Meet the Teacher Year Five

September 2023

Year 5 Team

Class Teachers

Miss Hague

Miss Snell

Mrs Dunne

Useful Information

Swimming

Wednesday

PE kit in school every day.

Please name all uniform including PE kits and coats.

Water Bottles

Can be brought in each day.

They need to be labelled with your child's name and taken home at the end of each day.

School Rules and Values

Fantastic Walking

Our School Rules

Be kind

Be safe

Be respectful

Legendary Lines

Recognition Board

Autumn 1 **Kindness**	Spring 1 **Friendship**	Summer 1 **Truth and Honesty**
Autumn 2 **Respect**	Spring 2 **Courage and Determination**	Summer 2 **Trust**

https://bowmansgreen.herts.sch.uk/our-school/school-values/

What learning looks like in Year 5

Our classroom ethos is about having a positive, growth mindset.

Good mistakes are a part of learning and we will become comfortable with the feeling of challenge. We will persevere through challenges and always ask for help when we need it.

Maths in the Autumn Term

This term we will be looking at:
- Place value
- Negative numbers
- Decimal place value
- Multiplying by 10, 100 and 1,000
- Properties of number
- Prime numbers
- Mental multiplication and division
- Formal addition, subtraction, multiplication and division
- Equivalent fractions
- Comparing and ordering fractions
- Add and subtracting fractions

How you can support your child

*Practise times tables using Times Table Rockstars

*Asking your child to tell the time on an analogue clock

*Reading time tables (such as a bus or train time table)

*Exposing your child to money (notes and coins)

*Reading scales with your child while cooking

Questions

We ensure that in our challenges pupils are provided with an opportunity to reason mathematically. This is where pupils must explain their thinking and justify it using mathematical vocabulary.

1)	-16 + 20 =	2)	-9 + 17 =
3)	11 – 23 =	4)	5 – 18 =
5)	17 – 30 =	6)	-23 + 36
7)	-34 + 47 =	8)	28 – 59 =

1)	Miss Snell starts from -4 and counts on 6. She says, "-3, -2, -1, 1, 2, 3. My answer is 3." Is this correct? Explain your answer.
2)	Miss Hague says, "When I count on 6 from negative 10, the answer is -4." Is this correct? Explain your answer
3)	Mrs Dunne is counting back 7 from 3. She says, "3, 2, 1, 0, -1, -2, -3. My answer is -3." Is this correct? Explain your answer.

1)	Round these numbers to the nearest 10, 100 and 1,000. a) 2,387 b) 4,863 c) 23,798 d) 9,512 e) 56,723 f) 87,471	2)	Round these numbers to the nearest 10, 100 and 1,000 a) 56,231 b) 49,265 c) 33,886 d) 72,548 e) 54,311 f) 99,923
3)	Round these numbers to the nearest 10, 100 and 1,000 (6 digits) a) 563,231 b) 495,265 c) 339,886 d) 724,548 e) 542,311 f) 210,923		Which of these numbers round to 85,000 to the nearest thousand? 84,722 83,999 85,500 85,231 85,105 84,499 86,212 85,001 85,499

10 in 10

10 in 10 is an opportunity for the pupils to consolidate their learning and develop their mathematical fluency.

Name: _____   Date: _____

1) $0.78 + \_\_\_\_\_ = 1$

1 mark

2) $721 \times 10 \times 10 =$

1 mark

3) What is 2,366 more than 9,582?

1 mark

4) Decrease 145,270 by 50,000

1 mark

5) $9.123 \times \_\_\_ = 912.3$

1 mark

6) Round 67,444 to the nearest 1,000

1 mark

Year 5 overview

National Curriculum (Statutory Requirements)

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)	Measurement	Geometry: Properties of Shapes	Geometry: Position and Direction	Statistics
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.	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.	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.	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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]. Add and subtract fractions with the same denominator and 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 with a denominator of a multiple of 10 or 25.	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) using standard units, square centimetres (cm²) and Square metres (m²) and estimate the area of irregular shapes. Estimate volume [for example, using 1 cm³ 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.	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 (°). Identify: - 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°. 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.	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.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.

