

Year 5 Johnson



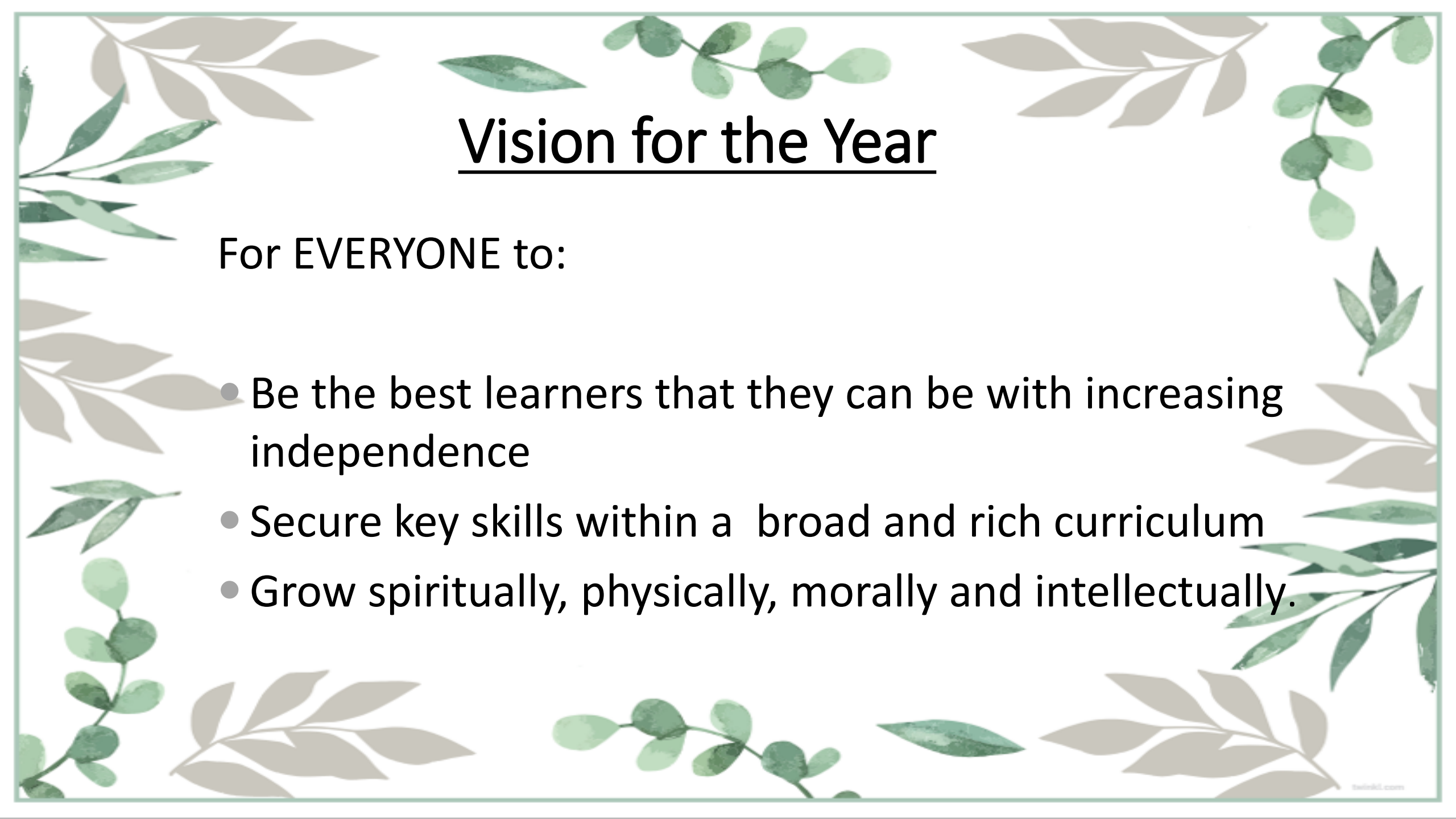


Welcome to Year 5 Johnson

Class Teachers
Mrs Pilkington &
Mrs Goldstone(Wednesdays)

My background

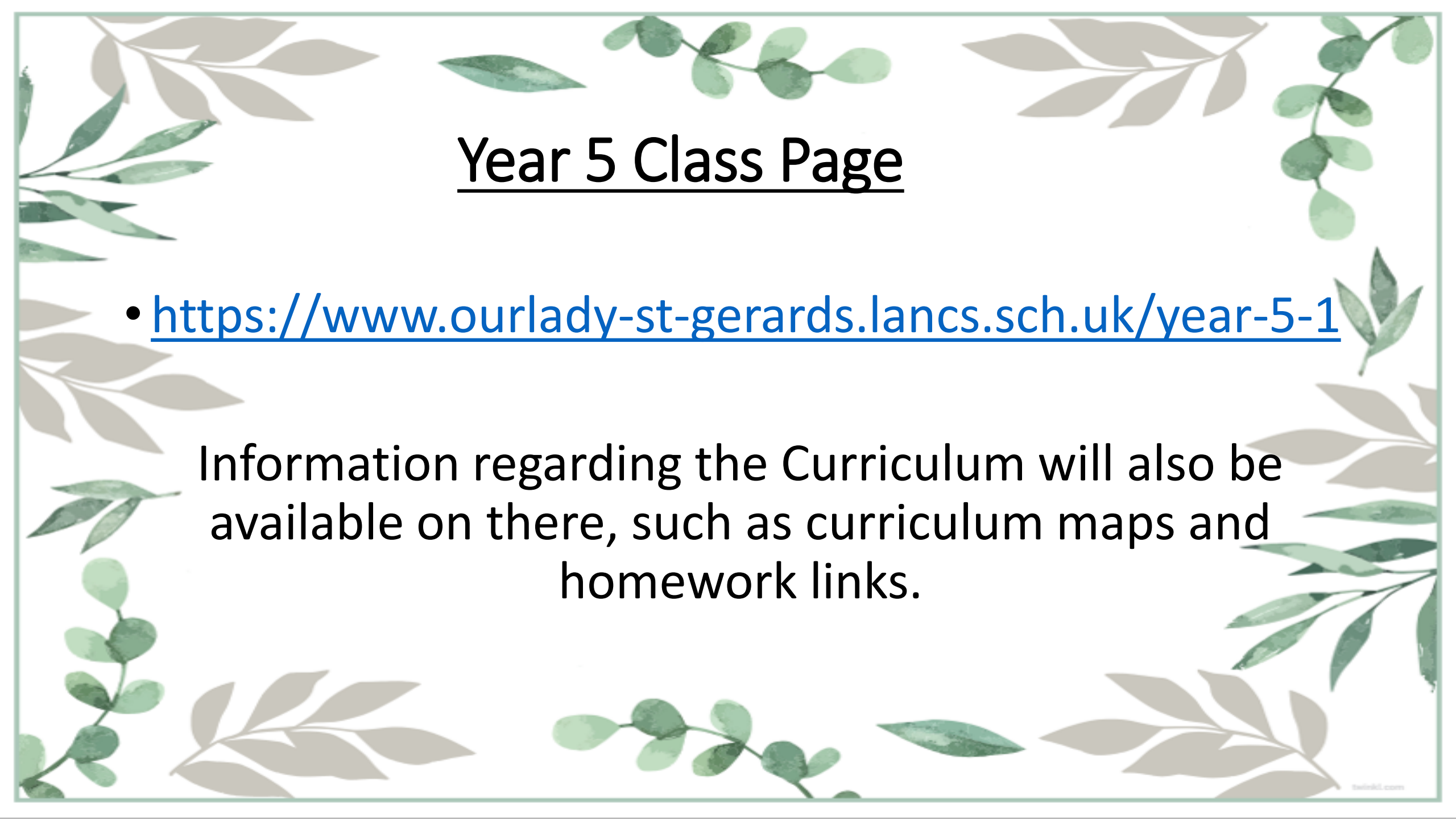
- Teacher for 20 years
- Worked at Our Lady and St Gerard's for 6 years.
- Assistant Head Teacher/KS2 Lead/Behaviour Lead/English Lead
- Previous worked as a Teaching and Learning Consultant for the Local Authority.
- I am a mum to Harry, age 13 and Millie, age 10.
- I am positive, fair and reflective



Vision for the Year

For EVERYONE to:

- Be the best learners that they can be with increasing independence
- Secure key skills within a broad and rich curriculum
- Grow spiritually, physically, morally and intellectually.



