Year 5 Autumn 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

Story

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons

Persuasion - Purpose: advert, leaflet, argument

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise, e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of your behaviour... Complex noun phrases used to add detail, e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...	It appears that... There can be no doubt that... It is critical... Fundamentally... How can anyone believe this to be true?... Does anyone really believe that?... As everyone knows... I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal... Unique... Unmissable... You will be... Don't... Take a moment to... Isn't it time to...?	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

Year 5 Autumn 1

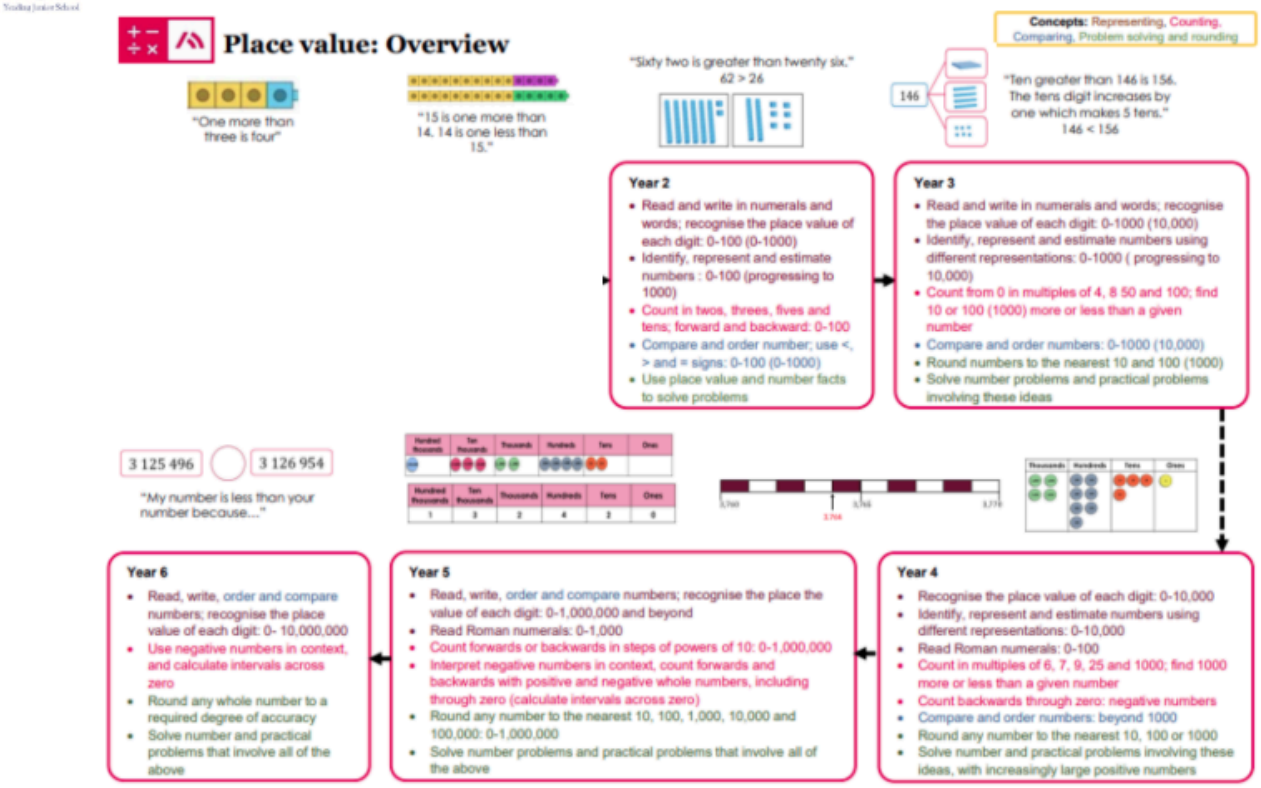
Spelling list

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	

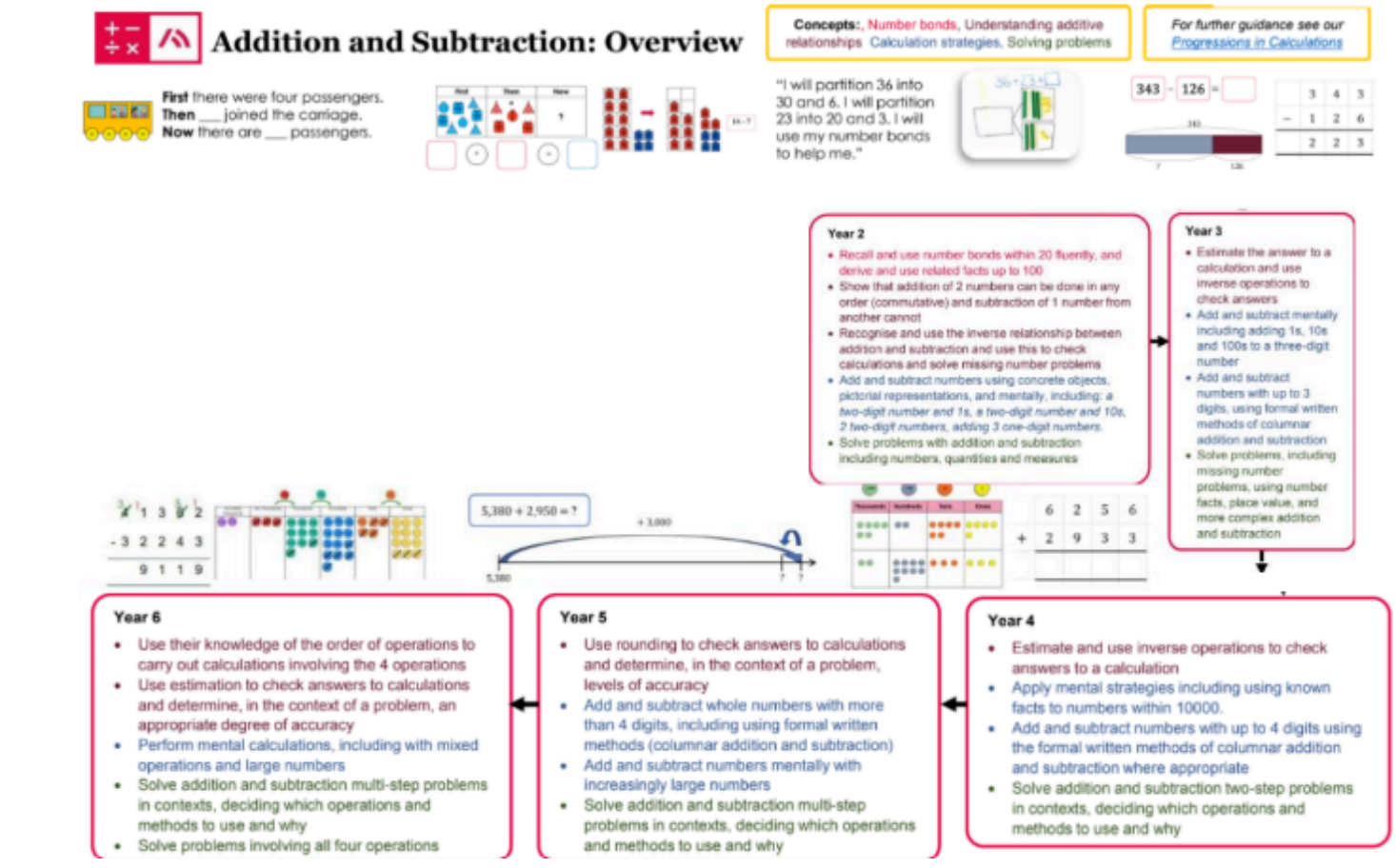
Maths

Unit journey



Unit journey: Addition and subtraction

Key vocabulary:



Strategies and representations:

Upper KS2 Key Representations

Find out more…

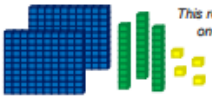
Watch the **Unit tutorial** before planning each unit and read the **Unit Narrative.**

Read the **planning guides** for suggestions of representations.

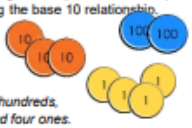
Make use of **PD videos** on unit pages and Progression in Calculations page.

Representations of number

Pupils are familiar with a range of concrete and pictorial representations of number with and without a place value chart. These are used to represent a number or calculation and should not be used as a counting tool. Pupils have also experienced representing decimal numbers using manipulatives including repurposing Dienes equipment, understanding the base 10 relationship.



This represents 2.34. It is 2 ones, 3 tenths and 4 hundredths.

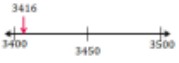


234 is two hundreds, three tens and four ones.

	2	3	4	

Number lines

Number lines can be used to represent and compare, demonstrating the continuous nature of the number system. When calculating, number lines may act as a jotting of the steps of a mental calculation and may begin 'empty' i.e. not have numbered divisions. They are also used as a representation for rounding.



