

Year 5 Parents' Information Evening



Aims:

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- ❑ To give an overview of daily life in Year 5
- ❑ To provide an opportunity to ask questions about the year ahead

A typical day in Year 5...

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- ❑ English
- ❑ Maths
- ❑ Reading/Arithmetic
- ❑ Mastering Number
- ❑ Spellings
- ❑ Guided Reading
- ❑ Story time
- ❑ Monday: RE Mrs Sturman
- ❑ Monday: PE/PSHE
- ❑ Tuesday: Art/Computing
Mrs Fenn
- ❑ Wednesday: Science
- ❑ Thursday:
History/Geography
- ❑ Music Mr Kershaw
- ❑ Friday: French/PE

Curriculum Information

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 GEOGRAPHY As Geographers, we explore extreme weather events, the water cycle and the distribution of the earth's water. We will investigate the causes of phenomena such as 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 powerful Christchurch 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 2026 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 'Extreme 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 Monday: Football Friday: Dance	MfL In French we are learning to talk about pets alongside a focus on French phonics!

SEND

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- Adaptive teaching approaches
- Metacognitive teaching and learning
- Scaffolding
- Use of learning aids: word mats, Place Value charts, Manipulatives, sentence stems etc, sensory aids, concentration aids
- Movement breaks
- Support Plans

End of Year Expectations: Reading

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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

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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

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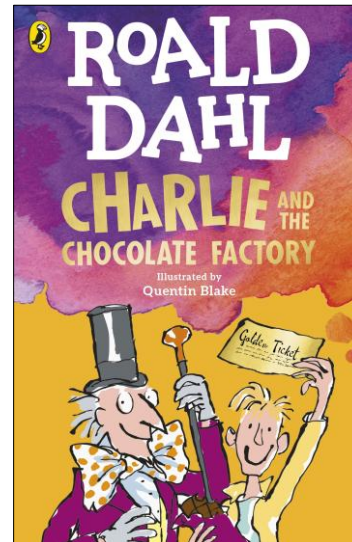
The product is intended to help the children manage their reading, to provide us with assessment of the reading ability of a class, and to encourage reading. It facilitates:

- 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.

Accelerated Reader

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- ❑ Daily reading at home
- ❑ Daily reading at school
- ❑ Reading with parents
- ❑ Class readers
- ❑ Book talk/sharing
- ❑ School, village and town libraries
- ❑ Audiobooks
- ❑ www.arbookfind.co.uk



30,000 words

Home/school partnership

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Why Can't I Skip My 20 Minutes of Reading Tonight?!

Student "A"	Student "B"	Student "C"
Reads 20 minutes each day	Reads 5 minutes each day	Reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
1,800,000 words	282,000 words	8,000 words

By the end of Year 7 Student 'A' will have read the equivalent of 60 whole school days.

Student 'B' will have read the equivalent of 12 whole school days.

Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school ...and in life?

You learn to write better by reading. You learn to read better by writing. Reading and writing work together to improve your ability to think!

THE MORE that you READ, the more THINGS you will KNOW. THE MORE you LEARN, the more PLACES you'll GO!

- Dr. Seuss

3 11 30

Vocabulary

Q15 **fascinating,**

Q16 *protective, enfold*

Q17 **punished**

Q18 **mountainous, praised, lavishly**

Q19 **wounded, lame, circumstance**

Q20 *seized*

Q21

Q22 *vividly recall*

Q23 **frail, hobbled**

Q24 **hobbled, hesitate, peered**

Q25

Q26 **lit up**

Q27 **amusing, shocking, puzzling, comforting**

Q28 **arrives, injured**

Q29 **verses**

Q30 **suggests, bothered, basins, smelt**

Q31 **lifeless, ancestors**

Q32 **guardian**

Q33 *devices (left to my own devices)*

Q34 *recesses*

Q35 *dawned (dawned on me)*

Q36 **assorted, debris, network, grime**

Q37 **determination, thorough**

Q38 **impression, evidence, frightening, intensity, cautiously**

Q39 **justice, efforts**

Q40 **inspect, fashioned, ought**

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Class Readers

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End of Year Expectations: Writing

