

Additional information - Reading, Writing and Maths

Year 5 Summer 1

Reading

Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.

Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.

A reading teaching and learning cycle will include:

- the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)
- exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)
- understanding the themes and conventions of a text and understanding its purpose
- applying learnt strategies to multi-skills lessons

Writing

Text Structure, Sentence,
Useful Vocabulary, Word Classes, Punctuation

Balanced Argument – Purpose: Speech, Essay, Letter

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|---|---|
| Developed introduction and conclusion using all the argument or leaflet layout features. | Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the dogs were missing. | It strikes me that... My intention is to... To do this I will... As I see it... | <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. | Consolidate all previous learning. Brackets Dashes Colons Semi-colons |
| Paragraphs developed with prioritised information. | Wide range of subordinate connectives, e.g. whilst, until, despite. | It appears to me... Naturally... | <u>Adjectives</u> Choose appropriate adjectives. | |
| Both viewpoints are transparent for reader. | Complex sentences that use well known economic expression. e.g. Because of their enormous energy, the treehouse was built, which was nothing short of a miracle. | It is precisely because... Subsequently... | <u>Connectives/conjunctions</u> Use a wide range of connectives. | |
| Emotive language used throughout to engage the reader. | Persuasive statements are used to change the reader's opinion. E.g. you will never need to... | Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... | <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number. | |

Story

Year 5

| Text Structure | Sentence | Useful Vocabulary | Word Classes | Punctuation |
|----------------|----------|-------------------|--------------|-------------|
|----------------|----------|-------------------|--------------|-------------|

Spelling list

Word list – years 5 and 6

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

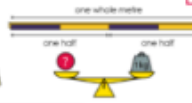
Maths

Unit journey



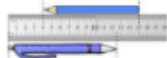
Measures: Overview

The is heavier than the



I think the tray is going to be 30 centimetres long because it looks just over double the length of the book, and the book is 13 centimetres long.

Concepts: Compare, measure and calculate, Converting measures Time, Money.



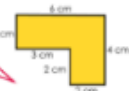
- Year 2**
- Choose and use appropriate standard units to estimate and measure length/height; mass; temperature; capacity
 - Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
 - Compare and sequence intervals of time
 - Tell and write the time to five minutes
 - Know the number of minutes in an hour and the number of hours in a day
 - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
 - Find different combinations of coins that equal the same amounts of money
 - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

- Year 3**
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
 - Measure the perimeter of simple 2-D shapes
 - Tell and write the time from an analogue clock, including using Roman numerals and 12/24hr clocks
 - Estimate and read time with increasing accuracy to the nearest minute;
 - Know the number of seconds in a minute and the number of days in each month, year and leap year
 - Compare durations of events
 - Add and subtract amounts of money to give change

| Miles | Kilometres |
|-------|------------|
| 0 | 0 |
| 5 | 8 |
| 10 | 16 |
| 20 | 32 |



Area is a measure of something two-dimensional: the amount of surface taken up by a two-dimensional shape



| Miles and Centimetres | Metres | Centimetres |
|-----------------------|--------|-------------|
| 2m 42cm | 2.02m | 202cm |
| 5m 5cm | 0.05m | 50cm |

Perimeter is a measure of length which is a measure of something one-dimensional.

- Year 6**
- Solve problems involving the calculation and conversion of units of measure (up to 3dp)
 - Recognise that shapes with the same areas can have different perimeters and vice versa
 - Recognise when it is possible to use formulae for area and volume of shapes
 - Calculate the area of parallelograms and triangles
 - Calculate, estimate and compare volume of cubes and cuboids using standard units ($\text{cm}^3 \text{ m}^3$), and extending to other units (e.g. $\text{mm}^3 \text{ km}^3$)
 - Use, read, write and convert between standard units (up to 3dp)
 - Convert between miles and kilometres

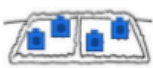
- Year 5**
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
 - Calculate and compare the area of rectangles (including squares), including using standard units, cm^2 and m^2 , and estimate the area of irregular shapes
 - Estimate volume and capacity
 - Use all four operations to solve problems involving measure
 - Solve problems involving converting between units of time
 - Convert between different units of metric measure
 - Understand and use approximate equivalences between metric units and common imperial units

- Year 4**
- Measure and calculate the perimeter of a rectilinear figure in cm/m (including squares)
 - Find the area of rectilinear shapes by counting squares
 - Estimate, compare and calculate different measures, including money in pounds and pence
 - Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
 - Convert between different units of measure
 - Read, write and convert time between analogue and digital 12- and 24-hour clocks

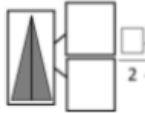


Fractions: Overview

unequal equal



"There are two equal parts."