Year 5 Class Page

- <https://www.ourlady-st-gerards.lancs.sch.uk/year-5-1>

Information regarding the Curriculum will also be available on there, such as curriculum maps and homework links.

Uniform Expectations

Pupils should wear:

- Royal blue school sweatshirt/cardigan with school logo (available from school office)
- Light blue polo shirt (School logo is not essential but t-shirts with logo can be purchased from school office)
- Grey skirt/ pinafore/trousers (tailored - not leggings or jersey fabrics)
- Grey socks/tights
- Black shoes (not trainers or boots)

In the summer months, pupils may wear cooler options:

- White socks
- Blue/white gingham dress – Summer option
- Grey shorts (tailored)
- Black shoes (not sandals or trainers)



PE Uniform

Children may come to school on PE days in their PE kit. However we want to ensure our high expectations for uniform on these days.

PE Uniform

- Plain white t-shirt (School logo is not essential but t-shirts with logo can be purchased from school office)
- Navy shorts/Pants (No logos please)
- Trainers (please no bright colours and preferably dark in colour)
- Plain navy track suit top may be brought in their back for outdoor sessions but children must come to school wearing their school cardigan or jumper not the tracksuit top.

Earrings

Safe Practice in PE states that, 'The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings.'

The teacher has duty of care for the safety of children.

Staff can not remove or tape (cover) earrings.

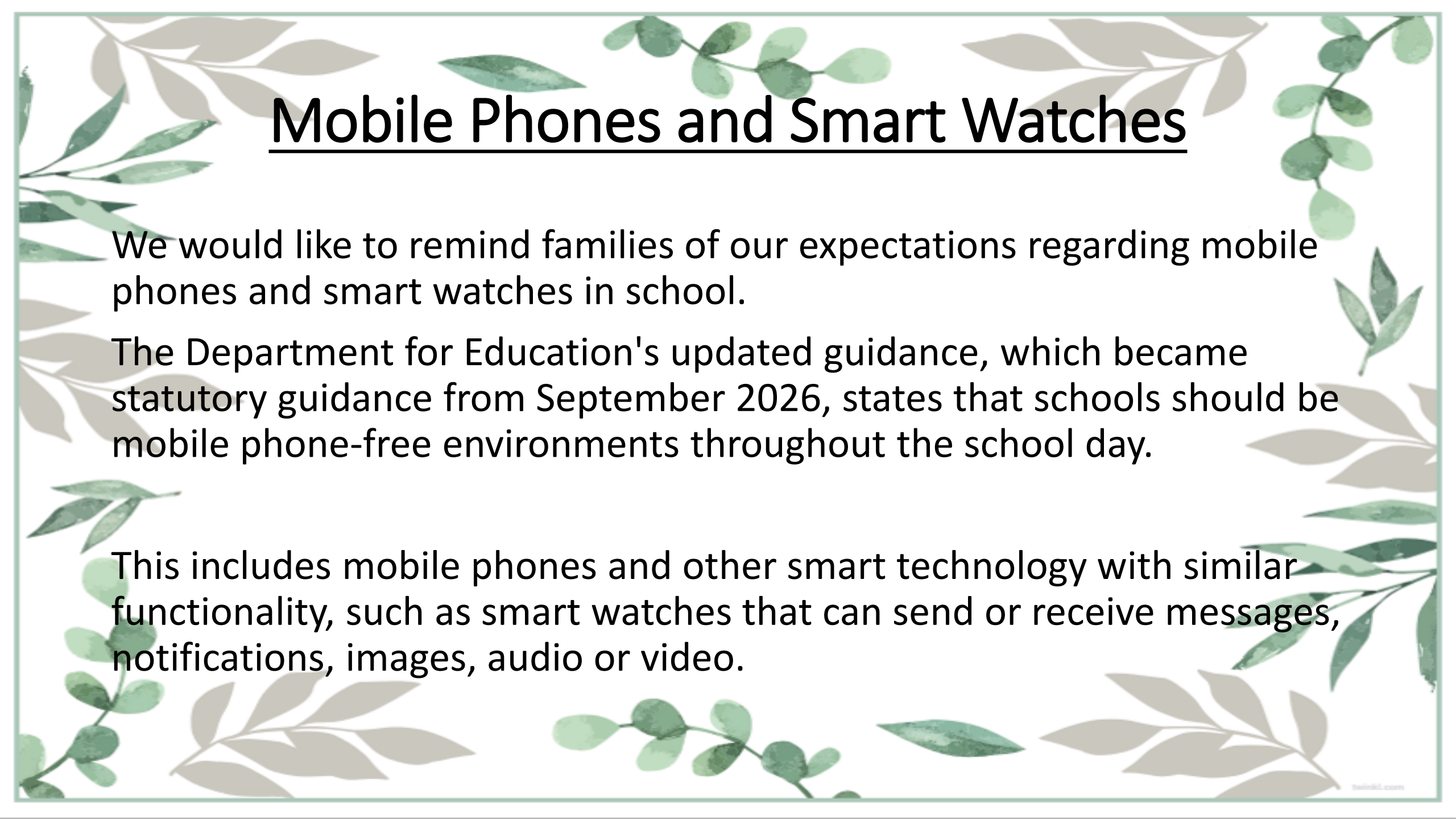
Many children can not remove earrings themselves.

Children can only participate in **parts** of the lesson if earrings are worn.

School can not be held responsible for losses of removed earrings.

The earrings worn in the past were becoming more and more unsuitable and unsafe as people deviated away from the single plain stud.

For these reasons, earrings are not allowed in school.

