



Curriculum Newsletter

Autumn 2017

Terms 1 & 2

Year 5

Lyncrest Primary School
Curriculum Newsletter: Year 5
Terms 1 and 2

Hello and welcome to the first curriculum newsletter of the year. It is a joy to be back at school and I am thrilled with the enthusiasm that year five have shown for learning so far.

Integrated Curriculum

During this first half of the term we are undertaking a unit called 'Mysterious Materials'. This unit will focus mainly on the scientific aspect of materials, looking at how we classify materials, what we use certain materials for and how we can investigate changes in materials. This unit will also cover the importance of recycling and re-using materials as well as utilising materials to make sculptures and create packaging and containers.

The second half of the term will focus on a unit called 'The Highwayman'. This topic is centred around the poem 'The Highwayman' by Alfred Noyes and in this topic, the children will undertake, Art, Music and Drama centred around the poem. They will be able to use rhythm to perform parts of the poem and study the work of Charles Keeping who created interesting Artwork for the poem.

English

In English this year we are working from a fantastic scheme called Literacy and Language which follows on from the work children have done previously in year 4 and in Read Write Inc. prior to this also. This term the children will be covering units based around the fiction text types of myths and dilemma stories and the non-fiction text types of instructions and recounts in newspaper reports. For a more comprehensive understanding of the targets we will try to achieve, see the year 5 English 'I can..' statements at the end of the newsletter.

Numeracy

In numeracy, we will be looking closely at the place value of whole and decimal numbers, examining how place value affects the value of a digit and applying this understanding of place value to: count forwards and backwards in multiples of 10, 100, 1000, 10000, 100000 and 100 000; rounding numbers, up to 100 000 and adding and subtracting decimals. They will also working on understanding the terms: Estimation, Factors and Multiples.

We will move on to multiplication and division so that we can apply these to real life problems which is essential for using Maths in a day to day context.

RE

Over the next two terms, we will be learning about stories from Sikhism, Christianity and Islam. These stories will be used for children to reflect on their own experiences and link these back to the religions we are learning about.

Physical Education

In PE, the children will focus on the fundamentals of movement or ABC's (agility, balance and coordination) and apply these skills in fun and exciting team games. Through PE we will also seek to cultivate and enhance the children holistically by nurturing their creative, thinking, social and personal skills.

The days we have P.E. are on Tuesday and Thursday.

It is important that your child has their P.E. Kit with them throughout the week. We expect them to change for PE into the agreed clothing for each activity area (listed below)

For Indoor PE children must wear:

- red shorts (not lycra), and a plain white T- shirt. We strongly encourage the wearing of uniform colours throughout the school. They should also wear suitable plimsolls or trainers for outdoor use, with socks.

For outdoor PE children must wear:

- red shorts (not lycra), and a plain white T- shirt. Depending on weather, the children may also wear navy jogging bottoms and a sweatshirt. They should also wear suitable plimsolls or trainers for outdoor use, with socks.

Computing

Our first unit is called: We are game developers. This is an exciting unit which gets children developing their own interactive game! The second unit is called: We are cryptographers and it involves understanding codes from Morse code to computer code and then creating their own.

Core Values

Our Core value this half term is responsibility. In year 5, we will be discussing each week the term Responsibility and how we might take on more responsibility at home and in school!

After the half term we will focus on compassion, and what we can do to show compassion to others in school and the wider community.

Homework

Your child will be set homework each Thursday which is to be handed in on the following Monday. They may choose between two and four tasks to undertake. There will be recommended tasks also that relate to the learning they have been doing from that week. Your child must complete their homework and ensure it is signed by an adult. They will also have spellings to learn and these will be tested every fortnight in the class. Lastly, it is of the utmost importance that your child reads with an adult at least five times in a week. If this is recorded in their reading record they will earn class reward time and certificates throughout the year.

I hope this information has been of use to you and I encourage you to take any time with your children to investigate further any of the topics we will be covering. If you need me to answer any questions or have any concerns or queries, please feel free to come and see me.

