

Welcome to year 5

As your child moves into the upper KS2 phase in year 5. The children are encouraged to begin to take more responsibility in school and we encourage them to be more independent learners.

They have the opportunity to take on positions of responsibility on the school council and the environmental monitoring group. They are voted in and we are re-electing every term to give as many children as possible a chance.

We welcome your support in encouraging the children to organise themselves as far as possible i.e. remembering to bring games and swimming kit and helping them to get information, trip letters, money etc back on time.

We follow the national curriculum and the children's ideas are incorporated through co-construction, we ask them what they would like to learn and we take opportunities to develop their interests and passions in school.

With the children's input we have developed a curriculum tree which highlights the values, skills and activities the children will be covering.

What will they be doing?

We have included information about the thinking skills we are developing in the children and an overview of the English and Maths basic skills that the children will be working on.

Most people involved in thinking skills agree that the approaches and techniques need to be integrated or 'infused' into lessons rather than taught only as separate skills or only in separate lessons.

They will be covering the objectives in a cross-curricular way using speaking and listening skills and role play activities, as well as written and practical tasks.

Along with the rest of the school we are delivering our literacy and some cross-curricular units through the Power of Reading rather than through the literacy hour.

Thinking skills

Critical thinking

Mental process of analysing or evaluating information

Collecting arguments

Process of reflecting on the meaning of statements

Examining evidence

Forming judgements about the facts

Enquiry

Asking relevant questions

Posing and defining problems

Planning what to do and how to research

Predict outcomes and anticipate consequences

Testing conclusions and improving ideas

Information processing skills

Collecting

Sorting

Classifying

Sequencing

Comparing

Contrasting

Reasoning/investigative skills

Giving reasons for opinions and actions

Drawing inferences

Making deductions

Using precise language to say what they think

Making judgements and decisions based on evidence

Creative thinking

Generating and extending ideas
Suggesting hypotheses
Applying imagination
Looking for alternative/innovative outcomes

Evaluative skills

Judging the value of what is:
Read, Seen, Heard, Done
Developing criteria for judging the value of their own or others work or ideas
Developing confidence in their judgements

What we are teaching them Literacy

Learning overview

Speaking and listening

Tell a story using notes designed to cue techniques, such as repetition, recap and humour.
Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.
Use and explore different question types and different ways words are used, including in formal and informal contexts.
Identify different question types and evaluate their impact on the audience.
Identify some aspects of talk that vary between formal and informal occasions.
Analyse the use of persuasive language.
Plan and manage a group task over time using different levels of planning.

Understand different ways to take the lead and support others in groups.
Understand the process of decision making.
Reflect on how working in role helps to explore complex issues.
Perform a scripted scene making use of dramatic conventions.
Use and recognise the impact of theatrical effects in drama.

Reading and writing

Spell words containing unstressed vowels.
Know and use less common prefixes and suffixes such as *im-*, *ir-*, *-cian*.
Group and classify words according to their spelling patterns and their meanings.

Make notes on and use evidence from across a text to explain events or ideas.
Infer writers' perspectives from what is written and from what is implied.
Compare different types of narrative and information texts and identify how they are structured.

Distinguish between everyday use of words and their subject-specific use.
Explore how writers use language for comic and dramatic effects.
Reflect independently and critically on their own writing and edit and improve it
Experiment with different narrative form and styles to write their own stories.
Adapt non-narrative forms and styles to write fiction or factual texts, including poems. Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail.
Create multi-layered texts, including use of hyperlinks and linked web pages.

Experiment with the order of sections and paragraphs to achieve different effects.

Change the order of material within a paragraph, moving the topic sentence.

Adapt sentence construction to different text-types, purposes and readers

Punctuate sentences accurately, including using speech marks and apostrophes.

Adapt sentence construction to different text-types, purposes and readers. Punctuate sentences accurately, including using speech marks and apostrophes.

Adapt handwriting for specific purposes, for example printing, use of italics.

Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes .

Maths Learning overview

1 Using and applying mathematics

Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies, including calculator use

Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it; find possible solutions and confirm them in the context of the problem

Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry.

Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false.

Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols

2 Counting and understanding number

Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line

Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers

Express a smaller whole number as a fraction of a larger one (e.g. recognise that 5 out of 8 is $\frac{5}{8}$); find equivalent fractions (e.g. $\frac{7}{10} = \frac{14}{20}$, or $\frac{19}{10} = 1\frac{9}{10}$); relate fractions to their decimal representations

Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages

Use sequences to scale numbers up or down; solve problems involving proportions of quantities (e.g. decrease quantities in a recipe designed to feed six people)

3 Knowing and using number facts

Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7 , half of 5.6, double 0.34) (EOY)

Recall quickly multiplication facts up to 10×10 and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts

Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9)

Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations

4 Calculating

Extend mental-methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g. 12×9), to multiply by 25 (e.g. 16×25), to subtract one near-multiple of 1000 from another (e.g. $6070 - 4097$)

Use efficient written methods to add and subtract whole numbers and decimals with up to two places

Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000

Refine and use efficient written methods to multiply and divide HTU \times U, TU \times TU, U.t \times U and HTU \div U

Find fractions using division (e.g. $\frac{1}{100}$ of 5 kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £80)

Use a calculator to solve problems, including those involving decimals or fractions (e.g. find $\frac{3}{4}$ of 150 g); interpret the display correctly in the context of measurement.

5 Measuring

Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to one place (e.g. change 2.6 kg to 2600 g)

Interpret a reading that lies between two unnumbered divisions on a scale

Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle's area

Read timetables and time using 24-hour clock notation; use a calendar to calculate time intervals

6 Handling data

Describe the occurrence of familiar events using the language of chance or likelihood

Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask

Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time

Find and interpret the mode of a set of data