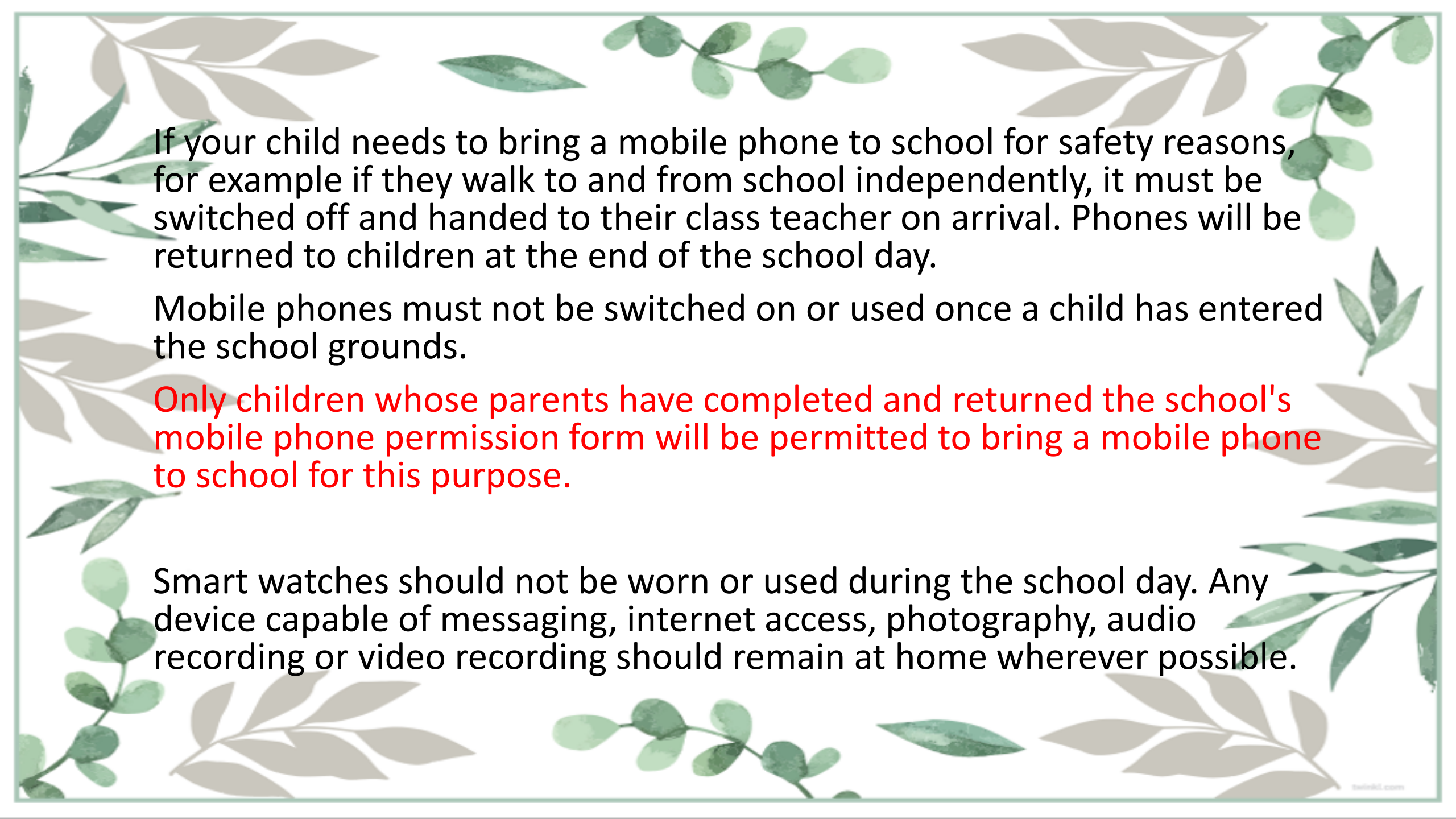
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Mobile Phones and Smart Watches

We would like to remind families of our expectations regarding mobile phones and smart watches in school.

The Department for Education's updated guidance, which became statutory guidance from September 2026, states that schools should be mobile phone-free environments throughout the school day.

This includes mobile phones and other smart technology with similar functionality, such as smart watches that can send or receive messages, notifications, images, audio or video.



If your child needs to bring a mobile phone to school for safety reasons, for example if they walk to and from school independently, it must be switched off and handed to their class teacher on arrival. Phones will be returned to children at the end of the school day.

Mobile phones must not be switched on or used once a child has entered the school grounds.

Only children whose parents have completed and returned the school's mobile phone permission form will be permitted to bring a mobile phone to school for this purpose.

Smart watches should not be worn or used during the school day. Any device capable of messaging, internet access, photography, audio recording or video recording should remain at home wherever possible.

Class Dojo is a valuable communication tool that allows teachers to share information about life in school

For this reason, please do not use Class Dojo messages to discuss:

Behaviour concerns

Academic or progress concerns

Friendship issues

Safeguarding matters

Other sensitive concerns relating to your child



These matters deserve a private conversation and sufficient time for discussion. If you would like to talk about any of these areas, please arrange a meeting, request a telephone call, or speak to a member of staff after school. and the classroom. This may include reminders, class news, photographs of learning activities and updates about upcoming events.

To help us maintain clear communication and support the wellbeing of our staff, we kindly ask that Class Dojo is used appropriately. Teachers are responsible for teaching and supporting children throughout the school day and are therefore unable to monitor or respond to messages during teaching hours (8:45am to 3:15pm).

Our Behaviour Charter

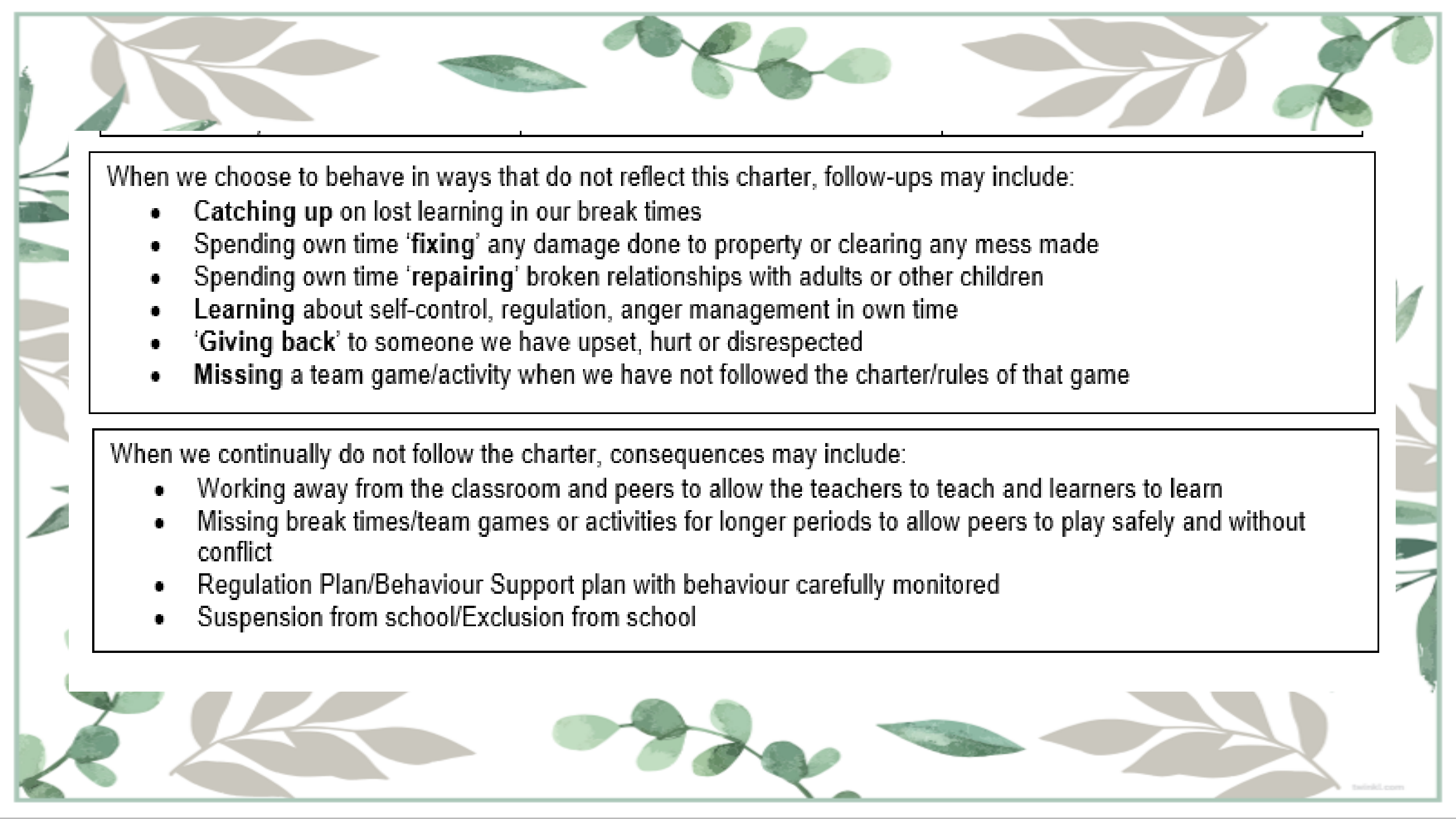
Be Safe	Be a Learner	Be kind and Respectful
Our school is a safe place to be. We make choices which keep us, and those around us, safe. <i>"...but whoever trusts in the LORD is kept safe."</i> Proverbs 29:25	Our school is a place to learn, grow and shine. We make the choice to be ready to learn and to allow others to learn. <i>"But you should be strong. Don't give up, because you will get a reward for your good work."</i> 2 Chronicles 15:7	Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone. <i>"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."</i> Ephesians 4:32
To be safe at OLSG I will... ✓ Share my worries and concerns with an adult ✓ Stay safe online by following the SMART guidelines ✓ Walk quietly and safely inside the building and when moving around school ✓ Use equipment in the way it is meant to be used ✓ Use all areas of school safely	To be a learner at OLSG I will... ✓ Use 'active listening' when the teacher is teaching ✓ Try my best and never give up ✓ Use my brain, buddy and books to become an independent learner ✓ Follow instructions first time ✓ Aim high in everything I do ✓ Try new things	To be kind at OLSG I will... ✓ Use kind hands, feet and words ✓ Listen carefully to others ✓ Show kindness to everyone ✓ Think before I speak out ✓ Be considerate of others ✓ Respect my environment and school property

