

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue, creating a modern and dynamic feel.

**Welcome to Year 5!**

**Meteor class**

Mrs Winter-Valentine

Mrs Flintoft

# A typical day in Year 5...

	8.30-8:50	8:50 –9:50	9:50-10:20	10.20–10.40	10.40–10.55	10.55 – 12.00	12.00 - 1.00	1.00 - 2.00	2.00 – 3.00	3.00-3.15		
Monday	Morning Work	Mastering number Session 1	Maths	Assembly	Break	English		Spelling Session 1	Art/ computing (switch every other week)		Class Reader	
Tuesday	Morning Work	Spelling Session 2	English			Maths		Mastering number Session 2	PSHE	PE		
Wednesday	Morning Work	Guided Reading Session 1	English			Maths		History or Geography		French	Class Reader	
Thursday	Morning Work	Spelling – Shine a light Session 3	English			Maths		Guided Reading Session 2	Science		Class Reader	
Friday	Morning Work	Mastering number Session 3	Maths			Music Clarinet with Mr Kersahw		Guided Reading Session 3	RE	PE		

# Curriculum information

## GEOGRAPHY

As Geographers, we explore how plate tectonics have shaped our planet. We will investigate the formation of mountains, and the causes of volcanoes, earthquakes and tsunamis, using real-life case studies to support our learning

## GRAMMAR & WRITING

In English we will start by studying the written genre of Science Fiction (inspired by HG Wells' classic 'The War of the Worlds'). We will write scientific explanations of how volcanoes erupt, and also produce detailed information texts about the recent Turkiye-Syria earthquake. Each topic will include specific grammar teaching matched to the genre studied.

## READING

We are reading 'Asher and the Spirit Bird' by Jasbinder Bilal together in class, a novel set in the Himalayas! In Guided Reading sessions, we will tackle a wide canon of texts, from a biography of British astronaut Helen Sharman and news reports of the enormous Indian Ocean tsunami of 2004, to further sci-fi fiction from authors such as Frank Cottrell-Boyce.

## MATHEMATICS

As mathematicians, we practise arithmetic and multiplication facts daily, as well as revisiting key skills as part of our 'flashbacks' to keep our learning fresh in our minds. Topics this term in maths lessons include Number and Place Value, Addition and Subtraction, and Multiplication. We will work hard to fine tune our formal methods of calculation!

## YEAR 5 CURRICULUM MAP AUTUMN #1 2024

In Year 5, we embrace a variety of mini-topic themes that bring together elements of many subject areas. This half term our principal foci are 'Earth and beyond' (Science & English) and 'Active Earth' (Science, Geography and English). Our topic homework activities reflect this.



## SCIENCE

As Scientists, we will learn about the solar system, describing the movement of the planets, moon and earth relative to the Sun. We will explore the Earth's rotation, and the apparent movement of the sun in the sky.

## ART

As artists, we will be honing our drawing and sketching skills, inspired by Hokusai & Hockney, two artists acclaimed for their landscapes.

## MUSIC

Mr Kershaw and I will be taking the class for music each Friday this year, mastering the clarinet along the way.

## RE

Each half term, we explore 'big questions', linked to in-depth studies: we start with 'Why is the Gospel such good news for Christians?'

## PSHE

In PSHE, we explore the topic 'Being me in my world'.

## PE

Tuesday: Dance  
Friday: Football

## MfL

In French we are learning to talk about pets alongside a focus on French phonics!

