9, +7, +9							
	<b>CATWOMAN</b> X 11, X12, +11, +12							
	<b>IRONMAN</b> Multiply two digit numbers by one digit numbers.							
	<b>SUPERMAN</b> Multiply and divide using whole numbers and decimal numbers (HTU.t).							
	<b>SPIDERMAN</b> Short multiplication and short division.							
	<b>THE FLASH</b> BIDMAS							
	<b>WOLVERINE</b> Fractions, decimals, power of quantities.							

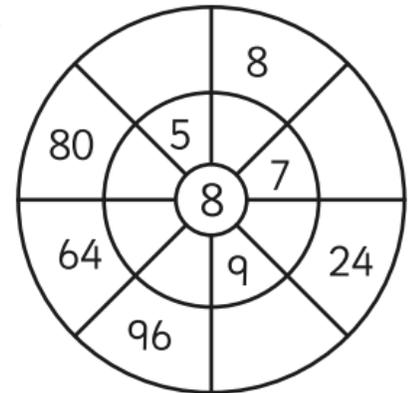
## Superhero tests have changed!

Our NEW superhero tests support our Mastery teaching approach.

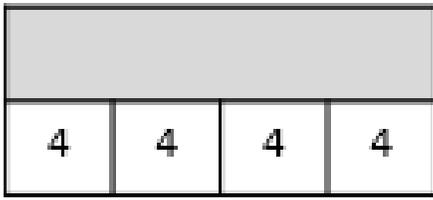
Below are some example question types:

Circle the multiples of 11

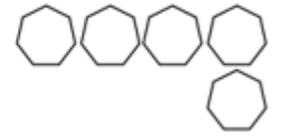
- 110
- 44
- 53
- 77
- 122
- 88
- 22
- 34
- 66
- 12
- 33
- 132
- 111
- 2
- 121
- 31
- 46
- 11
- 55
- 99



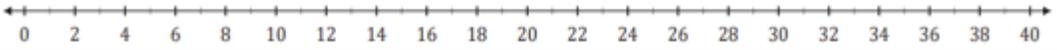
x	1.6	4.2
3		
6		



How many sides does this whole group of heptagons have altogether?



How many 5s would take you to the end of this number line?





# Top Ten

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It is designed to improve children's recall of the key arithmetic procedures required to be at ARE (age related expectations) in their year group. The purpose is to increase fluency in maths and provide consistent revision of arithmetic, helping children to retain information from lessons

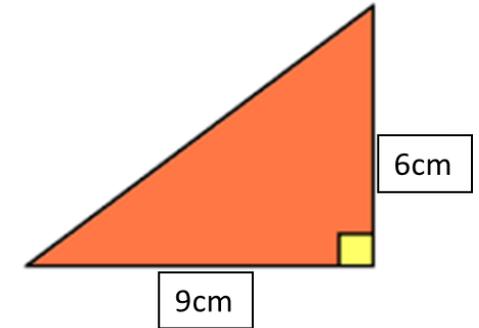
Top Ten only works if strategies are modelled thoroughly each session and children implement the modelling in their own work

We don't expect to see 10/10 every day but expect to see an improvement gradually.

# Top Ten example

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1.  $23,166 + 36,725$
2.  $16,372 - 2365$
3.  $454 \times 6$
4.  $4412 \div 4$
5.  $\frac{2}{5} + \frac{2}{3}$
6.  $-8 + 6$
7.  $3.12 \times 10$
8.  $78 \div 10$
9. Write two common factors of 10 and 20
10. What is the area of this triangle?



# Writing

In Year 5 your child will work towards being able to: plan their writing by: identifying the audience for and purpose of the writing. noting and developing initial ideas, drawing on reading and research where necessary.

## Instruments of the Orchestra

### Year 5

Although there may be more than twenty different kinds of instrument in an orchestra, they are usually made up of four main sections – strings, woodwind, brass and percussion. The conductor, whose job it is to make sure the players keep in time to the music, stands at the front and waves a stick called a baton. The baton, which is white, is easy for the instrumentalists to see.

#### Strings

People sometimes describe this section as “a sea of strings” because there are so many of them. As they move their bows up and down in unison, it looks like waves. The violins, which can play the highest notes, often play the tune. The violas are in the middle and the cellos and double basses play the lowest notes. The double basses are so tall that the players have to stand up to play them (or you can sit on a very high stool).

#### Woodwind

Behind the strings, sits the woodwind section – much smaller than the strings. It consists of flutes (sometimes piccolos), oboes, clarinets and bassoons. Although they all belong to the same family, they look very different. The flute is obvious to spot because it is played sideways on. The flautist will blow across the mouthpiece in order to produce the mellow sound. Oboes and bassoons, which have a double reed, make a much harsher sound, while the clarinet is single-reeded.

