

The Year 5 Curriculum Statement for Spring 2018

The following information is to give you an outline of some of the work your child will be covering during this term. We hope you will actively encourage your child in the work being undertaken so that learning can be both pleasurable and rewarding.

The skills and concepts on which we will be concentrating are:-

English	<p><u>Power of Reading</u> During the last year children have loved the different reading books we have studied and we will continue to use them this academic year.</p> <p>Our aim is to expose the children to quality texts to engage them and develop their love of reading and writing.</p>	<p><u>Texts:</u> The Arrival Goodnight Mr. Tom Non-fiction texts about WWII</p> <p><u>Genres:</u> Narrative News Reports Persuasive Letter Writing Balanced Arguments</p>
<p><u>Grammar</u> Using cohesive devices to link paragraphs. Use of higher level punctuation to mark boundaries between independent clauses. Terminology e.g. subject/object, passive/active synonym/antonym Using colons and semi colons in a list. Coordinating and subordinating conjunctions. Organising writing using bullet points and subheadings. Using commas to clarify meanings.</p>		
<p><u>Handwriting</u> To practise writing legibly, fluently and with increasing speed by joining letters correctly. They will follow our cursive script handwriting scheme and will practise fluency, proportion and presentation.</p> <p><u>Spelling</u> Revision of Year 3/4/5 High frequency words High Frequency/Topic words Commonly misspelt words</p> <p>Ambitious synonyms for adjectives Homophones Adjectives with –ant and –ent Nouns with –ancy and –ance, -ence and –ency Prefix words with hyphens</p>		
<p>Mathematics</p>		
Number and place values	<ul style="list-style-type: none"> • 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 from any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers 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 number, place value and rounding. • <i>Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.</i> 	
Addition and subtraction	<ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 	

	<ul style="list-style-type: none"> ● 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.
Multiplication and division	<ul style="list-style-type: none"> ● <i>Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations</i> ● 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 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. ● Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ● 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. ● Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) ● Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
Fractions including decimals and percentages.	<ul style="list-style-type: none"> ● <i>Know that percentages, decimals and fractions are different ways of expressing proportions</i> ● <i>Count forwards and backwards in fractions and decimals bridging zero</i> ● 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 <i>making links to decimals and measures</i> ● <i>Connect fractions >1 to division with remainders</i> ● Recognise mixed numbers and improper fractions and convert from one form to the other ● Add and subtract fractions with the same denominator and multiples of the same number <ul style="list-style-type: none"> ● <i>Find fractions of numbers and quantities</i> ● <i>Connect multiplication by a fraction to using fractions as operators</i> ● Read and write decimal numbers as fractions ● <i>Mentally add and subtract:</i> <ul style="list-style-type: none"> ○ <i>tenths</i> ○ <i>one-digit whole numbers and tenths</i> ○ <i>complements of 1</i> ● <i>Add and subtract decimals with a different number of decimal places.</i> ● Round decimals with two decimal places to the nearest whole number and to one decimal place ● Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ● Read, write, order and compare numbers with up to three decimal places ● Solve problems <i>and puzzles</i> involving number up to three decimal places, <i>checking the reasonableness of answers</i> ● 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 hundred, and as a decimal fraction ● <i>Recognise that percentages are proportions of quantities as well as operators on quantities</i> ● Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.

Measurement	<ul style="list-style-type: none"> • Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • Estimate volume <i>e.g. using 1cm³ blocks to build cubes and cuboids</i> and capacity <i>e.g. using water</i> • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure (<i>e.g. length, mass, volume, money</i>) using decimal notation including scaling
Properties of shape.	<ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • <i>Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.</i> • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • Identify: <ul style="list-style-type: none"> ○ angles at a point and one whole turn (total 360°) ○ angles at a point on a straight line and ½ a turn (total 180°) ○ other multiples of 90° • <i>Use angle sum facts and other properties to make deductions about missing angles</i> • Use the properties of rectangles to deduce related facts and find missing lengths and angles <i>e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles...</i> • <i>Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals.</i>
Position and direction.	<ul style="list-style-type: none"> • 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.
Use and interpret data.	<ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables. • Solve comparison, sum and difference problems using information presented in a line graph. • <i>Connect work on coordinates and scales to their interpretation of time graphs.</i>
Science	Light
Computing	We are app designers We are web developers
History	World War 2
D&T	Model making – Anderson Shelters Art in the style of Lowry
PSHCE	Devising a class charter linked to Rights Respecting School Understanding democracy Moral consequences of war Sustainability issues e-safety Justice Keeping safe Anti-bullying
French	This term we will be comparing schools in France with schools in England with associated language and vocabulary.
PE	Gymnastics and Dance