Bowmansgreen- learning- our curriculum- Maths- year 5

https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/

Progression

On our school website, you can also see the progression in each domain. This highlights what the pupils would have learnt in previous years and where their learning will be going next.

Bowmansgreen Primary School

Progression of Number and Place Value

National Curriculum (Statutory Requirements)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	Count in multiples of 6, 7, 9, 25 and 1000.	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	Recognise the place value of each digit in a two-digit number (tens, ones).	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	Find 1000 more or less than a given number.	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	Round any whole number to a required degree of accuracy.
Given a number, identify one more and one less.	Identify, represent and estimate numbers using different representations, including the number line.	Compare and order numbers up to 1000	Count backwards through zero to include negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.	Use negative numbers in context, and calculate intervals across zero.
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Compare and order numbers from 0 up to 100; use <, > and = signs.	Identify, represent and estimate numbers using different representations.	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	Solve number and practical problems that involve all of the above.
Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words.	Read and write numbers up to 1000 in numerals and in words.	Order and compare numbers beyond 1000.	Solve number problems and practical problems that involve all of the above.	
	Use place value and number facts to solve problems.	Solve number problems and practical problems involving these ideas.	Identify, represent and estimate numbers using different representations.	Read roman numerals to 1000 (m) and recognise years written in roman numerals.	
			Round any number to the nearest 10, 100 or 1000.		
			Solve number and practical problems that involve all of the above and with increasingly large positive numbers.		
			Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value.		

Bowmansgreen- learning- our curriculum- Maths- year 5

https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/

Written Calculations

This document demonstrates how we teach formal written methods. This is an excellent document which you can refer to and use to support your child.

Bowmansgreen- learning- our curriculum- Maths- year 5

https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/

Reading in the Autumn Term

We will be practising different types of questions:

- Vocabulary

- Retrieval

- Inference

- Prediction

- Explain

- Summarise and sequence

How you can support your child

Ensure your child reads five times a week.

Listen to your child twice a week and ask them questions about what they have read.

Encourage your child to read a variety of texts (non-fiction and fiction).
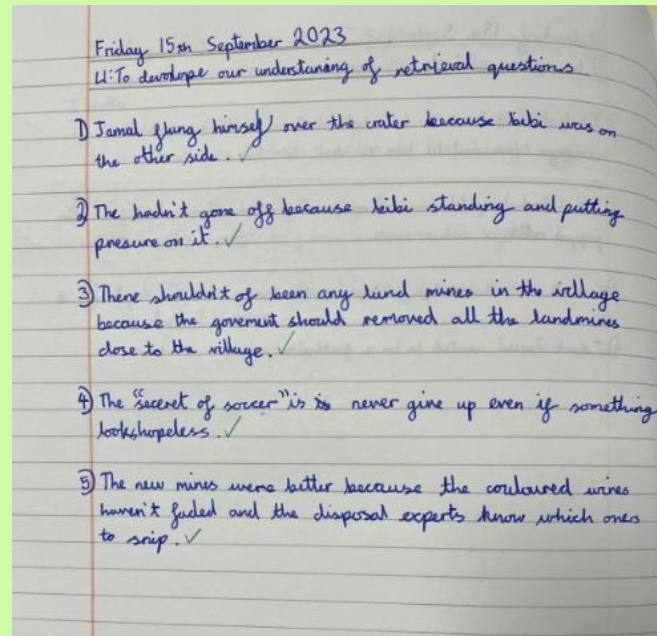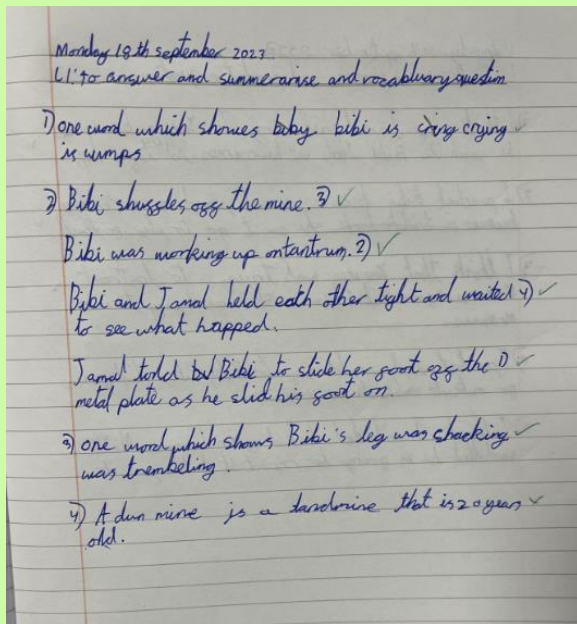
Writing in the Autumn Term