#### Brass

Perhaps the loudest section of all is the brass section with its shining trumpets, trombones, French horns and tubas. If you enjoy listening to brass bands, then this is the section for you. Although the term ‘brass’ refers to the metal used to make the instruments, these days, they come in a range of metals – including gold! In order to make a sound, a brass player must make a ‘raspberry’ as they blow into the mouthpiece. The vibrations travel along the curled-up piping and produce a sound as they come out of the end which is shaped like a bell.

#### Percussion

This section is surely famous because of the deaf percussionist Evelyn Glennie who is a virtuoso. Unlike the previous sections, the range of instruments is so great that they can look completely different. They can all be struck in some way – usually with sticks – and this is why they are grouped together. However, some are made of metal, some are made of wood whilst others are made of plastic.

## Lost at the Seaside

### Year 5

Charlie woke up early as the sun streamed into his bedroom. “We should go to the beach today, don’t you think?” his mum suggested. They gathered up brightly coloured towels covered with a mixture of stripes and splashes and rolled their swimming costumes in them. Within minutes, they were on their way.

Having arrived at one end of the promenade, they were amazed by the number of people who had had the same idea. A mixture of sounds filled the air – children shouting, radios playing and seagulls crying – as Charlie, with his little terrier, Eric, jumped onto the beach. Without looking back, Charlie, who by now had spotted the ice cream van in the distance, was racing along the golden sand towards it. Laughing out loud and calling to Eric to hurry up, Charlie finally reached the back of the queue (which was rather longer than he had expected).

Confronted by an array of flavours, Charlie was so distracted that he didn’t notice that Eric was no longer with him. It wasn’t until he turned round to give Eric a piece of his cone that, with a sinking sense of panic, he realised he was gone. Within a second, a hundred different thoughts went through Charlie’s head – perhaps he was wandering through the town or maybe he was in the sea trying to get to shore! He should have been more careful!

He needn’t have worried, though. Coming towards him was a group of surfers that Charlie had run past earlier. “Hi,” said one of them, kindly. “I think we have something that belongs to you.” The young man, who was smiling, unwrapped the towel, which he was holding close to his chest, to reveal a very wet but very happy little dog. “Your dog has quite a talent for surfing,” he laughed.

## Healthy Living

### Year 5

In these days of fast food, electronic games and the internet, it is perhaps easy to slip into bad ways. If you want to live a long and healthy life, you must follow the following advice.

#### Diet

We all know that it is important to stick to a balanced diet, but what does this actually mean?

Well, fruit and vegetables will provide you with much of the goodness you need since they provide fibre (this is essential for digestion), vitamins (essential for a healthy immune system) and minerals – to make our bones strong.

Dairy products, in addition, can also be a great source of vitamins and minerals. These should be part of any child’s diet due to the many benefits that support growth.

If we supplement this with protein, which is best from nuts and seeds, carbohydrates (for example, rice, pasta and bread) and a small amount of fat, we will have just about everything we need.

Although many of us will find ourselves making our way to the biscuit tin or sweetie jar, we must limit the amount of sugar we consume. Perhaps sugar, which is often responsible for diabetes and obesity, should be reserved for special treats.

#### Exercise

There are so many different ways to keep fit these days that there is really no excuse for anyone.

Firstly, of course, there is the gym. However, for many people it is not only expensive, but not very exciting – spending half an hour on a treadmill is not everyone’s idea of fun! Gym classes, on the other hand, can provide people with an opportunity to have fun with others.

For some, walking, running and cycling provide an easy way to get fit. Because they can be organised in between other activities, they suit many people. Swimming, which is particularly good for all muscles, is also an activity that many enjoy.

The main thing, whatever you choose, is that your heart rate rises for about twenty minutes, at least three times a week. By doing this, you are making your heart stronger, reducing body weight and hopefully having fun!

## Year 5 Reading

### Word Reading

Sufficient evidence shows the ability to...

- Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

### Comprehension

Sufficient evidence shows the ability to...

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

## Year 5 Writing

### Transcription

#### Spelling

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words from the ks2 curriculum.
- Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.
- Spell correctly words with letters which are not sounded e.g. knight, solemn.
- Use the hyphen to join a prefix to a root e.g. re- enter.
- Spell some homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

#### Handwriting

Evidence:

- Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

### Composition

#### Composition: structure and purpose

Sufficient evidence shows the ability to...

