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**Welcome to Year 5 at Southville Primary School  
2021-2022**

# *Purpose of the meeting*

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- An opportunity to meet you early on in the term before Parents' Evening next term to discuss individuals
- Introduce staff who will be working as part of our team to make sure that your child makes as much progress as possible
- Share with you information about our expectations and how you can help your child
  
- NOT including Year 5 Camp = Separate Meeting nearer the time

# *Attendance*

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- Punctuality and attendance are vital – 5 minutes late each morning is 25 minutes per week, 950 minutes per year! That's almost 16 lessons of lost learning time.
- Attendance is monitored by the senior team and the Family Liaison Officer (Mrs Mathias). If your child is persistently absent, they will book a meeting with you to set targets for improving attendance.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.

# *Whole-school staff*

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Mr Bowman (Headteacher)

Mr Potter (Deputy Headteacher)

Mr Commander (Deputy Headteacher)

Mrs Moody (SENCO)

Mrs Mathias (Family Liaison Worker)

Mr Ellershaw (UKS2 Phase Leader / CT)

Mrs Hall (Leopards CT)

Mr Rogers (Lion CT)

Mr Pearce (Lemurs CT)

Mr Goddard (PPA cover)

Mr Millard and Mr Carter LSA for year 5



# Uniform

Day-to-day uniform	PE kit	Swimming kit
<ul style="list-style-type: none"> <li>• Plain or with school badge red school sweatshirts or cardigans</li> <li>• Plain or with school badge white or red polo shirts</li> <li>• Dark grey or black trousers, skirts or pinafore dresses</li> <li>• Dark grey or black shorts and gingham dresses may be worn in warmer weather</li> <li>• Plain grey, black, or red tights</li> <li>• Plain white, grey or black socks</li> <li>• Black flat shoes or sandals (fastening around the heel)</li> <li>• Where hairbands are worn, they should be plain red, white or black and no wider than 5cms. Flowers, bows or other accessories are not permitted. Hairclips should be plain.</li> <li>• Scarves or other head coverings are not allowed unless for religious/cultural reasons.</li> <li>• Long hair tied back</li> </ul>	<ul style="list-style-type: none"> <li>• Trainers (not Daps as they have no grips)</li> <li>• Black shorts or tracksuits bottoms</li> <li>• White T-shirt or House colour t-shirt</li> <li>• School jumper or red top</li> <li>• Coat too!</li> <li>• Children with long hair <b>must</b> have it tied or gripped back</li> <li>• No earrings or taped onto ears</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming costume for girls and trunks (close fitting and ending above the knee) for boys</li> <li>• Goggles as approved by the pool staff</li> <li>• Towel to be sent from home</li> <li>• Children with long hair <b>must</b> have it properly tied back</li> <li>• Shoes they can put on by themselves</li> </ul>



# Reading books

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- All children will have a levelled reading book as well as a 'free' choice. We have just spent £1000 on new higher level books. This will give them a better range of subjects, as well as exposure to more non-fiction, poetry and plays.
- If your child needs to change their reading book make a note in their reading journal so that we know they have finished the book.
  - When they read at home, encourage them to write a short response to what they have read in their journal too.
  - Bring in the book on Thursdays along with their journal for us to review.
  - Take a new book home on Wednesday / Thursday subject to library rota.

# ***How to help your child with reading***

This is one of the most important things that you can do to help your child make maximum progress.

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- Combine listening to your child read to you, as well as reading out loud to them so that they hear your changing tone of voice and understand the pace of reading aloud. Even older children need to be heard reading and have stories read to them.
- Share whatever your child is interested in – magazines, websites, blogs, etc – as well as their school books.
- Discuss the stories or information you read about using a range of questions – not just about what happened, but also about whether you like the character, why you think the author used those words, what this story would be like in a different setting.
- Sign your child's reading journal when you listen to them read and especially when they are ready to change their book.
- Remind your child to bring their reading book to school everyday.