# Reading

## Year 5-6 Reading Key Objectives Summarised form

1	Use knowledge of morphology and etymology to read aloud and understand new words
2	Make comparisons within and across books
3	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4	Identify and discuss themes and conventions across a wide range of writing
5	Discuss understanding of texts, including exploring meaning of words in context
6	Ask questions to improve understanding of texts
7	Summarise ideas drawn from more than one paragraphs, identifying key details
8	Predict future events from details stated and implied
9	Identify how language, structure and presentation contribute to meaning
10	Discuss how authors use language, including figurative language, to affect the reader
11	Make book recommendations, giving reasons for choices
12	Participate in discussions about books, building on and challenging ideas
13	Explain and discuss understanding of reading
14	Participate in formal presentations and debates about reading
15	Provide reasoned justifications for views

# Guided reading - lesson example

## Guided Reading: Year 5 Summer 1st Half Term Block 1 Session 1



'Cosmic'  
Narrative: Science Fiction  
Frank Cottrell-Boyce



Vocabulary Infer Predict Explain Retrieve Summarise

## Quick Check to Line 35

1. What is rumoured to have happened that is causing excitement on the internet?
2. What is the name of the rocket?
3. How old is the character narrating this adventure?
4. Why do people think our narrator is older than he really is?
5. Why is our character lost in space?

Extension:

Find and list some noun phrases (adjective and noun).



Vocabulary Infer Predict Explain Retrieve Summarise

## Explain



Line 29: 'Why should a big lad know better just because he's big?'

What example does our narrator give that shows he thinks this is a silly thing for someone to say.



Vocabulary Infer Predict Explain Retrieve Summarise

## Vocabulary

orbit (noun)	The path taking by one body circling around another body
manoeuvre (noun)	A movement or series of movements requiring skill and care
et cetera	'and the rest...', 'and the others...!', 'and so on...'
infinite (adj)	limitless or endless in space, extent, or size; impossible to measure or calculate



Vocabulary Infer Predict Explain Retrieve Summarise

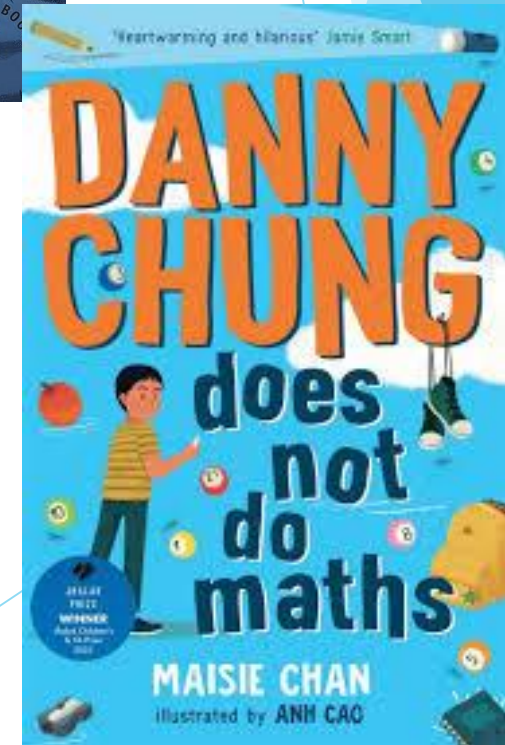
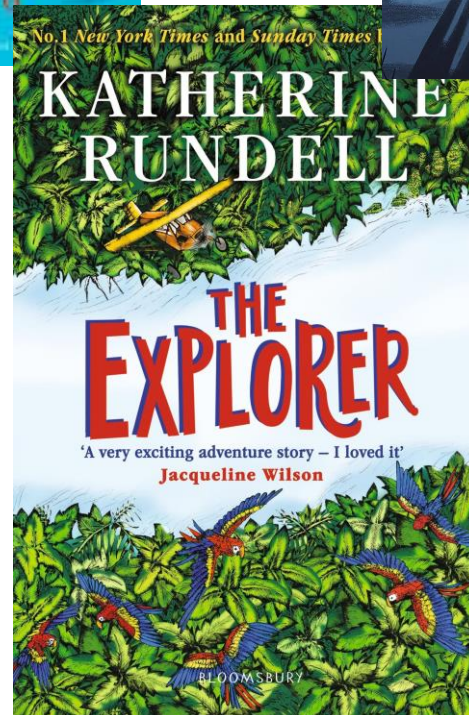
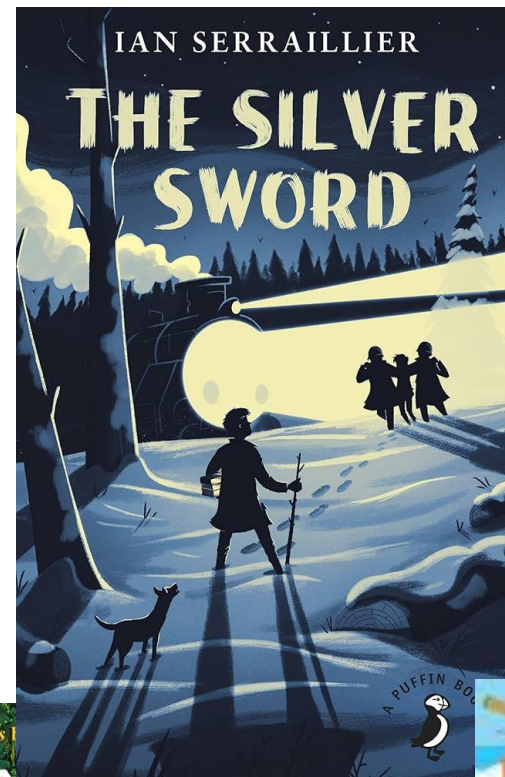
# Accelerated reader