Yours Faithfully,

Mrs Burrows



Year 5 reading fiction: I can...

Myths	Compare myths, traditional tales and my own experiences.	Know that different characters are more important to the plot at different points in a story.	Explain how a narrator describes characters.	Explain where and why narrators have used emotive language.
Dilemma Stories	Know what a dilemma is and why writers add them to stories.	Make links between my own experiences of dilemmas and dilemmas of stories I have read.	Explain how a character's choices affect how they and other characters behave.	
Poetry	Read a range of poems noticing differences and similarities between them (structure, content, word play).	Know and recognise the poetic terms of <i>rhyme, rhythm, alliteration, simile, metaphor</i> and <i>personification</i> and explore how poets play with language.	Perform a poem, reading with expression to show understanding.	
Significant Authors	Discuss ideas and events in stories by significant authors (Jeremy Strong, Anthony Horowitz, Jacqueline Wilson) and my compare these ideas and events to my own experiences.	Explore stereotypes and how these can be subverted for humour (e.g. <i>Gangsta Granny</i> by David Walliams).	Know how a narrator's point of view is revealed by his description of a character.	
Stories From Other Cultures	Compare stories from other cultures with my own experiences and previous reading.	Understand a story's cultural and geographical context and use this to help visualise a setting.	Explain the obstacles that a main character has to overcome and how they overcome them.	Explain how a character's own self-image can differ from the perceptions of other characters and the reader.
Play Scripts	Know how a character is thinking, feeling and why they act (motivation) by using explicit information given in the text.	Know how a character is thinking, feeling and why they act (motivation) by using implicit information given in the text (reading between the lines and inference)	Know why a character or moment within a text is important; recognising the impact they have on the direction of the text.	Explain that different characters in scripts have different degrees of formality and are therefore written differently (e.g. policemen: formal voice, mum: informal voice).



Year 5 reading non-fiction: I can...

Instructions	Know key features of instructional texts: title/ purpose, you will need, step by step process, diagrams.	Know how instructions are organised and laid out to make them easy to follow.	Explain how the audience of an instructional text will affect its content and layout.	
Recounts/ Newspaper Reports	Know the key features of a newspaper report (headline, orientation, subheadings, pictures, captions).	Explain how the key features of a newspaper report make them easier to follow.	Know that a reporter's description of a report may not always be reliable.	Know that pejorative language (negative language) can show the reader the point of view from which a report is written.
Persuasive Writing	Know the key features of persuasive texts: statistics, rhetorical questions, commands, exaggerations, opinions described as fact.	Explain when and why different forms of persuasive texts are used.	Explain that persuasive texts have a clear purpose and intended audience and recognise the audience and purpose in persuasive texts.	Explain how opinions and bias can be disguised as fact.
Biography and Auto- Biography	Decide what I would like to know and research about a significant author (Jeremy Strong, Anthony Horowitz) before I read their biography and auto- biography.	Explain how biographies and autobiographies give different insights into the same person's life.	Know how different types of biographical texts are organised to make it easier for the reader to find information.	
Non- Chronological Reports	Know the key features of non-chronological text: headings, introduction, subheadings, pictures/ diagrams, captions, fact-boxes.	Explain how the key features of a non-chronological text are organised and structured to help the reader find key information.	Find key information on a given subject (ogres) from a non-chronological report.	Explain how chronological texts can be altered to suit different audiences and purposes.
Discussion Texts	Know the terms balanced, bias, personal and impersonal, recognising when these terms occur in discussion texts.	Explain the differences between oral and written debates.	Explain the purpose of a transcript.	Explain whether a transcript is effective or not for a live studio debate.

5 writing fiction: I can...