# Homework

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- We will be continuing Google Classrooms for homework following on from last year. **New CG logons** sent home for all chd by email and also stuck in their Reading records.
- A summary of the term's homework was sent home on paper at the start of term with key dates (copy on GC)

Children can also research anything connected to the class topic that they wish to and bring in books to share related to this.



# Homework - cont.

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Alongside this, we also expect children to regularly engage in:

- **Spelling** practise for our weekly tests - sent home at start of term and copy on GC.
  - Most will be able to do all 10, but if tough, focus on first 6 listed. Remember meaning as well as spelling - be able to use in a sentence.
  - Start each term with topic related spellings which they will be using in writing throughout the term.
- **Reading** and responding in their reading record several times a week at home.
- TT rockstars for **times table practise** which will also be tested on a weekly basis - list sent on homework sheet at start of term. Same logon, also stuck in Reading record.

# *Our curriculum this year*

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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New York New York	Out of this world	The Greatest Greeks	Now that's what I call the 1960s	The Vikings are coming!	Climate Warriors
<i>Geography</i>	<i>Science</i>	<i>History</i>	<i>Art &amp; Music</i>	<i>History</i>	<i>Eco issues Science</i>

# P.E timetable for Term 1

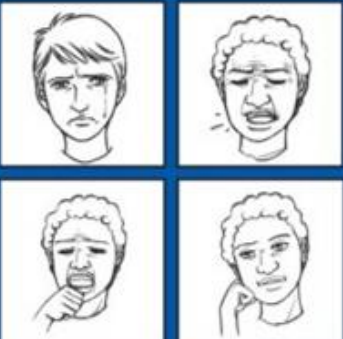



Lion Class - Mondays and Thursdays

Lemur Class-

Leopard Class- Tuesdays and Wednesdays

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# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

# *How we make sure your child makes great progress*

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- High-quality lessons in all subjects pitched to the age and stage of development, ensuring engaging and exciting activities underpin the core learning
- Providing further challenge and extension for children who demonstrate a solid understanding of a concept or skill
- Giving regular quality feedback to children both verbally and in writing, making sure they know what they have done well and what they need to do to improve
- Encouraging children to evaluate their own learning and that of their peers
- An excellent learning environment that provides learning prompts, key vocabulary, explanations and examples to support and reinforce the learning
- Ongoing assessments of children's understanding to identify areas to work on and feed into future lessons
- Regular pupil progress meetings with senior staff and the SENCo to ensure all children are making sustained progress

***Details of maths & writing curriculum  
on the Year 5 webpage for you to view or print***

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***Thank you for your support  
Any questions?***



# Maths in year 5

## Number – number and place value

### Statutory requirements

Pupils should be taught to:

- 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
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Notes and guidance (non-statutory)

Pupils identify the place value in large whole numbers.

They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.

They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.

They should recognise and describe linear number sequences (for example,  $3, 3\frac{1}{2}, 4, 4\frac{1}{2}, \dots$ ), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add  $\frac{1}{2}$ ).

## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Notes and guidance (non-statutory)

Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see [Mathematics Appendix 1](#)).

They practise mental calculations with increasingly large numbers to aid fluency (for example,  $12\,462 - 2300 = 10\,162$ ).

# Maths in year 5

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- multiply and divide numbers mentally drawing upon known facts
- 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
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

## Number – fractions (including decimals and percentages)

### Statutory requirements

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{3}{2} + \frac{4}{2} = \frac{8}{2} = 1\frac{1}{2}$ ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.



# Maths in year 5

## Geometry – position and direction

### Statutory requirements

Pupils should be taught to:

- 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.

## Geometry – properties of shapes

### Statutory requirements

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^{\circ}$ )
- identify:
  - angles at a point and one whole turn (total  $360^{\circ}$ )
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total  $180^{\circ}$ )
  - other multiples of  $90^{\circ}$
- 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.

## Measurement

### Statutory requirements

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- estimate volume [for example, using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

## Statistics

### Statutory requirements

Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

# Writing in year 5

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - precising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

# Reading in year 5

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

### Statutory requirements

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.