- The product is intended to help the children manage their reading, to provide us with assessment of the reading ability of a class, and to encourage reading.

It facilitates:

- Assessment of reading level through the STAR (Standardized Test for the Assessment of Reading) test
- A system of levelling books using a formula which includes average sentence length, average word length, vocabulary grade, and number of words in the book
- Comprehension assessment by means of a computer-based quiz that tests general knowledge in a multiple choice format of 3-20 questions
- A range of reports for teachers that detail progress.
- Increased knowledge on many different varieties of books and also an improvement in vocabulary.

# Class reads



# Writing expectations

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning
4	Identify the audience and purpose before writing, and adapt accordingly
5	Select appropriate grammar and vocabulary to change or enhance meaning
6	Develop setting, atmosphere and character, including through dialogue
7	Précis longer passages
8	Use a range of cohesive devices
9	Use advanced organisational and presentational devices
10	Use the correct tense consistently throughout a piece of writing
11	Ensure correct subject and verb agreement
12	Perform compositions using appropriate intonation, volume and movement

13	Use a thesaurus
14	Use expanded noun phrases to convey complicated information concisely
15	Use modal verbs or adverbs to indicate degrees of possibility
16	Use relative clauses
17	Convert nouns or adjectives into verbs
18	Use adverbials of time, place and number for cohesion
19	Recognise vocabulary and structures that are appropriate for formal use
20	Use passive verbs to affect the presentation of information
21	Use the perfect form of verbs to mark relationships of time and cause
22	Recognise difference in informal and formal language
23	Use grammatical connections and adverbials for cohesion
24	Use ellipsis
25	Use commas to clarify meaning or avoid ambiguity
26	Use brackets, dashes and commas to indicate parenthesis
27	Use hyphens to avoid ambiguity
28	Use semi-colons, colons and dashes between independent clauses
29	Use a colon to introduce a list

# Spelling

CUSP Spellings provide a methodology and teaching sequence for the National Curriculum objectives, which:

- ❑ is systematic, progressive and driven by research
- ❑ does not rely on children 'remembering'
- ❑ teaches children spelling concepts: why words are spelt the way they are
- ❑ revisits and consolidates previously taught concepts
- ❑ believes that spelling and word meaning are intrinsically linked
- ❑ zooms into the composition of words,
- ❑ highlights the etymology of words

## Word list for years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee

communicate  
community  
competition  
conscience\*  
conscious\*  
controversy  
convenience  
correspond  
criticise (critic +  
ise)  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass

environment  
equip (–ped, –  
ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate(ly)

individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical

prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere(ly)  
soldier

stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

# Spelling homework

Y3/4 Statutory word list: Sets 1, 2, 3 & 4 revisited

Add the missing letters and then write the whole word.

century    \_ent\_\_\_    \_\_\_\_\_    arrive    a\_\_ive    \_\_\_\_\_

history    hist\_\_\_    \_\_\_\_\_    increase    incr\_\_s\_    \_\_\_\_\_

The underlined words have been misspelt. Write the correct word.