We have a high expectation for your children's writing.

They need to 'ALWAYS' use:

- A range of punctuation

- Paragraphs

- Subordinating clauses

- The correct tense

- A range of sentence types and lengths

- Independently check spellings they are unsure of

- Cohesive devices (conjunctions, fronted adverbials, synonyms)

- Legible handwriting *(N.B. Handwriting needs to be joined to reach the expected standard at the end of Y5.)*

- An understanding of how we can affect the targeted audience and write with purpose.

How you can support your child
*Support your child in completing the spelling home learning, including writing the word in a sentence.
*Support your child when they edit and proof-read their work.
* Ask your child to check their writing (including spelling) when completing everyday writing.

Examples of our writing

Tuesday 19th September 2023
L.I: to write a character description of Robin Hood

The talented archer dressed in emerald green was known by everyone that lived in the famous Sherwood forest. He had a muscular, broad shoulders wich forever draped over them was his trusty bow and arrow. Tufts of frizzy hair poked out of his green, leather tipped hat. Everyone who loved him was grinning from ear to ear every time they saw him. Whereas his foes were terrified of him. Although his friends would call him a hero, his foes would call him a thief. With the aid of his trusty bow and arrow, anything was possible!

sp foreer
foraver
forever

Tuesday, 19th September
L.I. To write a character description of Robin Hood.

Everyone thir that lived in Sherwood forest, knew the honourable man in ivy green. Across his shoulders hung his reliable bow and armour. With a courageous twinkle in his eye, his luscious golden hair poked out of his leather tipped hat. Never had Robin Hood been seen to miss a target. While his enemies quivered in fear at the sight of Robin, his friends cheered him on gleefully. With the company of his loyal steed his compassion for winning was undefeated. Although he was called a thief and a liar by his foes, his friends would call him a legend.
→ you need to use a comma in your complex sentences.
* liar
* muscular
* While his enemies quivered in fear, Robin's friends smiled from ear to ear and cheered him on joyfully.