Relentless Routines (Every day, with pride!)

1. We wear full school uniform
2. We walk calmly and quietly when moving around school and respect all areas of school
3. We follow instructions first time
4. We allow teachers to teach and learners to learn
5. We are kind and respectful to everyone

Recognition and Rewards

- Dojos (linked to House Points)
- Recognition Boards
- Praise Assembly
- Positive praise parental contact

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When we choose to behave in ways that do not reflect this charter, follow-ups may include:

- **Catching up** on lost learning in our break times
- Spending own time '**fixing**' any damage done to property or clearing any mess made
- Spending own time '**repairing**' broken relationships with adults or other children
- **Learning** about self-control, regulation, anger management in own time
- '**Giving back**' to someone we have upset, hurt or disrespected
- **Missing** a team game/activity when we have not followed the charter/rules of that game

When we continually do not follow the charter, consequences may include:

- Working away from the classroom and peers to allow the teachers to teach and learners to learn
- Missing break times/team games or activities for longer periods to allow peers to play safely and without conflict
- Regulation Plan/Behaviour Support plan with behaviour carefully monitored
- Suspension from school/Exclusion from school



English

Develop an understanding of the use of verb prefixes.

Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses.

Use of a range of sentence types for impact and cohesion.

Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)

Writing Outcomes

Space Journey Narrative

Formal Mission Report

Computing

Quizzing To design, create and evaluate an interactive quiz for a chosen audience.

Databases To understand how databases store, organise and retrieve information

Spanish – Seasons

To learn and use Spanish vocabulary for the four seasons and associated weather, and to express simple opinions and preferences about different seasons.

We are reading...



RE Creation and Covenant

We will be learning about God's covenant with His people through key Bible stories, including Noah, Abraham, Joseph and Moses. The children will explore the Ten Commandments, Jesus' teaching on the Greatest Commandments, and how these guide Christians to live good and happy lives. They will also learn about Catholic Social Teaching, virtues, making positive choices, and what it means to love and care for others in today's world. Throughout the unit, the children will reflect on how they can put these values into action in our school and wider community.

PE

Outdoor- Football

To develop dribbling with a ball
To develop sending skills.
To develop travelling with a ball
To develop shooting skills

Indoor: Gymnastics

To perform partner balances.
To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-tension actions with a partner.

Geography

Climate Zones and Biomes

We will be learning about climate zones and biomes around the world. The children will explore different climate zones, including polar, tropical, temperate and desert regions, and will learn how weather and climate affect the environment. They will also study different biomes, such as rainforests, grasslands and tundra, discovering how plants and animals adapt to these habitats.

Year 5J Autumn Term 1

Science

Space

We will study the movement of the Earth and other planets relative to the sun in the solar system.

We will describe the movement of the moon relative to the Earth and understand that the sun, Earth and moon are approximately spherical bodies. We will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Maths

Place Value -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 number up to 1,000,000
-interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
-round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
-solve number problems and practical problems that involve all of the above
-read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Addition and subtraction -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.

PSHE

Families & friendships – we will focus on how to manage friendships and understand the impact of peer influence.

Safe relationships – we will learn about physical contact and feeling safe.

Art

Our unit will focus on the work of Peter Thorpe. We will be exploring creating secondary and tertiary colours and using a range of brushes and techniques. Our final pieces will be inspired by Space created using gouache paint.

Events

Meet the Teacher information sent out on Monday 14th September.

Meet the Teacher Drop in for any questions 16.09.26 until 4.30pm

Parents evening 19.10.26 and 21.10.26

22.10.26- School Closes for half Term

INSET Friday 23rd October.

Robinwood Parent Meeting- 10.11.26 4.30pm

Music

To perform and create music inspired by sea shanties, using rhythm, pulse and accompaniment

Year 5 Curriculum in Brief

- **English / Maths** – Daily (Monday to Friday)
- **Science** x 1 a week
- **Computing** x 1 a week
- **P.E** x 2 lessons a week
- **Geography/History** half termly
- **Art /Design Technology** half termly
- **Spanish/Music** Fortnightly on a rota
- **Religious Education** – timetabled for 2 hours and 45 minutes every week.
- **Physical Education** – children must arrive in their **correct** P.E kit. PE is on a Monday and Wednesday this half term and may change throughout the year.

RE



Magister Resources
FOR CATHOLIC EDUCATION

Autumn Term

- Creation and covenant
- Multi-faith week
- Prophecy and Promise

Spring Term

- Galilee to Jerusalem
- Desert to Garden

Summer Term

- To the ends of the Earth
- Multi faith week
- Encounter and dialogue

Reading

► There are many reading opportunities every day in Year 5 which include:

- Home reading
- Guided reading (Whole class/small groups)
- 1:1 Reading
- Peer Reading
- Independent Reading
- Class novel



In Year 5 we are developing stamina as a reader and accessing a wide range of authors and texts.

Regular reading helps to develop vocabulary, improve spellings and the ability to read at pace and with understanding.