	Content				Grammar	
Myths	Plan, write and evaluate a new ending for a myth from a character's point of view.	Use ideas from the story and other traditional tales to write a new ending for a myth.	Show what a character is thinking and feeling through their actions (implicit information).	Build suspense and vivid descriptions of scenes and action, using interesting vocabulary and synonyms; For example, 'the shimmering box was carefully and delicately unlocked.'	Write in the first person and the past tense, showing the reader the writing is from a character's point of view and the action has already happened in the past.	Add conjunctions (connectives) and adverbs to build cohesion in a paragraph.
						Know and identify pronouns and determiners.
Dilemma Stories	Plan, write and evaluate a diary, with a dilemma, exploring all the different outcomes when solving the dilemma.	Explain how a character thinks and feels towards a dilemma and its possible solutions.	Build suspense at the point at which a character is coming to the decision of how to overcome a dilemma.	Use interesting synonyms and adjectives to build up vivid descriptions of scenes and action.	Write in the first person and the past tense, showing the reader the writing is from a character's point of view and the action has already happened in the past.	Include a relative clause into a sentence with 'which', 'where', 'who' or 'whose' to add extra information about the noun/ subject in the sentence.
Poetry	Plan, write and evaluate a poem describing a context (classroom, street, park), building vivid images in my readers mind.	Interest the reader by building vivid images using personification, alliteration, repetition, simile and metaphor.	Use interesting synonyms and adjectives to build up vivid descriptions of scenes and action.		Structure poetry using free verse that has line breaks instead of commas to show the reader when and where to pause.	
Significant Authors	Plan, write and evaluate an episode of a fairy tale, featuring a character created by a significant author (Ramona created by Jeremy Strong).	Use what you know about a character to determine how they act.	Use jokes written in the style of a significant author (Jeremy Strong).	Use dialogue (speech) to move a story on and give information about a character's hopes and feelings.	Write in the third person and the past tense, showing the reader the writing is from the narrator's point of view and the action has already happened in the past.	Use inverted commas and correct speech punctuation (66 99, new speaker, new line, close speech with „?!“) when a character is talking.
						Include parenthesis using brackets, commas and hyphens to add extra comments and information
Stories From Other Cultures	Plan, write and evaluate a new adventure for a character (Mai- Ling), that includes details about Chinese customs, food or clothing.	Write an adventure with an introduction, build up, dilemma, suspense and solution.	Write using carefully chosen language that can build an image of what is happening in the adventure; for example, a simile to describe how a dragon is flying.	Use interesting synonyms and adjectives to build up vivid descriptions of scenes and action.	Write in the first person, and the past tense, showing the reader the writing is from a character's point of view and the action has already happened in the past.	Write using adverbs and adverbial phrases of time to create pace and drama (e.g. suddenly, in a flash).
						Recognise, know and use common verb prefixes to change the meaning of verbs.
Play Scripts	Plan, write and evaluate a new scene for a play about a bully.	Use common play script conventions: names before speech, stage descriptions in brackets, scene descriptions in italics.	Show what a character is thinking and feeling through their speech using dialogue (explicit information) and their actions using stage directions (implicit information).	Create characters that are interesting and convincing by thinking carefully about how they would speak; for example, a bossy mum may use commands.	Use formal or informal dialogue depending on the character and the situation; for example a policeman would speak formally when questioning a member of the public.	

Year 5 writing non-fiction: I can...