Numerator
___ equal parts are highlighted
Denominator
There are ___ equal parts altogether



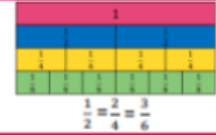
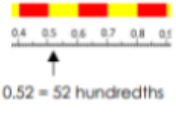
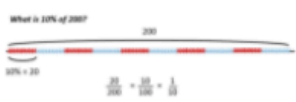
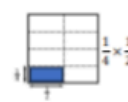
"Two sixths is equal to one third"

Concepts: Understanding fractions, Comparing fractions, Equivalences, Calculating with fractions



"Zero, one tenth, two tenths...."

- Year 3**
- Develop an understanding of tenths; count up and down in tenths
 - Recognise, use as numbers, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
 - Compare and order unit fractions, and fractions with the same denominators
 - Recognise and show, using diagrams, equivalent fractions with small denominators
 - Add and subtract fractions with the same denominator within one whole
 - Solve problems that involve all of the above



- Year 6**
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
 - Identify the value of each digit in numbers given to 3 decimal places
 - Compare and order fractions, including fractions > 1
 - Recall and use equivalences between simple fractions, decimals and percentages
 - Add and subtract fractions with different denominators and mixed numbers
 - Multiply simple pairs of proper fractions
 - Divide proper fractions by whole numbers
 - Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
 - Multiply/divide numbers by powers of 10 giving answers up to 3 decimal places
 - Multiply one-digit numbers with up to 2 decimal places by whole numbers
 - Use written division methods in cases where the answer has up to 2 decimal places
 - Solve problems which require answers to be rounded to

- Year 5**
- Recognise mixed numbers and improper fractions and convert from one form to the other
 - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
 - Round decimals with 2 decimal places
 - Read, write, order, compare and solve problems numbers with up to 3 decimal places
 - Develop understanding of percentages (%) as a 'number of parts per 100'
 - Compare and order fractions whose denominators are all multiples of the same number
 - Read and write decimal numbers as fractions
 - Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths
 - 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
 - Solve problems which require knowing percentage and decimal equivalents of common fractions

- Year 4**
- Round decimals with 1 decimal place to the nearest whole number
 - Develop understanding of hundredths
 - Compare numbers with the same number of decimal places up to 2 decimal places
 - Recognise and show, using diagrams, families of common equivalent fractions
 - Recognise and write decimal equivalents of any number of tenths or hundredths, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
 - Solve problems involving increasingly harder fractions to calculate quantities
 - Add and subtract fractions with the same denominator
 - Divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
 - Solve simple measure and money problems involving fractions and decimals to 2 decimal places

Key vocabulary

| Year 5 | Definition | Example |
|------------------|---|---|
| Cubic centimetre | A unit used to measure volume. The space taken up by a cube with edges of length 1 cm or | The volume of this multilink cube is eight cubic centimetres . |
| | which measures 1 cm × 1 cm × 1 cm. | |
| Cubic metre | A unit used to measure volume. The space taken up by a cube with edges of length 1 metre. | The volume of this fridge is two cubic metres . |
| Kilometre | A metric unit measure of length that is equal to one thousand metres. | The distance from the school to Arun's house was exactly one kilometre. |
| Millimetre | A metric unit measure of length that is equal to one thousandth of one metre. | The length of Philippa's ruler is 300 millimetres. |

Timetables

This term Year 5 are practising all their times tables to 12 and related division facts

| | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--------|--------|------------------------|--------|
| Autumn 1 | 1 & 2 | 9 | Mixed times and divide | Primes |
| Autumn 2 | 5 & 10 | 7 | | Square |
| Spring 1 | 3 | (9) 12 | | Cubes |
| Spring 2 | 6 | 11 | | Mixed |
| Summer 1 | 4 | Mixed | | |
| Summer 2 | 8 | | | |