Home Reading books

- Please make sure your child reads daily.
- This doesn't always have to be their home reading book, it can be newspapers, magazines etc. We expect a minimum of 3 times a week on their **school book**. These are important as they are pitched at the level your child is working at and exposes them to our key vocabulary.
- Finished book can be placed in a basket to be changed.

Year	Term	Number	Book band	Expectation Phonic phase	
FS	Autumn	1	Pink Phase 2	80+% secure at Phase 2+	
	Spring	2	Red Phase 3	90+% secure at Phase 2+	
	Summer	3	Yellow Phase 4	80+% secure at Phase 3+	
Year 1 (aim for children to be starting turquoise by end of Summer)	Autumn	4	Light Blue Phase 5	80+% secure at Phase 4+	
	Spring	5	Green Phase 5	85+% secure at Phase 4+	
	Summer	6	Orange Phase 5	85+% secure at Phase 5+ (In line with National)	
Year 2	Autumn	7	Turquoise Phase 6	90+% secure at Phase 5+	
	Autumn	8	Purple Phase 6		
	Spring	9	Gold Phase 6	40% secure at Phase 6+	
	Summer	10	White	Bridging Bands	95+% secure at Phase 5+ (In line with National)
	Summer	11	Lime		85+% secure at Phase 6
Year 3	Autumn	12	Brown		
	Spring	12	Brown		
	Summer	13	Grey		
Year 4	Autumn	13	Grey		
	Spring	14	Dark Blue		
	Summer	14	Dark Blue		
Year 5	Autumn	14	Dark Blue		
	Spring	14	Dark Blue		
	Summer	15	Dark Red		
Year 6	Autumn	15	Dark Red		
	Spring	15	Dark Red		
	Summer	15	Dark Red		

Red+ (KS2) are more lengthy titles



Ready, Steady, Write



We follow the award-winning Ready Steady Write from Literacy Counts to develop confident, independent and successful writers with high aspirations.

Our writing curriculum is research-informed and impact-proven, carefully designed to support all children to master the foundational skills and write for a clear audience and purpose. Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write.

Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing.

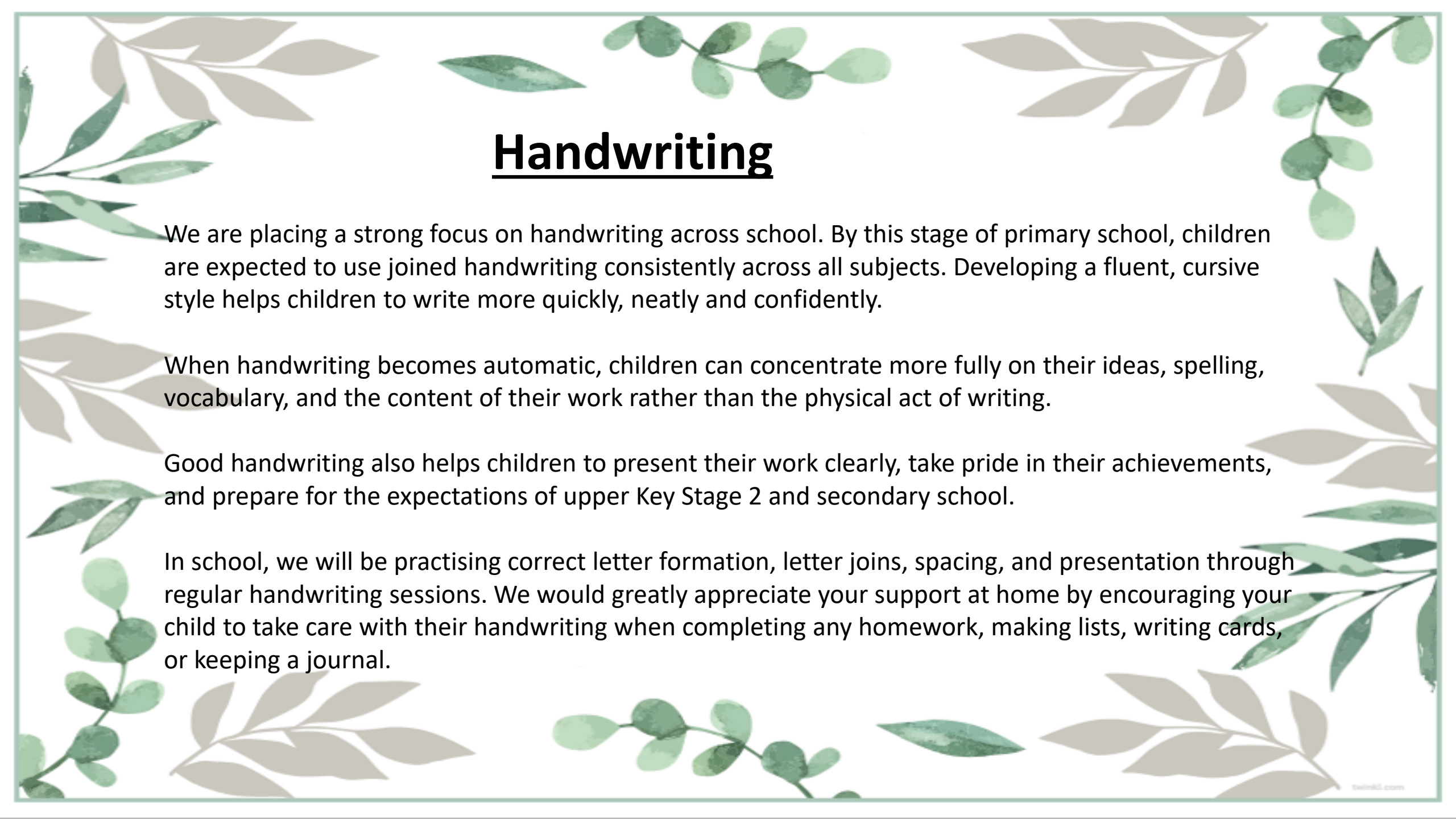
We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down. Our aim is for every child – regardless of need – to write fluently and take pride in their work.

Year 5 English Curriculum

A		B		C		D		E		F	
Curiosity by Markus Motum		FARThER by Grahame Baker-Smith		The Hound of the Baskervilles by Sir Arthur Conan Doyle (graphic novel edition by Daniel Ferran)		The Promise by Nicola Davies		The Lost Book of Adventure by Teddy Keen		King Kong by Anthony Browne	
											
Outcome: Space Journey Narrative	Outcome: Formal Mission Report	Outcome: Setting Narrative	Outcome: Letter	Outcome: Cliffhanger Narrative	Outcome: Formal Report	Outcome: Character Narrative	Outcome: Bargain Letter	Outcome: Survival Narrative	Outcome: Survival Guide	Outcome: Dilemma Narrative	Outcome: Balanced Argument
Purpose: To narrate	Purpose: To report	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To report	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To explain	Purpose: To narrate	Purpose: To discuss

Yearly Overview

A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
Grammar: Text					
Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					
Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

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Handwriting

We are placing a strong focus on handwriting across school. By this stage of primary school, children are expected to use joined handwriting consistently across all subjects. Developing a fluent, cursive style helps children to write more quickly, neatly and confidently.

When handwriting becomes automatic, children can concentrate more fully on their ideas, spelling, vocabulary, and the content of their work rather than the physical act of writing.