English overview

Autumn	Spring	Summer
1) **Unit Title: Traditional Tales - Legends** Duration: Three weeks Key Text: The Story of Robin Hood – R. Leeeson Final Written Outcome: Reflect on the main character of the legend from different viewpoints. Retell the story from several different perspectives.	1) **Unit Title: Report** Duration: Three weeks Key Text: Planetarium - Chris Wormell and Raman Prinja Final Written Outcome: Write a report in which two or more subjects are compared *(Cross-curricular link with the science unit 'Earth and Space')*	1) **Unit Title: Vocabulary Building** Duration: One week Key Text: Overheard in a Tower Block: Poems - Joseph Coelho Final Written Outcome: Read, write and perform free verse.
2) **Unit Title: Recount** Duration: Two weeks Key Text: Little Leaders: Bold Women in Black History - Vashti Harrison Final Written Outcome: Write a biographical account based on research. *(Cross-curricular link with Black History Month – Wilma Rudolph)*	2) **Unit Title: Explanation** Duration: Two weeks Key Text: Horrible Geography: Earth-Shattering Earthquakes - Anita Ganeri Final Written Outcome: To write an explanation to explain the process of an Earthquake. *(Cross-curricular link with the geography unit 'Earthquakes and Time Zones')*	2) **Unit Title: Suspense and Mystery** Duration: Three weeks Key Texts: Water Tower - Gary Crew Boy in the Tower - Polly Ho-Yen Final Written Outcome: Develop skills of building up atmosphere in writing e.g. passages building up tension.
3) **Unit Title: Narrative Instructional Writing** Duration: Two weeks Key Text: Wolves in the Snow - Mathew Cordell *(Year 5 modelled version)* Final Written Outcome: Write detailed narrative instructions with clear introduction and conclusion.	3) **Unit Title: Traditional Tales – Myths** Duration: Three weeks Key Text: Ancient Myths Collection - Geraldine McCaughrean *(Focus– The Adventures of Odysseus)* Final Written Outcome: Write a Greek myth focusing on effective characterisation e.g. descriptions; link dialogue to effective characterisation, interweaving speech and action. *(Cross-curricular link with the history unit 'Ancient Greece')*	3) **Unit Title: Fiction from our Literature Heritage** Duration: Four weeks Key Text: Mr William Shakespeare's Plays – Marcia Williams *(Macbeth)* Final Written Outcome: Explore a text in detail. Write in the style of the author to complete sections of the story. Take the plot and theme from the text to plan and write their own contemporary version.
4) **Unit Title: Vocabulary Building** Duration: One week Key Text: The Listeners – Walter De La Mare Final Written Outcome: Read, write and perform free verse.	4) **Unit Title: Persuasion** Duration: Three weeks Key Text: Ancient Myths Collection - Geraldine McCaughrean *(Focus – The Olive Tree)* Final Written Outcome: Show through a range of writing an understanding of how persuasive writing can be adapted for audiences and purposes. (e.g. Write from the perspective of either Athena or Poseidon and persuade Zeus that they have the most useful gift to offer.) *(Cross-curricular link with the history unit 'Ancient Greece')*	4) **Unit Title: Discussion** Duration: Three weeks Key Text: Mr William Shakespeare's Plays – Marcia Williams *(Macbeth)* Final Written Outcome: Write a balanced discussion presenting two sides of an argument, following a debate. *(e.g. Was Macbeth to blame for the death of King Duncan?)*
5) **Unit Title: Suspense and Mystery** Duration: Three Weeks Key Text: Wolves in the Walls - Neil Gaiman Final Written Outcome: Develop skills of building up atmosphere in writing e.g. passages building up tension.		5) **Unit Title: Take on Poet – Poetry Appreciation** Duration: One week Key Texts: Fish - Elizabeth Bishop At the Fish House - Elizabeth Bishop Crusoe in England- Elizabeth Bishop Final Written Outcome: Research a particular poet and discuss personal response to poetry. Recite familiar poems by heart.

Bowmansgreen-English-Overview-Year-Five-.pdf

We assess writing using the Year 5 Teacher Assessment Framework.

This highlights what your children's writing should include by the end of the year.

This is not best fit, meaning that the children need to meet all of this criteria to achieve the standard.

Year 5
Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4
- spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible
- write legibly.[1]

Year 5
Working at the expected standard

The pupil can:

- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere†
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing
- use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.[2]

Year 5
Working at greater depth within the expected standard

The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- begin to independently use punctuation^ and sentence constructions to show the difference between formal and informal writing[3] (e.g. contractions in speech).

Wider Curriculum

RE:
- Is pilgrimage worth it?
- Was Jesus the Messiah?

PE:
- Swimming
- Hockey

DT:
- Designing a playground with a variety of structures

Science
- Comparing and grouping everyday materials based on their properties
- Exploring how materials dissolve in a liquid to form a solution
- Exploring how mixtures may be separated
- Explaining some irreversible changes

PSHE:
- Setting personal and academic goals
- Understanding our rights and responsibilities as a citizen

History:
- Why did the Viking settle in Britain?
- What were settlements like during Viking times?
- What were the characteristics of a Viking longship?