1. The magician made the rabbit completely disupeer! \_\_\_\_\_
2. Our teacher challenged us to bild the tallest tower. \_\_\_\_\_
3. We only had about ten minutes left to cumpleet our work. \_\_\_\_\_

Write a sentence that uses each of the words.

heard \_\_\_\_\_

forwards \_\_\_\_\_

# Maths expectations

1	Use negative numbers to calculate intervals across zero
2	Divide numbers using long division, interpreting the remainders as appropriate
3	Use order of operations to carry out calculations
4	Use common factors to simplify fractions
5	Compare and order fractions of any size
6	Add and subtract fractions with different denominators and mixed numbers
7	Multiply simple pairs of proper fractions
8	Divide proper fractions by whole numbers
9	Calculate decimal fraction equivalents for simple fractions
10	Multiply a number with up to two decimal places by whole numbers
11	Use written division with answers of up to two decimal places
12	Solve problems involving the calculation of percentages

13	Recall and use equivalences between fractions, decimals and percentages
14	Solve problems using ratio using multiplication and division facts
15	Solve problems involving similar shapes where the scale factor is known
16	Solve problems involving proportion, using knowledge of fractions and multiples
17	Use simple formulae
18	Generate and describe linear number sequences
19	Express missing number problems algebraically
20	Convert units of measure between smaller and larger units
21	Convert between miles and kilometres
22	Calculate the area of parallelograms and triangles
23	Calculate and compare volume of cubes and cuboids
24	Illustrate and name parts of a circle
25	Finding missing angles in triangles, quadrilaterals and regular polygons
26	Recognise vertically opposite angles and find missing angles
27	Describe positions on the full co-ordinate grid
28	Translate shapes on a co-ordinate grid and reflect in the axes
29	Construct and interpret pie charts
30	Calculate the mean as an average

# TT Rock stars

- ▶ Part of weekly h/w
- ▶ Option to do TT Rockstars at lunch club
- ▶ Improve retention of the times tables
- ▶ Improve the speed at answering a question

Best modes to use:

The 'PLAY' formats:

'Soundcheck', 'Studio' and 'Festival'.



	1	2	5	10	3	4	8	6	7	9	11	12
1	1×1	1×2	1×5	1×10	1×3	1×4	1×8	1×6	1×7	1×9	1×11	1×12
2	2×1	2×2	2×5	2×10	2×3	2×4	2×8	2×6	2×7	2×9	2×11	2×12
5	5×1	5×2	5×5	5×10	5×3	5×4	5×8	5×6	5×7	5×9	5×11	5×12
10	10×1	10×2	10×5	10×10	10×3	10×4	10×8	10×6	10×7	10×9	10×11	10×12
3	3×1	3×2	3×5	3×10	3×3	3×4	3×8	3×6	3×7	3×9	3×11	3×12
4	4×1	4×2	4×5	4×10	4×3	4×4	4×8	4×6	4×7	4×9	4×11	4×12
8	8×1	8×2	8×5	8×10	8×3	8×4	8×8	8×6	8×7	8×9	8×11	8×12
6	6×1	6×2	6×5	6×10	6×3	6×4	6×8	6×6	6×7	6×9	6×11	6×12
7	7×1	7×2	7×5	7×10	7×3	7×4	7×8	7×6	7×7	7×9	7×11	7×12
9	9×1	9×2	9×5	9×10	9×3	9×4	9×8	9×6	9×7	9×9	9×11	9×12
11	11×1	11×2	11×5	11×10	11×3	11×4	11×8	11×6	11×7	11×9	11×11	11×12
12	12×1	12×2	12×5	12×10	12×3	12×4	12×8	12×6	12×7	12×9	12×11	12×12
	0-1s	1-2s	2-3s	3-4s	4-5s	5-6s	6-7s	7-8s	8-9s	9-10s	+10s	

# Weekly homework

Set on a Monday and due the following Monday.