	Content				Grammar	
Instructions	Plan, write and evaluate a clear set of instructions explaining how to make something.	Create a set of notes on how to make something (to be used to create a final text) from watching a demonstration.	Use organisational features to organise my writing: title/ purpose, you will need, step by step process, diagrams.	Write clearly, accurately and precisely so that my reader knows exactly what to do.	Include adverbs of time in my writing (next, then, immediately, at once) to link ideas within my instructions and to make my instructions more precise.	
Recounts/ Newspaper Reports	Plan, write and evaluate a newspaper recount that is suitable for a younger reader.	Organise my text using the key features of a newspaper report (headline, orientation, subheadings, pictures, captions).	Write about an event ensuring I have explained: who, what, when, where and why. I will ensure the reader is informed of all the key facts.	Use quotes from an eyewitness to interest my reader and to give my report validity.	Include a relative clause into a sentence with 'which', 'where', 'who' or 'whose' to add extra information about the noun/ subject in the sentence	Use inverted commas and correct speech punctuation (66 99, new speaker, new line, close speech with „?!) when I am quoting from an eyewitness.
Persuasive Writing	Plan, write and evaluate a presentation persuading people to consider my point of view; for example, a stadium should not be built on a wood-land or junk food should be banned.	Use research notes on a topic to decide my point of view.	Put my ideas across using key persuasive features: statistics, rhetorical questions, commands, exaggerations, opinions described as fact.	Use persuasive phrases to engage the reader's attention; for example, 'It's about time that...Don't even think about...'	Use modal verbs (can, could, may, might, will would) to show the possibility of something happening as a way of persuading my reader.	
Biography and Auto-Biography	Plan, write and evaluate a short biography about a famous writer for the back cover of one of their books.	Research and make notes about a famous writer's life and work to be used as content for my biography.	Use information that will interest the readers of the famous writer's works.	Use organisational features to make my biography easy to follow and engage my reader's interest.	Write using adverbs and adverbial phrases of time so the reader knows when things happened (e.g. at first, early on in their life, at present).	
Non-Chronological Reports	Plan, write and evaluate a non-chronological report, to interest and inform the reader about a specific subject (dragons, football, Monster High, dogs).	Include facts and information (found through research) that the reader finds engaging	Organise my text using the key features of a non-chronological report, to make it easier for the reader to find the information they want: headings, introduction, subheadings, pictures, diagrams, captions, fact-boxes.		Write in the third person and the present tense, showing the reader the writing is from the narrator's point of view and that the information is current (happening now).	Write using causal language to show why things happen (because, as a result of, as such, therefore), signposting cause and effect for the reader.
Discussion Texts	Plan, write and evaluate a balanced text on a current topic; for example, discussing whether junk food should be banned.	Write an introduction to explain what the text is about, introducing both sides of an argument (balanced).	Write a main body of text that includes points from both sides of the argument in detail (balanced).	Summarise a debate in a final paragraph of a text, revising the two main points of both sides of the argument.	Use contrasting connective phrases to compare two ideas (on the other hand, however, other people believe).	Write using a formal style (e.g. without use of contractions such as don't, wouldn't, won't).
					Know how commas can be used to clarify meaning within a text.	Write in an impersonal style to show the reader I am unbiased, not using personal pronouns (I, we, you, our, us) or emotive language; for example, 'junk food is terrible!'

Year 5 Class Timetable 2017-2018



	9:00-9:40	9:40 - 10: 40		11:00-12:00		1:00-1:50	1:50-2:40	Assembly/ Class Collective Worship 2:40-3:10
Monday	Reading Activities	Maths	Play Time 10:40 - 11:00	English	Lunch 12:00 - 1:00	English	RE	Collective Worship- Core Value
Tuesday	Reading Activities	Maths		English		PE	French	Collective Worship- Religion and Upcoming Religious Events
Wednesday	Reading Activities	Maths		English		Computing	Music - Brass	Collective Worship- British Values <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those with or without faith
Thursday	Reading Activities	Maths		English - Grammar		Topic	PE	Singing Assembly
Friday	Reading Activities	Maths		English - Spellings		Topic		Celebration Assembly (Every 2 weeks)



My Year 5 maths targets Term 1 & 2

number and place
value

addition and
subtraction

multiplication and
division

Fractions/decimals

measurement

geometry-properties of
shapes

Working Below, Emerging,
Developing, Secure or Mastery in
objective (Secure or Mastery is
highlighted in pink.) and the date
achieved.

I can read and write tenths as decimals to 1 decimal place.

I can find decimals in number lines and place value charts.

I recognise 10 tenths equal 1 and write a fraction with denominator 10 as a decimal.

I can read and write hundredths up to 2 decimal places.

I can find hundredths on number lines and place value charts.