Computing
- Develop understanding of computer systems
- How information is transferred between systems and devices
- Explain the input, output and process of different systems

Expectations and presentation
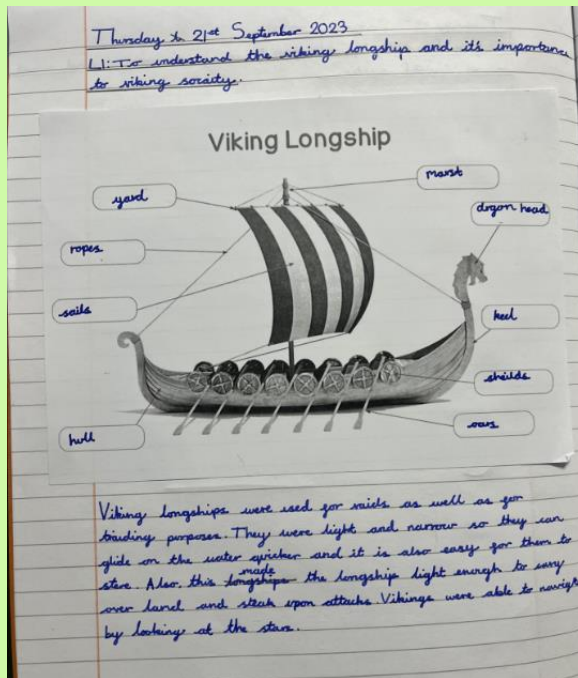
To achieve these high expectations, children need to:

- Follow the school rules

- Listen to instructions

- Contribute to class learning

- Strive to be the best they can

- Be proud of their learning
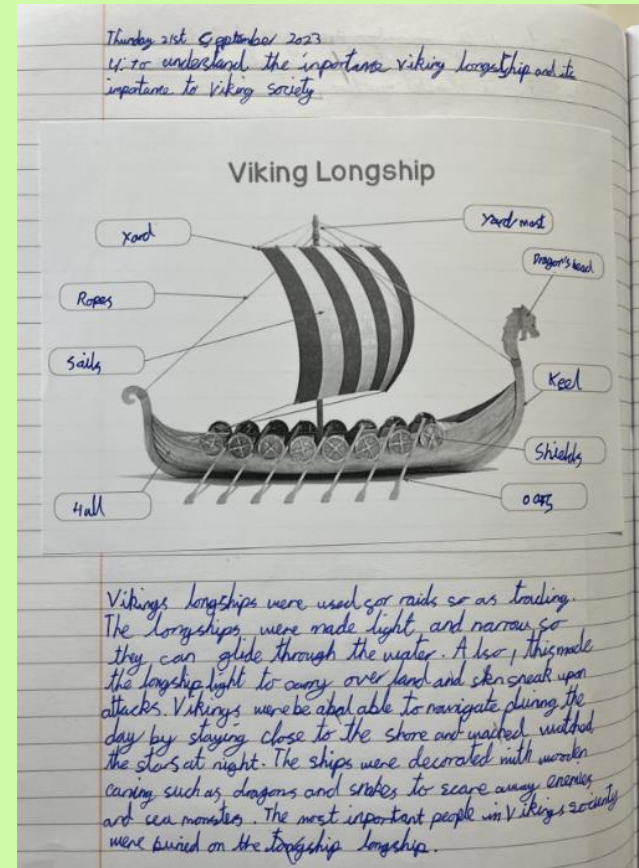
Home Learning: Expectations

Set: every **Thursday**

Due in: every **Tuesday**

There is an example completed by the children at the front of their books. This is the minimum expectation for Home Learning each week.

Home Learning: Expectations

<u>Reading</u>

Your child needs to read at least five times a week.

At least three times a week they may read independently and sign their reading record themselves.

At least twice a week an adult needs to ask them questions about what they have read and sign the reading record with a comment about how they have done and/or what strategies they used.

The pupils will be receiving new reading bookmarks

Date	Book Name and Page Number	Comments
27/9	The Wind in the Willows pg36	Found a few words tricky, but sounded the word out with syllables. Great reading (FA)

Home Learning: Expectations

Maths

Three challenges are set.

