

# St Mark's R.C. Primary



## Welcome to Year 5 2019-2020

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The children are on the verge of becoming young adults, developing their inquisitive minds ready to question and challenge the world around them. We aim to encourage them to have a love of learning for life.

The pace in which the children are required to learn and the challenging objectives make Year 5 a demanding time. In order for children to feel ready for year 6, it is essential that they develop key skills in core areas. If we can picture a successful Year 5 learner they have certain personal qualities that enable them to shine. Firstly, they have become self-reflective learners. They know their own strengths and celebrate these with pride. They have recognised how they learn best and play to their strengths across the curriculum. Yet, these children also know their areas for personal development, ask for help when needed, and recognise ways in which they can support themselves to make progress. Essentially, the most successful children show self-resilience, understanding that we learn from our mistakes, and they are driven by self-motivation.

In this booklet we aim to outline some of the core skills your child will be taught in English and mathematics. We have included objectives they are expected to meet and examples so you can support them.

We also hope you will join us in the happy hours that are offered throughout the year and feel free to make an appointment with your child's class teacher if you have any questions or concerns about your child's progress.

Kind regards,

Mr Potter and Mrs Horn

# Reading

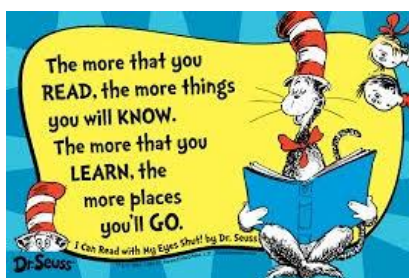
## Year 5 Reading

The National Curriculum sets out key skills that children should learn at Year 5. At St Mark's RC Primary School we encourage a love of reading for pleasure. We teach key reading skills at school through shared reading in literacy lessons, guided reading sessions and some independent reading.

In Year 5, children should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable pace. They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If your child is not reading at this level they will receive additional reading 'catch up' support at school and this should be supported with additional reading at home.

The focus in Year 5 is about teaching children to understand a range of texts and to be able to evaluate the author's choice of organisation, use of language or purpose.

The National Curriculum sets out objectives for reading. The children will continue to develop their skills of word reading and comprehension.



The Reading Stages Chart (on the next page) can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

Children often have a type of book that they prefer but in Year 5 it is very important that they read a range of fiction, non-fiction and poetry so they can demonstrate their understanding of a range of text types. This understanding will also help develop their writing. The government has stated that successful readers read fifty books per year, therefore the children should read daily for at least ten minutes and aim to read a book every week on average.

## Reading Stages

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	Age 5-6 Year 1
Green (5)	Age 5-6 Year 1
Orange (6)	Age 5-7 Year 1
Turquoise (7)	Age 6-7 Year 1
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
Lime (11)	Age 6-8 Year 2/3
Brown	<b>Year 3</b>
Grey	<b>Year 4</b>
Dark Blue	Year 5
Dark Red	Year 6

## How you can help your child develop key reading skills

By Year 5 your child may be a confident reader and be reading texts of greater length. However you can still help them to develop their reading skills. Ensure they read aloud to you sometimes, talk to them about the books they are reading; ask questions about books they are reading and encourage them to read a range of types of books. Maybe they could recommend a book to you!

- Most important of all; make reading with you as enjoyable as possible.
- Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your to your child.
- Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper.
- Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information.
- Allow your child to read silently, and then discuss what they have read.
- When reading books with or to your child, ensure that they continue to pay attention to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Discuss the effectiveness of a word an author has used.

### Questions you could ask your child:

- When do you think the story takes place? Where do you think the story takes place? Why do you think this? (Look for evidence.)
- Is there a problem in this story? If so, how does the problem get solved?
- What type/ genre of fiction do you think this? (For example horror, science-fiction, drama)
- What if you could change the ending of this book, what would it be?
- Can you find a new word from the book you have read? What does it mean?
- Why does the author use \_\_\_\_\_ word?
- Is this story similar to another you have read?
- Do you think this book would make a good movie? Why or why not?
- How is the text organised to support the reader?
- What type of non-fiction do you think this is? (For example report, Instructions, recount or explanation.)
- Can you summarise your text so you understand the settings, characters and events?