Good handwriting also helps children to present their work clearly, take pride in their achievements, and prepare for the expectations of upper Key Stage 2 and secondary school.

In school, we will be practising correct letter formation, letter joins, spacing, and presentation through regular handwriting sessions. We would greatly appreciate your support at home by encouraging your child to take care with their handwriting when completing any homework, making lists, writing cards, or keeping a journal.

Year 5	Letter formation: Statutory National Curriculum	Words	Word list words
Autumn 1	Consolidate: Fully joined style:	compelled, admitted, quickly sneakily, craftily, miserably energetically, specifically, receive trouble, courage, co-ordinate hour, ghost, vehicle	accommodate, according, opportunity, rhyme, queue
Autumn 2	Consolidate: Fully joined style:	relation, perfection, repulsion politician, musician, bicycle pentagon, hexagon, octagon subzero, interview, supersonic antigravity, practice, practise	immediately, equipment, average criticise, profession
Spring 1	Consolidate: Fully joined style:	murderous, poisonous, humorous advantageous, furious, courteous referring, preferred, different though, thought, enough	temperature, recommend, determined, excellent
Spring 2	Consolidate: Fully joined style:	non-stick, non-stop, pre-cut aquarium, aquamarine, decalve wrinkle, whole, answer effect, effect, heard	sincerely, variety, awkward, bargain
Summer 1	Consolidate: Fully joined style:	intrigue, dialogue, unique deferred, transferring, suffering precious, delicious, nutritious dough, through, cough re-usable, de-escalate, multicolour	apparent, embarrass, exaggerate foreign, frequently
Summer 2	Consolidate: Fully joined style:	measure, treasure, moisture evening, interesting, circuit salmon, would, later whose, who's, post stationary, stationary, stand	parliament, stomach, physical, privilege, signature

Key: Green – links to RSS
Blue – word list words

Spelling

- ▶ We focus on a different spelling rule each week, following the No Nonsense Spelling scheme
- ▶ Children should learn the Year 5/6 spelling list at home.
- ▶ Spellings lists will be shared on class dojo at the beginning of each term. This is for your reference and the children will NOT be tested weekly instead taught the spelling patterns.

Year 5 and 6 Statutory Spellings

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



Spelling List Autumn Term 1 Year 5



Week 1	Week 2	Week 3 Words with the letter string 'ough'	Week 4 Words with 'silent' letters	Week 5 Words with 'silent' letters	Week 6 Words ending in '-able' and '-ible'	Week 7 Homophones and near homophones
Year 4 Statutory Words Revision	though	knowledge	autumn	comfortable	advice	
	enough	knife	island	dependable	advise	
	although	knuckle	build	enjoyable	device	
	tough	wrestler	lamb	horrible	devise	
	dough	writer	receipt	incredible	licence	
	plough	Revise	Revise	possible	license	
	Revise	pterodactyl	solemn	reasonable	practice	
	doughnut	wreath	ascend	reliable	practise	
	bough	wreckage	thistle	terrible	prophecy	
	rough	mnemonic	disciple	understandable	propheesy	
toughen						

End of Year Expectations in Writing for Y5

Working at the expected standard in Year 5

The pupil can:

Composition

- Identify the audience for and purpose of the writing

Plan their writing by:

- ✓ **Noting and developing initial ideas drawing on reading**
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ✓ **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**
- ✓ **In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action**
- Précising longer passages
- ✓ **Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)**
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Grammar and Punctuation

- ✓ **Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun**
- ✓ **Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)**
- Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs
- ✓ **Use brackets, dashes or commas to indicate parenthesis**
- Use commas to clarify meaning or avoid ambiguity
- ✓ **Understand and use specific year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)**

Spelling

- ✓ **Spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list**
- Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify)
- Spell words with the following patterns; -cious, -tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation
- Adding suffixes beginning with vowel letters to words ending in -fer
- Words with the sound spelt ei after c (e.g. *deceive, ceiling*)
- Words containing the letter string -ough
- Words with silent letters (e.g. *doubt, island, thistle*)

Handwriting

- ✓ **Write legibly and fluently**

Evaluate and Edit

- ✓ **Assessing the effectiveness of their own and others' writing**
- Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ **Ensuring the consistent and correct use of tense throughout a piece of writing**
- Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)
- ✓ **Proof read for spelling and punctuation errors**
- Use a thesaurus to select more focused language

Maths



- ▶ We follow the **White Rose** scheme of work which uses a range of strategies in Year 5:
 - ▶ **Mental methods** – the ability to recall and calculate at pace
 - ▶ **Written methods** – we practise the formal written methods followed in our Calculations Policy
 - ▶ **Problem solving / Reasoning** – the children will be challenged in every lesson to use their Maths skills and apply them to a range of contexts
- **Times tables facts-** It is important that everyone knows their times table facts up to 12×12 . (Please note that by the end of year 4, children should know their multiplication and associated division facts up to 12×12 .)

The children have the White Rose work books in school and use jotters alongside these for any working out or extra calculations.

Autumn

Number

Place value

[VIEW](#)

Free trial

Number

**Addition
and
subtraction**

[VIEW](#)

Number

**Multiplication and
division A**

[VIEW](#)

Number

Fractions A

[VIEW](#)

Spring

Number

**Multiplication and
division B**

[VIEW](#)

Number

Fractions B

[VIEW](#)

Number

**Decimals and
percentages**

[VIEW](#)

Measurement

**Perimeter
and area**

[VIEW](#)

Statistics

[VIEW](#)

Summer

Geometry

Shape

[VIEW](#)

Geometry

**Position and
direction**

[VIEW](#)

Number

Decimals

[VIEW](#)

Number
Negative numbers

[VIEW](#)

Measurement

**Converting
units**

[VIEW](#)