I can recognise that 10 hundredths equals 1 tenth and write fractions with a denominator of 100 as a decimal.

I can read and write hundredths up to 3 decimal places.

I can find thousandths on a number line and on place value charts.

I can write a fraction with denominator 1000 as a decimal.

I can round decimals to the nearest: whole number, tenth and hundredth.

I can express a fraction as a decimal in its simplest form.

I can add decimals up to 2 decimal places.

I can subtract decimals up to 2 decimal places from a whole number.

I can solve two step problems involving addition and subtraction of decimals.

I can multiply and divide a decimal up to 2 decimal places by a whole number.

I can estimate the answers in calculations involving the four operations.

I can calculate two step word problems involving multiplication and division.

	<i>I can convert seconds to minutes and vice versa and use them to measure duration.</i>
	<i>I can estimate duration in seconds.</i>
	<i>I can write the time using the 24 hour clock.</i>
	<i>I can convert times from the 12 hour to 24 hour clock and vice versa.</i>
	<i>I can find the duration between two given times using the 24 hour clock.</i>
	<i>I can find the starting/ending time given the duration and the ending/starting time.</i>
	<i>I can solve problems using diagrams to help me.</i>

Upper Key Stage 2 Writing assessment tool

Composition	Year 5	Year 6
To write with purpose	<ul style="list-style-type: none"> Identify the audience for writing. With support, choose the appropriate form of writing using the main features identified from reading From given notes, develop and research further ideas With support, plan, draft, write, edit and improve writing. 	<ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified from reading. Note, develop and research ideas. Independently, plan, draft, write, edit and improve writing. .
To use imaginative description	<ul style="list-style-type: none"> Use similes and metaphors to create vivid images. Use personification to create vivid images. Use expanded noun phrases. 	<ul style="list-style-type: none"> Use similes and metaphors to create vivid images. Use a variety of personification to create vivid images. Interweave narrative with dialogue.
To organise writing appropriately	<ul style="list-style-type: none"> Use a range of connectives to organise your writing. Ensure correct use of past and present in your writing. Use of correct past and present tenses. Ideas linked together in paragraphs. 	<ul style="list-style-type: none"> Re- read writing to check it makes sense. Ensure correct use of past, present and future tenses. Use cohesive devices: repetition of phrases; use of connected adverbials and ellipsis. Use layout devices such as: headings, subheadings, columns, bullet points organise work.
To use sentences appropriately	<ul style="list-style-type: none"> Write sentences with relative clauses: who, which, where Write sentences with modal verbs. Use parenthesis to add information: brackets, dashes and commas. . 	<ul style="list-style-type: none"> Use a mixture of active and passive sentences. Use of colons and semi colons in sentences. Use of passive verbs to affect presentation of information within a sentence.
To use paragraphs	<ul style="list-style-type: none"> Write paragraphs that make sense if read alone. 	<ul style="list-style-type: none"> Write cohesively at length (link paragraphs when appropriate)
SPAG		
Handwriting	<ul style="list-style-type: none"> Write fluently and legibly with a personal style. 	<ul style="list-style-type: none"> Write fluently and legibly with a personal style.
Spelling	<ul style="list-style-type: none"> Know prefixes and how to add them. Know suffixes and how to add them. Know how words are related by meaning like: synonyms. 	<ul style="list-style-type: none"> Know which words do not follow a pattern and must be learned specifically. Know how words are related by meaning like: synonyms and antonyms.
Grammar	<ul style="list-style-type: none"> To know and write sentences containing these grammatical terms: modal verb, relative pronoun, cohesion, ambiguity, brackets, dashes, hyphens, relative clause. 	<ul style="list-style-type: none"> To know and write sentences containing these grammatical terms: Antonym, synonym, ellipsis, colon, semi-colon, subject, object, passive, active and bullet points.
Punctuation	<ul style="list-style-type: none"> Have a clear understanding of commas, brackets, dashes to include information. 	<ul style="list-style-type: none"> Use the full range of punctuation to effect.