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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 rhythm

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
30	Punctuate bullet points consistently

Spellings

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

KS2 National Curriculum Spelling List

Word list for years 5 and 6

accommodate	communicate
accompany	community
according	competition
achieve	conscience*
aggressive	conscious*
amateur	controversy
ancient	convenience
apparent	correspond
appreciate	criticise (critic + ise)
attached	curiosity
available	definite
average	desperate
awkward	determined
bargain	develop
bruise	dictionary
category	disastrous
cemetery	embarrass
committee	

Year 5 Curriculum Spelling Concepts

Block 7

Concept: Statutory word list

Etymology: micro

Block 8

Concept: Words with endings sounding like /jəl/ spelt -cial or -tial

Etymology: ject

Block 11

Concept: Homophones

Etymology: vis / vid

Block 12

Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency

Etymology: sol (alone)

Block 15

Concept: Words ending in -able and -ible
Words ending in -ably and -ibly

Etymology: term

Block 16

Concept: Homophones

Etymology: solv / solu

Spellings

–**tion** is the most common spelling of the /ʃən/ sound and is often used for root words ending in **t** or **te**

Words	
action	hesitation
injection	direction
completion	competition
operation	education

Can you use each of these words in a sentence?

Which words have a root word that would end in **t** or **te**?

Adding the ending – endings sounding like /ʃən/

Add the suffix **–tion**, **–sion**, **–ssion** or **–cian** to the root words below. Write the whole word.

direct	_____	discuss	_____
electric	_____	educate	_____
permit	_____	magic	_____
tense	_____	expand	_____

Dictation

Check your sentences for correct spelling and punctuation.

- | | |
|------------|--|
| Sentence 1 | We had a long discussion and carefully planned which direction we should go in. |
| Sentence 2 | I tried to describe the invention that the magician used in the final scene of the show. |
| Sentence 3 | The passion she showed on this occasion helped her win a medal in the competition. |
| Sentence 4 | They took a deep breath before getting the injection and their tension vanished. |

Shine a Light



We were watching a local musician perform when I spotted our member of parliament in the crowd. After a moment of hesitation, I approached the politician and asked for permission to speak to her. I explained that I was worried about the expansion of the town centre car park near my house as it involved building over our local park and I wondered if she could take action to stop this. She had a very friendly expression on her face but explained that the only option would be to write to the council as she had very little knowledge of the whole operation. She said they did want to hear from local residents about the plan before the completion of the planning stage.

Spellings

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 _____

End of Year Expectations: Maths

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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

Times Tables & Mighty Maths

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	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	10-11s	11-12s