# Writing

Reading and writing skills are taught through sequences of English lessons. Each English Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text.

## Composition: Skills and processes that are needed for writing

- Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class.
- They will be given opportunities to generate ideas for their writing and create a plan.
- The children will then draft and write sentences for their piece by rehearsing them aloud.
- They will organise paragraphs around a topic or theme.
- In narratives they will create settings, characters and plot.
- In non-fiction they will be expected to use organisational devices such as sub-headings and a clear introduction.
- The children will be taught to evaluate and edit their writing and given opportunities to read their work aloud in class.

## Transcription: spelling and handwriting.

The children will be taught to:

- Write legibly and fluently and with increasing speed. Writing in pen and sometimes choosing the implement that is best suited to the task.
- Use **prefixes and suffixes** and understand the guidelines for adding them.
- Spell some words with '**silent**' **letters** (letters you don't hear when the word is spoken) e.g. gnome, knight, solemn.
- Spell words which are homophones (words which sound the same but have different spellings) correctly e.g. hoarse, horse or vein, vain.
- Use **apostrophes** correctly for contraction and possession.
- Use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- Use a thesaurus
- Understand some morphology (common letter pattern) and etymology (common meaning/ word root) to help with spelling.
- The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.



At St Mark's we have 15 minutes of Read, Write Inc spelling programme lessons are just 15 minutes a day this meets the demands of the new National Curriculum, ensuring children:

- spell new words correctly and have plenty of practice in spelling them... including exception words and homophones
- spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology [the study of the form of words] and etymology [the study of the origins and development of words]
- are supported in understanding and applying the concepts of word structure
- spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

### New Curriculum Spelling List Years 5 and 6

twinkl

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

# **Mathematics**

At St Mark's RC Primary School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

## **A typical mathematics lesson**

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

## **Expectations in Mathematics**

There are clear national expectations about what every child should be achieving in mathematics.

## **How you can help your child's maths learning**

One of the most valuable things that you can do is to talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities. Here are some possible ideas which you could use:

- 1) Help your child to develop quick recall of multiplication and division facts for tables up to  $12 \times 12$ .
- 2) Count forwards and backwards in jumps of the same size (eg. 6, 7, 8, 9, 25) and so on. Physical activities such as skipping and playing catch could be incorporated to encourage motivation.
- 3) Look for numbers in digits and words in the real world (eg. posters, books, comics, on buses, cars, road signs, price tags) and ask children to read them. Children might also want to photograph them.
- 4) Talk about the shape of 2D and 3D objects and discuss their properties. Try and identify different examples of 2D and 3D shapes in the environment.



- 5) Ask your child to help when you are using money in practical, real-life contexts (eg. paying for items in a shop). Ask your child to work out how much the items might cost and how much change you might receive.
- 6) Ask your child to help with tasks such as measuring and weighing ingredients or when measuring the length or height of an object. Use metric units of measure.
- 7) Help them to understand time, reading and interpreting both digital and analogue clocks. Involve them with dates and diaries, knowing the calendar months, days in a year etc. Ask them to calculate time intervals (eg. 'We left the house at 9:55am and we returned at 3:35pm. How long were we out?').
- 8) Help your child to read and interpret timetables by asking them to use a magazine or the internet to find out about when TV programmes and/or films are on and how long they will last.
- 9) Read bus and train timetables and calendars.
- 10) Ask your child to estimate the total price of items when shopping by rounding prices mentally to the nearest pound or ten pence.

