



Peel Hall Primary School

Year 5 Curriculum

## Writing

### End of Year 5 Writing Expectations:

- Investigate verbs with prefixes. for example, dis, de, mis, over and re
- Recognise and spell words ending in able, ible, ably, ibly
- Recognise and spell words with the suffixes al ary ic ll becoming l
- Recognise and spell words spelt ei after c
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
- Spell unstressed vowels in polysyllabic words
- Distinguish between homophones and other words which are often confused (See NC)
- Spell words with a hyphen correctly such as co-ordinate
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- Spell Year 5 words correctly
- Spell common exception words (Year 5)
- Use the first three/four letters of a word to check spelling and/or meaning
- Use a thesaurus
- Proof read own writing for misspellings
- Use legible, joined, fluent writing with increased speed
- Identify the audience and purpose of the writing and use similar writing as models for their own writing
- Plan their writing by noting ideas, drawing on reading and research
- When writing narratives, look at how authors develop characters and settings
- Use a range of planning approaches such as story board, story mountain, discussion, post it notes
- Write for a range of purposes and audiences
- Use appropriate structure, vocabulary and grammar
- Blend action, dialogue and description to advance events in narrative writing
- Use organisational and presentational devices to structure text and to guide the reader
- Use different sentence structures for effect
- Use appropriate vocabulary and language for precision and impact
- Use a range of devices to build cohesion within and across paragraphs
- Reflect upon their writing and make changes to Vocabulary, grammar and punctuation to enhance effect and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural

- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume and movement
- Create complex sentences using relative clauses and relative pronouns who which where whose when that
- Create complex sentences where the relative pronoun is omitted such as 'ing' drop clause
- Create and punctuate complex sentences using 'ing' and 'ed' opening clauses
- Create and punctuate sentences using a simile starter
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs (might, shall, will) and adverbs (perhaps, surely, certainly) to indicate degrees of possibility

Writing Curriculum						
Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality texts	Space – Newspaper Extracts Charlie and the great glass elevator	Wonder	Vikings - You wouldn't want to be a Viking Horrible histories	Rainforests - The Great Kapok Tree	Victorians/Legend	Titanic - Casper
Text Types	Newspaper Report Suspense	Diary Entry Persuasive	Non Chron Reports Instructions	Narrative Persuasive	Non Chron Reports Narrative	Non Fiction Explanation Newspaper Report

## Reading

### End of Year 5 Reading Expectations:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check the meaning
- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.
- Identify significant ideas, events and characters and discuss significance
- Learn poems by heart. for example, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Use meaning-seeking strategies to explore the meaning of words in context.
- Use meaning –seeking strategies to explore the meaning of idiomatic and figurative language
- Identify/ comment on written use of language for effect, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer –rhetorical questions, varied sentence lengths, varied sentence starters, empty words –to impact on the reader.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read.
- Summarise the main ideas drawn from a text
- Identify the effect of the context on a text. for example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text.
- Express a personal point of view about a text, giving reasons.
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text.
- Present an oral overview or summary of a text.
- Present the author's viewpoint of a text

- Present a personal point of view based on what has been read.
- Listen to others' personal point of view.
- Explain a personal point of view and give reasons.
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text.
- Make notes from text marking

### Reading

At Peel Hall children take part in Class Comp (Class Comprehension). During this time, children have the opportunity to practise their decoding and comprehension skills.

<b>Class Comp</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Journey To Jo'Berg By Beverley Naidoo	Beowulf By Michael Morpurgo	How The Whale Began By Ted Hughes
The Princess' Blankets by Carol Ann Duffy	FARThER By Graham Baker-Smith	Beetle Boy By M.J. Leonard

## Maths

### End of Year 5 Reading Expectations:

- Read, write, order and compare numbers to at least 1,000,000 and numbers to 3 decimal places determine the value of each digit
- Count forwards and backwards in power 10 for any given number up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards in whole numbers, including through zero
- Read Roman numerals to 1000 and recognise years written in Roman numerals
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Round numbers with two decimal places to the nearest whole number and to one dp
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Add and subtract whole numbers with more than 4 digits and decimals with 2 dp
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Divide numbers up to 4-digits by 1-digit numbers and interpret remainders appropriately
- Multiply and divide numbers mentally drawing upon known facts up to  $12 \times 12$
- Solve problems involving addition, subtraction, multiplication and division and a combination
- 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 numbers
- Recognise and use square and cube numbers
- Compare, add, subtract and order fractions with denominators that are all multiples
- Multiply proper and mixed number fractions by whole numbers
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example,  $0.47 = 47/100$  and write percentages as a fraction with a denominator of 100 and as a decimal
- Recognise the per cent symbol and understand per cent relates to number of parts per hundred
- Solve problems which require knowing percentage and decimal equivalents of  $1/2$   $1/4$   $1/5$   $2/5$   $4/5$  and those fractions with a denominator of 10 and 25
- Convert between different units of metric measures km m cm mm g kg l ml
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure using decimal notation

- Calculate and compare the area of squares and rectangles including using standard units
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m
- Estimate the area of irregular shapes and estimate the volume and capacity
- Know angles are measured in  $^{\circ}$ . Estimate and compare acute, obtuse and reflex angles
- Draw given angles and measure them in degrees ( $^{\circ}$ )
- Identify and calculate missing angles around a point, on a straight line and multiples 90 degrees
- Use properties of rectangles to deduce related facts and find missing lengths and angles
- Identify 3D shapes from 2D representations
- Identify, describe and represent the position of a shape following a reflection or translation
- Solve comparison, sum and difference problems using information in a line graph
- Complete, read and interpret information in tables, including timetables

## Yearly overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Measurement: Perimeter and Area		
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		
Summer	Number – Decimals				Geometry: Properties of Shapes			Geometry: Position and Direction	Measurement: Converting Units		Measurement: Volume	
Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.												

See calculation policy for more information on how children carry out written calculations.

## Foundation subjects and Science

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth and Space	Forces	Habitats	Animals inc Humans	Materials	Materials
Outdoor learning			School Habitats	Shelters		
RE	Hinduism Believing – Who is a Hindu?	Hinduism Believing – What do Hindus believe in?	Hinduism Expressing – Hindu Special places.	Hinduism Expressing – Hindu festivals and celebrations	Hinduism Expressing – Hindu special Stories	Hinduism Living – Hindu Community
Spanish	School		Food and drink		Sport	
History	The Bridgewater Canal		The Victorians			
Geography		Manchester		The Rainforest		
Art	Create patterns	Show reflections. To organise line, tone, shape and colour.	Create moods in paintings	Combine visual and tactile qualities.	Print using a number of colours.	Sculpt clay
D and T	Mechanisms		Food		Computer Programming	
Music	<i>Livin' On A Prayer Rock</i>	<i>Classroom Jazz 1 Learning an instrument</i>	<i>Make You Feel My Love Pop ballads</i>	<i>Fresh Prince Of Bel Air Hip hop</i>	<i>Dancin' In The Street Motown</i>	<i>Reflect, Rewind and Replay Music Theory and revision</i>
Computing	Coding 5a – Speed, direction and coordinates (acceleration and deceleration)	Multimedia and word processing – adapting layouts for different purposes	Information technology – collecting, analysing and evaluating information (including E-safety)	Digital media – Use stop motion animation to tell a story	Coding 5b – Random numbers and simulators (360 degree angles, pong game)	Data – Use simple formulas in Microsoft Excel

\*More details about the specific learning objectives can be found in the subject overviews