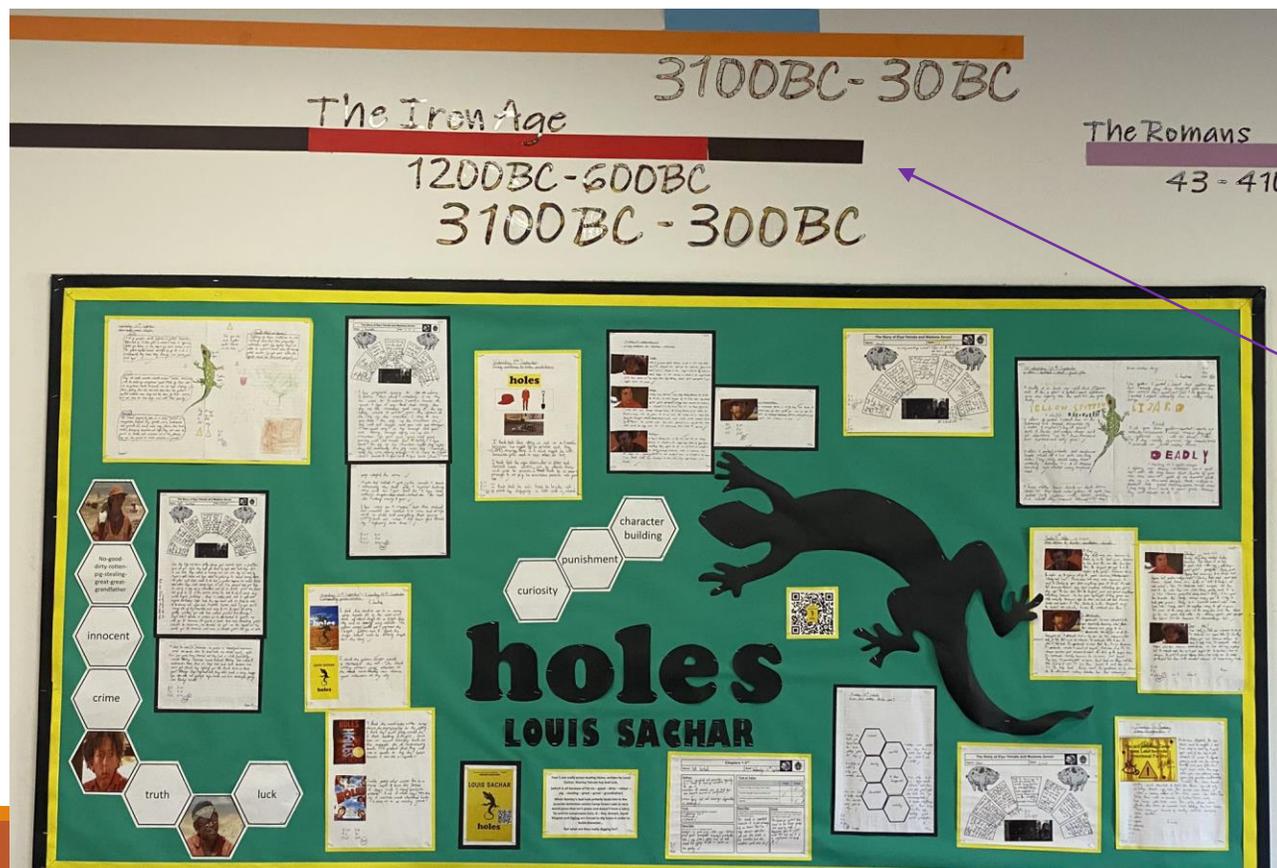
- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- Use a range of presentational devices, including use of title, subheadings and bullet points.
- Use dialogue to indicate character and event.
- Describe characters, settings and plot, with growing precision.
- Find key words and ideas; begin to write a summary.
- Evaluate own and others' writing; with direction, proof read, edit and revise.

#### Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- Usually maintain correct tense.
- Begin to recognise active and passive voice.
- Identify and select determiners.
- Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

# Take a little look in Year 5



*Our timeline runs all the way around the classroom and takes us from 15,000BC to today!*



# Reading

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The most important part of learning

How you can help your child progress the most

**Just 5 minutes per night would benefit your child's learning**

Fiction and non-fiction books (so that they experience different writing styles)

Fluency and expression

***Questioning is key***

The more children read (and the wider variety of books they read) the more words they will come across! This supports their spelling knowledge and vocabulary acquisition.

# Questions to ask your child while reading

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Can you summarise that paragraph/chapter?

Can you predict what will happen next?

Why is it named...?

Why do you think this chapter is called...?

How did your character feel when...? Which words/phrases/actions/dialogue show this?

Why did your character do/say...? Would you have done the same? Why/why not?

What atmosphere is the author trying to create? Which words show this?

This word uses a prefix/suffix (e.g. disappointed) – What does it mean? How does the prefix change the meaning? Do you know any other words the prefix could go with (e.g. disappear)

# Thank you for your continued support

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MR BULL

FOLLOW OUR CLASS ON TWITTER

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