### TIMES TABLES FACTS

**By the end of year 4, all children should know their multiplication facts and related division facts up to  $12 \times 12$  and be able to demonstrate quick recall of these facts.**

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Each week, your child will be tested on their knowledge of the table they are working on. Cards will be sent home to support this but online games are great too!

Years 1 to 4

In order to best support the children to learn their times tables, and to become secure with their quick recall and application of times tables facts, each term your child will focus on a particular times table. They will be taught strategies for learning these times tables in school and practise every day in class. For Home Learning, the children will also focus on the specific times tables that they are working on.

At the beginning of each new academic year, the children will revise the times tables learnt during the previous year, before then moving onto a new times table.

The chart below shows the focus areas for each term for each year group:

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1	Number Bonds to 10		Number Bonds to 20		Counting in 2, 10 and 5	
Year 2	2		10	5	Mixed 2, 5, 10	3
Year 3	2, 5, 10 and 3 word problems		4	8	4	8
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

## Years 5 and 6

In Years 5 and 6, once the children are secure with recalling times tables facts and with applying this knowledge effectively to real-life word problems, the children will then progress onto extension activities linked to their learning in Maths lessons and to the key objectives that they will be covering in their year group.

These extension activities could include:

- Converting between units of measure (eg. kg into g, litres into ml, km into m)
- Fractions, decimals and percentages
- Area and perimeter
- Properties of 2D and 3D shapes
- Problems involving money
- Problems involving time

## WEB SITES FOR MULTIPLICATION AND DIVISION GAMES

<http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html>

<http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find>

<http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/popup.shtml>

<http://resources.oswego.org/games/Ghostbusters1/gbcd.html>

<http://www.bbc.co.uk/skillswise/game/ma10mult-game-fridge-magnet-multiplication>

<http://www.bbc.co.uk/skillswise/game/ma10mult-game-problem-solving-with-multiplication>

# **Religious Education**

Religious Education is central to the educative mission of the Church.

*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*

Religious Education is 'the core of the core curriculum.'

*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*<sup>1</sup>

Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*<sup>2</sup> As such it is to be taught, developed and resourced with the same commitment as any other subject.

*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*<sup>3</sup>

Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

The outcome of Classroom Religious Education is:

*"religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life".*<sup>4</sup>

## **Religious Education - Curriculum Time Allocation**

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

### **The Aims of Religious Education at St Mark's are:**

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;

- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.<sup>5</sup>

### **Programme of Study**

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the '**Come and See**' programme is used as recommended by the Diocese.

### **Other Religions**

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least one week's teaching and learning time per year is given to each.

The Come and See overview for the year is available on the school website.

# **Collective Worship**

## **The Nature of Collective Worship**

Collective worship in a Catholic school names and celebrates God's presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'<sup>1</sup>

## **Legal Requirements**

It is a legal requirement that there is a daily act of worship offered for all pupils. This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups. Holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. Collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

## **The Place of Collective Worship in the Life of St Mark's RC Primary School**

Worship is an integral part of school life and central to the Catholic tradition.

Collective worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from other Christian traditions – or none;
- Those from other faith backgrounds.

## **The Aims of Collective Worship**

Collective Worship in St Mark's aims to provide opportunities for all pupils and staff:

- To contemplate the mystery of God
  - To reflect on spiritual and moral issues
  - To explore personal beliefs
  - To respond to and to celebrate life
  - To experience a sense of belonging and to develop community spirit
  - To develop a common ethos and shared values
  - To enrich religious experience
  - To grow in liturgical understanding and development
  - To pray using prayers which are part of the Catholic tradition
  - To reinforce positive attitudes
  - To participate fully
  - To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'
-

## **Science in Year 5**

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout Year 5 and 6 the science curriculum will be embedded within our Learning Journeys. See the curriculum map for an outline of areas covered.

### **How to help**

You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.