The children choose one challenge to complete.

Each week examples of challenges will be given so that the children can see what is expected.

Work needs to be completed in pencil.

Lines need to be drawn with rulers (including crossing out).

One digit per square.

Unless stated, children should not complete the questions on the sheet. Instead, they must use the squares in their book.

Home Learning: Expectations

Spelling

Three challenges set.

Your child needs to select one challenge.

There are five words in each challenge.

As well as writing one sentence for each word, the children will need to fill in the grid, looking closely at each word.

Their five words may be used within the same sentences, so long as the words match the context.

LOOK / SAY					COVER	WRITE	CHECK	WRITE	CHECK	REVISE later	CHECK
Copy & Say the word	Count letters	What's funny?	How to remember	Word shape							

Home Learning: Expectations

Home Learning Grid

Eight activities are set each half term.

Each week, your child needs to pick one activity to complete.

There is a challenge element to the grid which we expect students to attempt on some tasks if not all.

Home Learning Club

Every week there is the opportunity for your child to attend home learning club on a Monday lunch time. This may be if they would like support with their homework or a place to complete it!
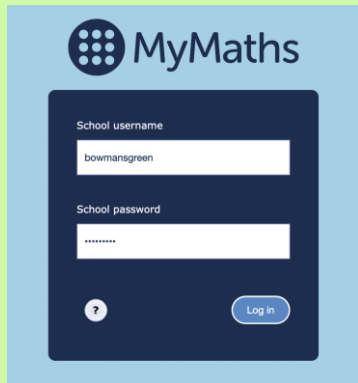
My Maths and Times Table Rockstars

Logging in

Each half term we will set 6 tasks for the children to complete. These tasks are not compulsory.

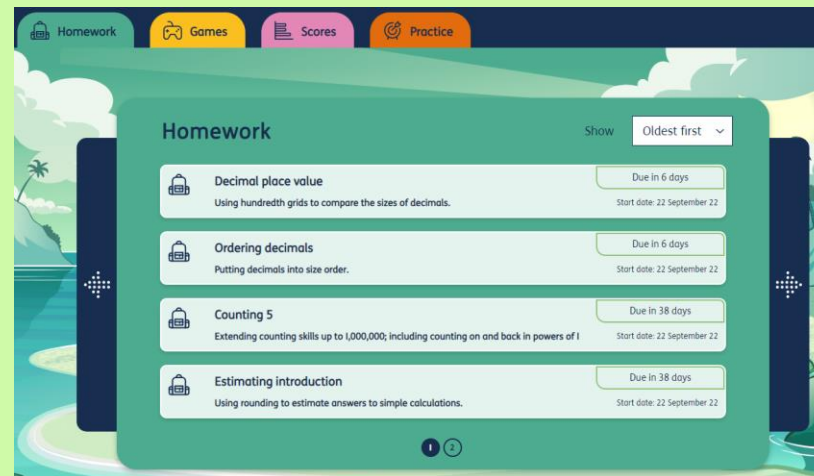MyMaths is a helpful resource which can support your children's mathematical learning.

Bowmansgreen Portal

Log in: bowmansgreen

Password: square123

Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.

Word of the week

Every week we will have a new word that we will look at in depth.

It is important that the discussions of these words continue at home, to support your child's developing vocabulary.

Things you could ask:
What does it mean?
What is the etymology of the word?
Do you know any synonyms or antonyms?
Can you use it in a sentence?
How does the word change when you add a prefix or a suffix?

Every Word of the Week will be posted on the school app!

Key Dates

Event	Date of the event
Harvest Assembly	Monday 5th October
Family Consultation Evenings	Tuesday 3rd October and Thursday 5th October
Curriculum Evenings	Thursday 19th October, Thursday 14th December, Thursday 15th February, Thursday 21st March, Thursday 11th or 18th July

The school calendar (found on the website and the app) will update you with more key dates throughout the year.

Any questions?