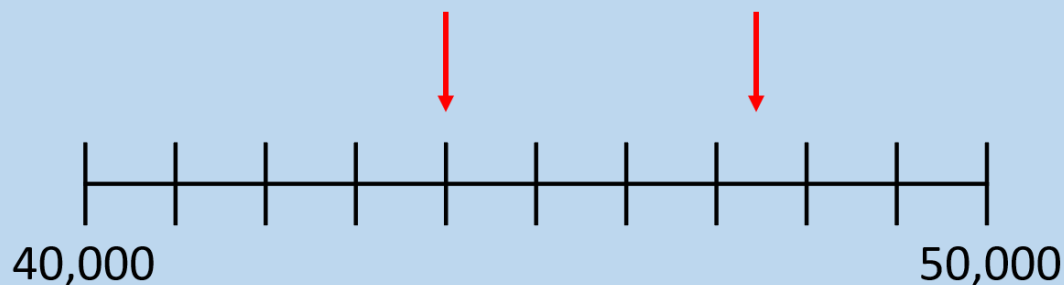
Times Tables 1 to 12

1 times table $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	2 times table $1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	3 times table $1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	4 times table $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$
5 times table $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	6 times table $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$	7 times table $1 \times 7 = 7$ $2 \times 7 = 14$ $3 \times 7 = 21$ $4 \times 7 = 28$ $5 \times 7 = 35$ $6 \times 7 = 42$ $7 \times 7 = 49$ $8 \times 7 = 56$ $9 \times 7 = 63$ $10 \times 7 = 70$ $11 \times 7 = 77$ $12 \times 7 = 84$	8 times table $1 \times 8 = 8$ $2 \times 8 = 16$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 8 = 40$ $6 \times 8 = 48$ $7 \times 8 = 56$ $8 \times 8 = 64$ $9 \times 8 = 72$ $10 \times 8 = 80$ $11 \times 8 = 88$ $12 \times 8 = 96$
9 times table $1 \times 9 = 9$ $2 \times 9 = 18$ $3 \times 9 = 27$ $4 \times 9 = 36$ $5 \times 9 = 45$ $6 \times 9 = 54$ $7 \times 9 = 63$ $8 \times 9 = 72$ $9 \times 9 = 81$ $10 \times 9 = 90$ $11 \times 9 = 99$ $12 \times 9 = 108$	10 times table $1 \times 10 = 10$ $2 \times 10 = 20$ $3 \times 10 = 30$ $4 \times 10 = 40$ $5 \times 10 = 50$ $6 \times 10 = 60$ $7 \times 10 = 70$ $8 \times 10 = 80$ $9 \times 10 = 90$ $10 \times 10 = 100$ $11 \times 10 = 110$ $12 \times 10 = 120$	11 times table $1 \times 11 = 11$ $2 \times 11 = 22$ $3 \times 11 = 33$ $4 \times 11 = 44$ $5 \times 11 = 55$ $6 \times 11 = 66$ $7 \times 11 = 77$ $8 \times 11 = 88$ $9 \times 11 = 99$ $10 \times 11 = 110$ $11 \times 11 = 121$ $12 \times 11 = 132$	12 times table $1 \times 12 = 12$ $2 \times 12 = 24$ $3 \times 12 = 36$ $4 \times 12 = 48$ $5 \times 12 = 60$ $6 \times 12 = 72$ $7 \times 12 = 84$ $8 \times 12 = 96$ $9 \times 12 = 108$ $10 \times 12 = 120$ $11 \times 12 = 132$ $12 \times 12 = 144$

White Rose Maths Mastery

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What numbers are the arrows pointing to?



Have a think



Place Value

digit

place holder

represent

column

Interventions

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- ELSA
- Nessy Spelling
- Numberstacks
- TT Rockstars
- Handwriting
- Precision Teaching
- Daily Readers
- Misconceptions

Homework

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- Reading (Accelerated Reader)
- Spellings sheet linked to weekly concept
- Times tables - TT Rockstars
- Maths Activity
- Topic homework - Autumn and Spring

Topic Homework

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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, Weds 25h November.

AUTUMN

RESEARCH TASKS

CREATIVE TASKS

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

EXTREME EARTH

- Research a famous extreme weather event, identifying cause and impact
- Write about a famous earthquake, volcanic eruption or tsunami.

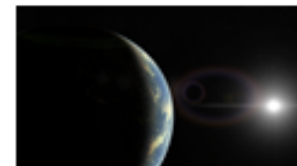
- Create a model or presentation to explain an extreme weather event
- Make a 3D cutaway to show what happens in an earthquake, volcanic eruption or tsunami



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



School Website

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Norton Church of England VC Primary School

Learn Believe Achieve: Hand in hand with God and each other

Q Search | Tr

Home

About Us

Key Information

News and Events

Parents



Welcome



Contact Details



Latest News



Calendar Dates



Enrichment

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- PE Enrichment
- Visits: Sutton Hoo, WCET Clarinet Performances, Thurston: Christmas Carols, Performance
- Outdoor Adventurous Activity
- St Andrew's; The Salvation Army; Norton Baptist Church
- Share Days
- Class Assemblies
- Visitors

Volunteers

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- Hearing readers
- Multiplication 'Tables' testing
- DT days etc

Information Evenings

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- Parents Evenings (Autumn/Spring)
- Year 6 Residential (Summer Term)

Questions