Number fact knowledge

Pupils have an increasing range of number facts. Pupils should know all multiplication tables and related division facts.

Pupils make increasing use of number facts when considering larger integers.

I know 132 is a multiple of 4 because I can partition it into 120 and 12. These are both multiples of 4.

Part-whole language and representations

A part-whole model is used to represent the relationship between numbers in all four operations. The model is made of a **whole** and two or more **parts**.

The whole is ten. One part is six and one part is four. Six plus four is equal to ten.

Using multiple equal parts represents multiplication, division and fractions of quantities.

There are three equal parts with a value of four. The whole is 12. Three multiplied by four is equal to 12. 12 divided into three equal parts is equal to four. One third of 12 is four.

Close links are made between this and bar model representations.

Equations

The phrase **'is equal to'** is used consistently to refer to the = symbol. Equations should be presented with symbols and missing numbers in different positions:

$38 = 25 + 13$

$\square = 37 + 44$

$12 \div \square = 4$

Deriving facts

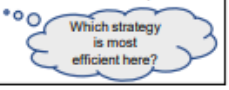
Using known number bonds pupils derive more complex facts including deriving decimal bonds and facts.

I know $1 + 3 = 4$ *so* $0.1 + 0.3 = 0.4$
I know $13 + 12 = 25$ *so* $1300 + 1200 = 2500$

Using strategies

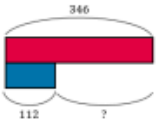
Pupils are familiar with columnar addition and subtraction, short multiplication and short division written strategies and have developed conceptual understanding through concrete and pictorial representations. These strategies can be applied to larger integers and decimals. See PD videos for further exemplification.

Pupils should make use of a range of strategies, considering efficiency.

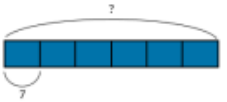


Bar models

Pictorial bar models and concrete Cuisenaire as bar models are used to represent **part-whole relationships** and **knowns and unknowns** within problems in all four operations. See PD videos for further exemplification.



I know the whole is 346, and one of the parts is 112. I do not know the value of the missing part. I can subtract 112 from 346.



The value of each part is seven and there are six equal parts. The whole is unknown. Six groups of seven is equal to 42. The whole is 42.

Mental strategies

Pupils have experienced a range of mental strategies for all four operations, including:

Applying number bonds to 10 and 100 to calculate how many more/less to the next multiple of ten, extending to 100 and 1000, using the 'make 10' strategy.

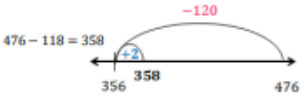
Identifying numbers close to a multiple of ten or 100 e.g. 28, 201 and using a round and adjust strategy, including for multiplication. *"If I know 20 x 4 is 80, then 19 x 4 is 76".*

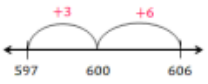
Identifying near doubles for addition. *43 and 45 can be seen as 'double 43 plus two.*

Subtracting numbers close together in value, through counting on to find the difference.

Once secure, these can be applied to larger integers and decimal values.

336 + 127 = ? I can partition 27 into 123 and 4. 336 plus 4 is equal to 340. 340 plus 123 is equal to 463.

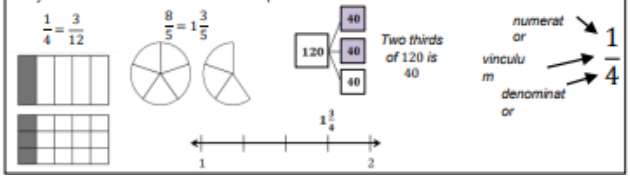




606 − 597 = ? I can count on from 597 to 606. The difference is 9.

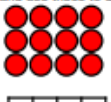
Representing fractions

Pupils will have represented unit, non-unit and improper fractions in a variety of ways including area, part of a set and on a number line. Through representations they understand equivalence. They have identified non-unit fractions of quantities.



Representing multiplicative relationships

Pupils have used an increasing range of models to represent multiplicative relationships and use these to describe inverse relationships and commutativity.



There are three rows with a value of four. There are four columns with a value of 3.
$3 \times 4 = 12$ $4 \times 3 = 12$
$12 \div 4 = 3$ $12 \div 3 = 4$

Three groups of four are equal to 12.
Four groups of three are equal to 12.

Timetables

This term Year 5 are revising **mixed times tables** and using **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			