Measurement
Volume

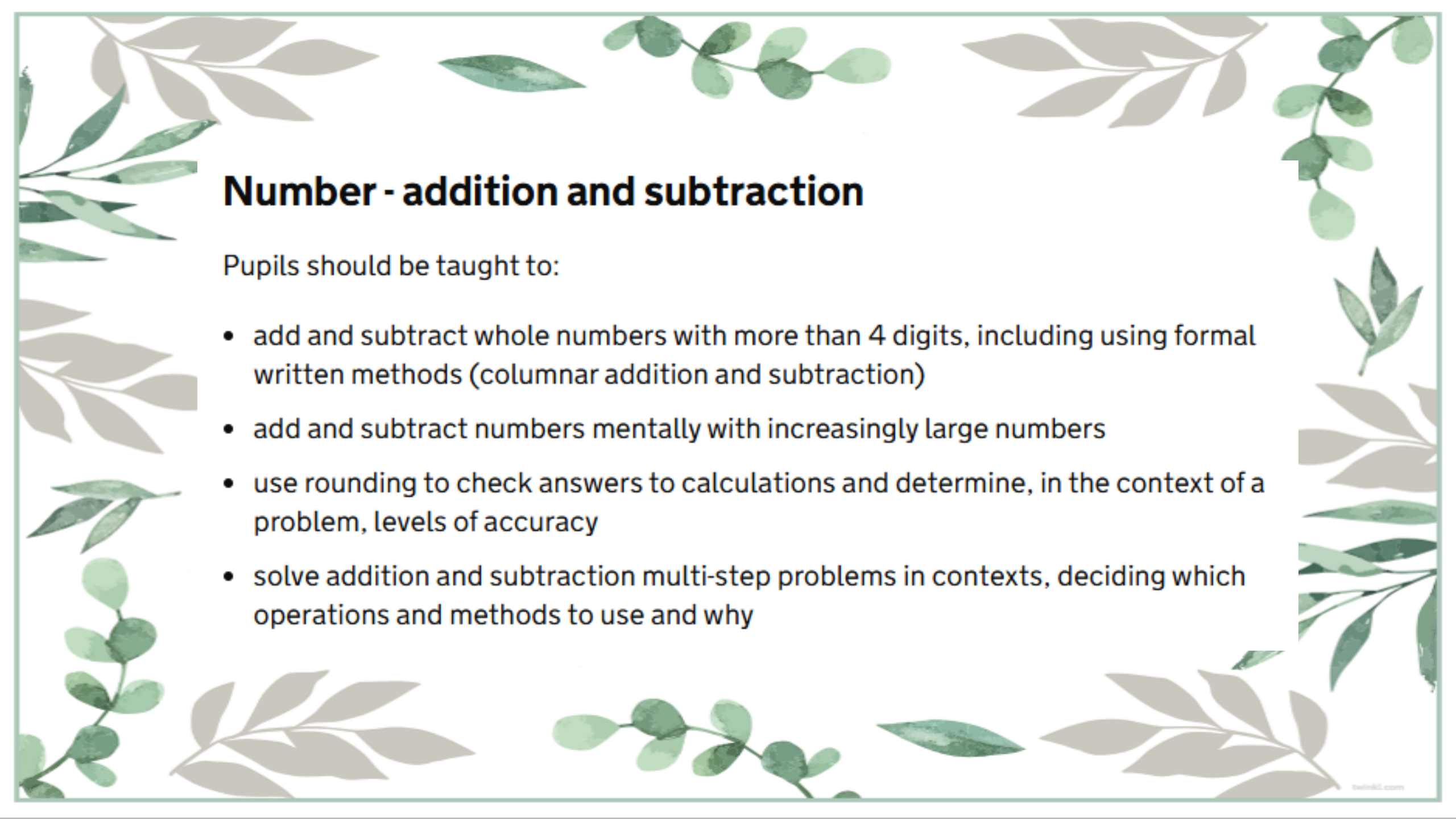
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End of Year 5 Expectations

Number - number and place value

Pupils should be taught to:

- 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 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

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Number - addition and subtraction

Pupils should be taught to:

- 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

Number - multiplication and division

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 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 1,000
- 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

Number - fractions (including decimals and percentages)

Pupils should be taught to:

- 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, $[\text{Fraction:}2/5] + [\text{Fraction:}4/5] = [\text{Fraction:}6/5] = 1 [\text{Fraction:}1/5]$]
- add and subtract fractions with the same denominator, and denominators that are 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, $0.71 = [\text{Fraction:}71/100]$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $[\text{Fraction:}1/2]$, $[\text{Fraction:}1/4]$, $[\text{Fraction:}1/5]$, $[\text{Fraction:}2/5]$, $[\text{Fraction:}4/5]$ and those fractions with a denominator of a multiple of 10 or 25

Measurement

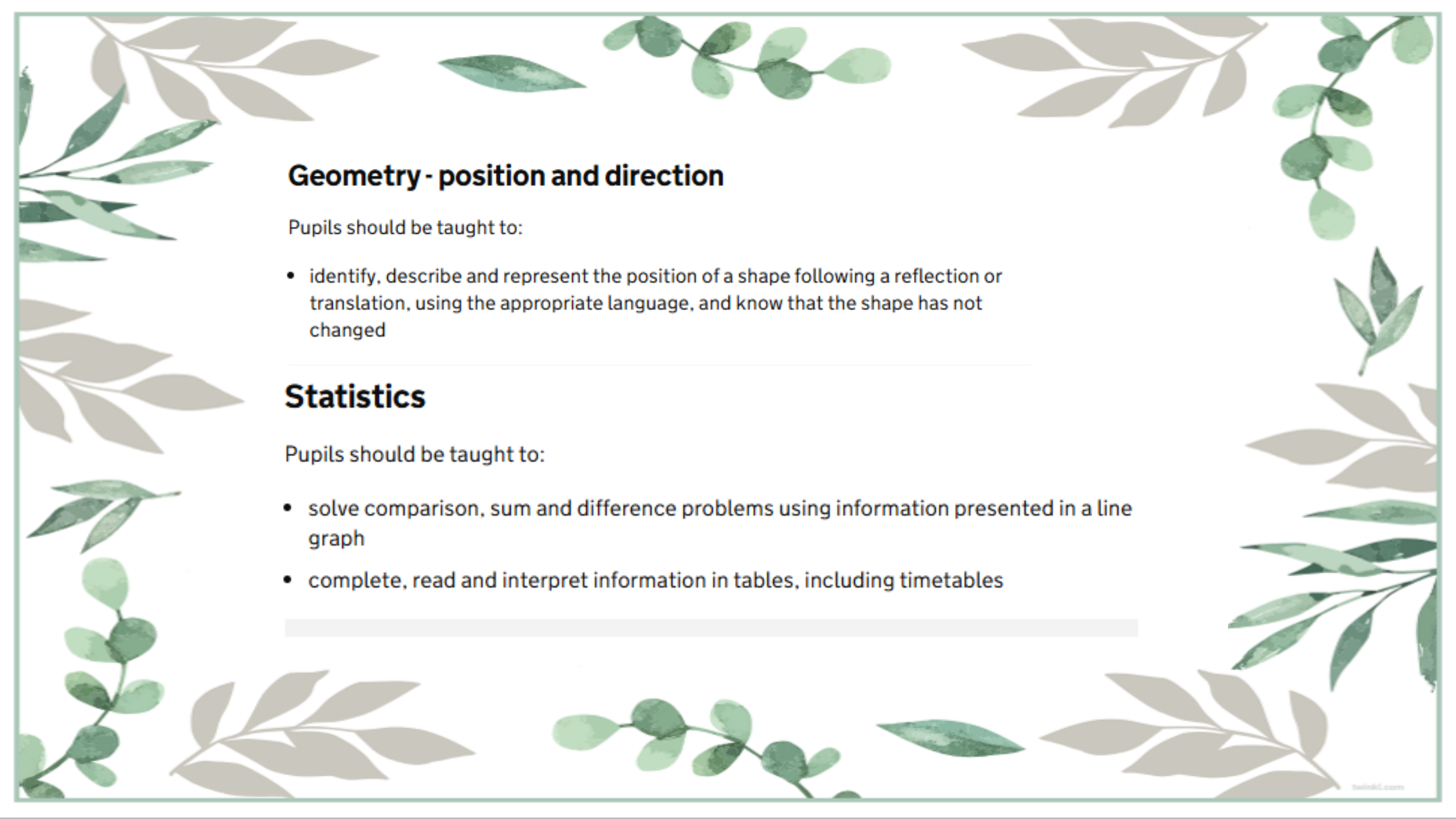
Pupils should be taught to:

- 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), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 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

Geometry - properties of shapes

Pupils should be taught to:

- 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 ($^{\circ}$)
- identify:
 - angles at a point and 1 whole turn (total 360°)
 - angles at a point on a straight line and half 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

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Geometry - position and direction

Pupils should be taught to:

- 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

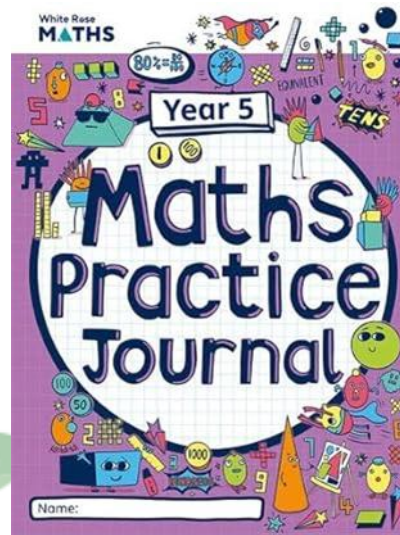
Statistics

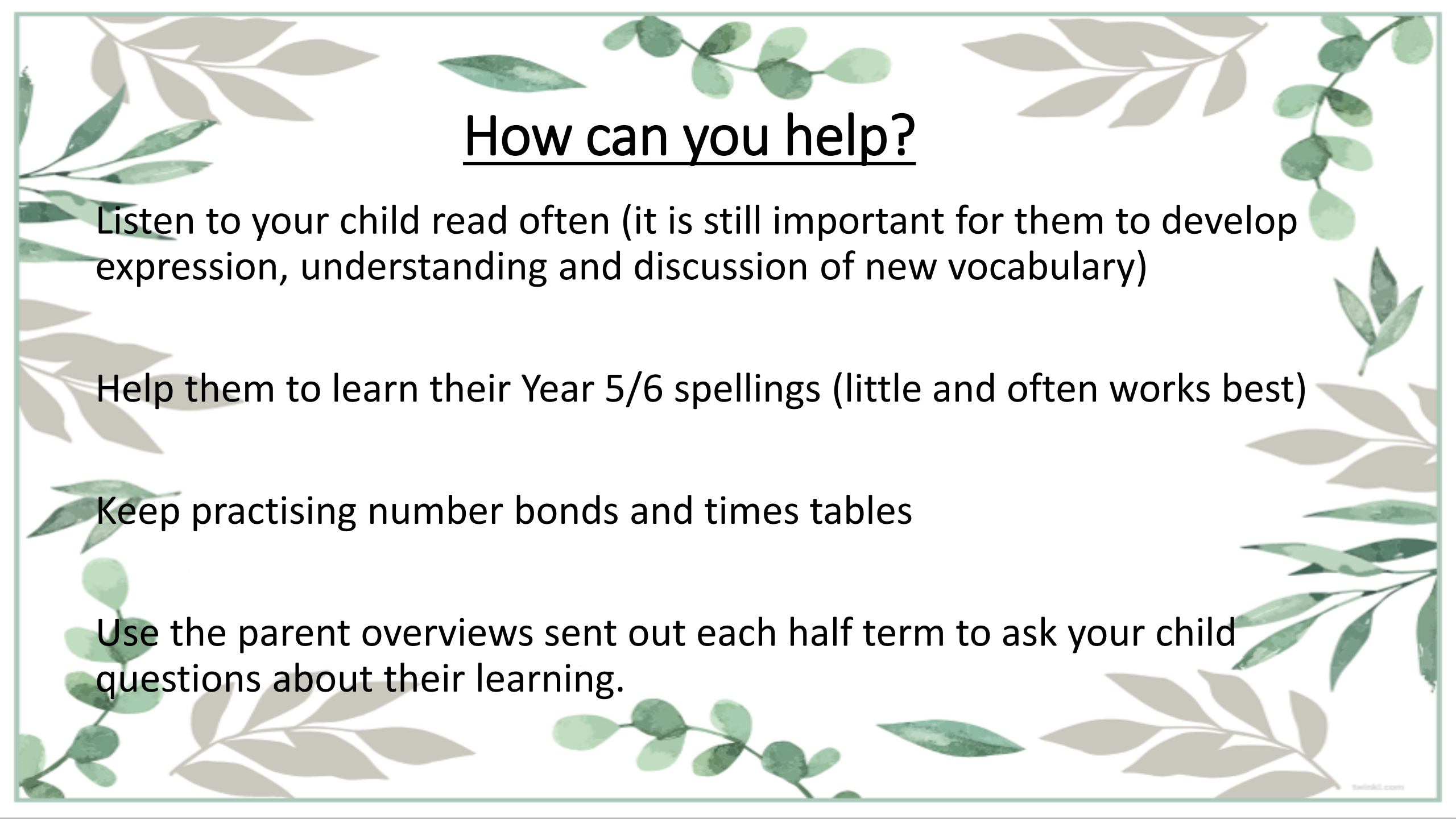
Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph
 - complete, read and interpret information in tables, including timetables
-



White Rose have also produced Practice Journals which are fully aligned to the curriculum we follow in school. These may be useful as an additional resource to use at home – these are not compulsory but are great for extra consolidation. They can be purchased from Amazon for £4.99



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How can you help?

Listen to your child read often (it is still important for them to develop expression, understanding and discussion of new vocabulary)

Help them to learn their Year 5/6 spellings (little and often works best)

Keep practising number bonds and times tables

Use the parent overviews sent out each half term to ask your child questions about their learning.



Homework



Reading

At least 3 times a week on their school book

Maths/English

These will be set on purple mash every Friday and be due in the following Thursday.

There will also be optional homework challenges for extra dojo points.

- Occasionally, class teachers may ask children to complete a research piece of homework or a creative activity linked to the wider curriculum.

Online Safety

- *Taught in the Autumn term and revisited regularly throughout the year.*
- We follow the SMART e-safety rules.
- **In Year 5, our focus is on:**
 - the use of age appropriate websites including social media;
 - not sharing personal information online;
 - knowing what to do if something worries or upsets them online.

As a school, we teach our children how to use the internet responsibly.



Age Restrictions for Social Media Platforms

action for
children

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



LinkedIn



Whatsapp



Vine
Tinder



Path



YouTube
Foursquare
WeChat
Keek
Flickr
Kik



Year 5 School Trip



On **Tuesday 10th November** at **4.30pm** there will be a parents meeting about the upcoming residential.

Our residential is booked for **Monday 23rd November-**
Wednesday 25th November.



Robinwood

Please visit our class page for the kit list and some information that might help you and your child prepare for the upcoming residential before the meeting.

<https://www.ourlady-st-gerards.lancs.sch.uk/robinwood-residential-2/>



Key Dates for Parents Autumn Term

Important
dates for the
new term!



Monday 14th September

Meet the Teacher information sent home.



Wednesday 16th September

Meet the Teacher Drop-In Session until 4:30pm.
This is an opportunity to ask any questions about the year ahead.



Thursday 24th September

All Hallows Open Evening at 5:00pm to 7:30pm.



Monday 19th October & Wednesday 21st October

Parents' Evenings.



Thursday 22nd October

School closes for Half Term.



Friday 23rd October

INSET Day
(school closed to pupils).



Monday 2nd November

School reopens for the Autumn 2 term.



Tuesday 10th November

Robinwood Parent Information Meeting at 4:30pm in the Year 5 Johnson classroom.
Further information will be provided nearer the time.



Week Beginning Monday 16th November

Assessment Week in school.



Wednesday 18th November

Class Photos.



Monday 14th December

Christmas Carol Concert at 2:00pm.

☀ We look forward to seeing you at these events! ☀





*United in love and the light of Jesus,
we inspire one another to learn, grow
and shine.*