### **Useful websites:**

<http://www.bbc.co.uk/bitesize/ks2/science/>

<http://www.woodlands-junior.kent.sch.uk/revision/Science/>

[http://www.primaryscience.ie/activities\\_science\\_home.php](http://www.primaryscience.ie/activities_science_home.php)

### **Non Core subjects**

Throughout their time in Year 5, the children will complete history, geography, art design and technology, computing, music, Religious Education, PSHE, PE and Languages lessons. The national curriculum requirements and coverage for these subjects are shown on the Year 5 Curriculum map, which is found on the school's website.



## Home Learning in Year 4

At St Mark's RC Primary School, we recognise the part the Home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents. Research shows that home learning can have a positive impact upon learning when used in a focused way.

- Children become enthused when faced with investigative, open ended and practical home activities.
- Parents are able to support where the school clearly links the home learning with school learning.
- Children can rehearse essential skills.
- Children can develop good learning behaviours.

### **Reading at Home:**

- If your child is on Book Band, then they should be reading every day with an adult or older sibling.
- Children should be reading every day. Please make a note of their reading in their reading record books, throughout the year, including during the holidays. Also they should read with an adult once a week.
- Class teachers will keep track of how often children are changing their books.
- Enjoy reading at home with your child by; taking turns, having reading competitions, play games based on the text e.g. Can you find a word that means big?', have quizzes where children answer questions about the text e.g. What time did Mark go to the bowling alley?

We encourage you to support your child with their Home Learning and if there are any concerns or queries over it, then please feel free to contact a member of staff. All learning will have due dates specified on them and if a child does not complete or bring their home learning in on time then they will miss a proportion of their playtime.

## **Keeping Children Safe**

### **Children walking home from school**

By the time children reach Year 5, they often walk home on their own; please let us know **in writing** if this is the case and advise us if there are any changes to your child's usual routine. Please also note that if another adult is collecting your child, you will need to advise the school office – even if you have arranged for another parent to collect. Please note that all children must be collected by an adult from after-school clubs.

### **Internet Safety**

Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules. We urge parents to keep a close eye on the internet usage that children access at home. **Children will not use Social Media sites in school, as primary school children are too young to be accessing them.**

Information for Parents can be found:

CEOP: [www.ceop.gov.uk](http://www.ceop.gov.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childnet: [www.childnet-int.org](http://www.childnet-int.org)

Our website offers more information or links. [www.stmarksrcprimary.co.uk](http://www.stmarksrcprimary.co.uk)

### **Safeguarding:**

Our Senior Designated Person is **Mrs Alison Miller**. Our Deputy Designated Person is **Mrs Mel Henderson**

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first. Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child. **If you suspect ANY child is being neglected, abused or facing harm, let us know or alternatively you may contact the Initial Response Service on 0191 277 2500**

Year 5

# St Mark's Curriculum Overview 2015-2016



Subject	Autumn		Spring		Summer	
	1a	1b	2a	2b	3a	3b
Hist/ Geog	"Dig for Victory" - WWII		"Operation Orient" - Shang Dynasty	"Savage Settlers" -Anglo Saxons	"Remarkable Rainforests" - Rainforests	"Tyne Tales" -Newcastle/Rivers
Science	Forces		Properties of Materials	Earth and Space	Living Things and their Habitats	Animals including humans
Literacy	Biographies Poetry	"The Highwayman/The Jabberwocky" Narrative Poetry	Poetry Stories from other cultures	Information Text Myths and Legends	Non Chronological Reports Playwriting	Persuasive Writing Argument and Debate
	RE Ourselves Life choices Judaism Hope		Mission Memorial sacrifice Sacrifice		Transformation Stewardship Islam Freedom and responsibility	
Computing	Internet research	Cloud computing	Sound recording	E books	E safety	Data
PE	NUFC Foundation		Dance		NUFC Foundation, athletics	
Music	iPad Music Composition		Saxon/Traditional Christian Hymns		Local Folk Songs	
French	North Tyneside French		North Tyneside French		North Tyneside French	
PHSCE	Skillforce		Skillforce		Skillforce	