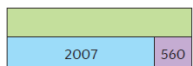

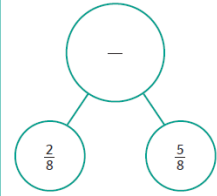
Each week there will be three tasks:

1. spelling sheet
2. arithmetic questions
3. 10 or more games on TT-Rockstar's

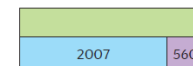

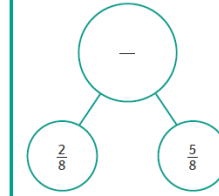
Regular reading and completion of accelerated reader tests is also expected.

- ▶ Maths will be marked in class, spelling will be marked by Mrs Fenn.
- ▶ If your child struggles to complete the h/w any adult will be happy to help at the start of lunchtime.
- ▶ There is a TT Rockstars club running at lunchtime where children can complete their games.
- ▶ If h/w is not completed the children will have to complete it during Monday lunch time - ready to be marked with the class in the afternoon.

Daily Arithmetic Practice Week 1 Day 1

 $2007 + 560 = \square$	 $\square = 4 \times 9$
$3 + \square = 1$	

Daily Arithmetic Practice Week 1 Day 1

 $2007 + 560 = \square$	 $\square = 4 \times 9$
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# Topic homework

## YEAR 5 HOME LEARNING

Please choose a task from the selection below, or be inspired to design a task of your own. Have your home work ready for the exhibition, Friday 28th November.

### AUTUMN

### RESEARCH TASKS

### CREATIVE TASKS

Don't forget to include written info to accompany creative builds!

#### ACTIVE EARTH

- Research a famous mountain or mountain range.
- Write about a famous earthquake, volcanic eruption or tsunami.

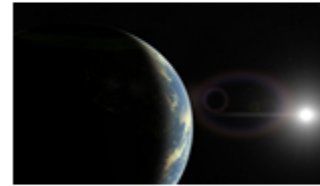
- Create a model or slideshow to explain the layers of the earth
- Make a 3D cutaway to show what happens in an earthquake, volcanic eruption or the forming of mountains



#### EARTH & BEYOND

- Produce a factfile about one or more of the planets in our Solar System.
- Find out about 'the Space Race' and the historic first moon landing

- Make a space-inspired model
- Construct your own orrery (Solar System model)
- Write a space-themed adventure!
- Invent an alien to describe



#### THE ANGLO-SAXONS

- Write about the discovery of the Sutton Hoo treasure hoard
- Produce an Anglo-Saxon timeline
- Find out about an aspect of life in the Anglo-Saxon era

- Visit Sutton Hoo or West Stow Anglo-Saxon village: record your visit
- Make an Anglo-Saxon weapon, item of clothing or artefact.
- Write an Anglo-Saxon story or poem



#### OTHER AREAS

- Find out about the work of the artists David Hockney or Hokusai
- Investigate different types of bridge construction
- Research a famous bridge

- Explore the art of weaving
- Build a 3D bridge model to bear a load and span a sizeable gap
- Draw or paint in the style of David Hockney or Hokusai



# Clarinet

- ▶ In Y5 all children learn the clarinet with Mr Kershaw.
- ▶ Each child is issued with a clarinet and must make sure they look after it.
- ▶ Clarinets need to be in school every Friday.
- ▶ The class will take place in a variety of clarinet performances throughout the year.

# Enrichment opportunities

- PE Enrichment each half term
- Visits: Sutton Hoo, WCET Clarinet Performances, Thurston: Christmas Carols, Performance, Outdoor Adventurous Activities trip.
- St Andrew's; The Salvation Army; Norton Baptist Church
- Class Assembly
- In-school visitors

# Use of mobile phones

- We are aware of more children having phones at a younger age.
- Please make sure you monitor the use of your child's phone as we do not want this having a negative impact on the classroom learning environment and friendships.

Any questions?

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