



Welcome to Year 5

Year 5 Teachers:

Mr Bell

Year 5 Teaching Assistant:

Mrs Cooling

Our Curriculum

Following the National Curriculum, the school is able to provide a wide range of activities but places the greatest emphasis on making sure that all children are both literate and numerate by the time they leave our school at age 11. We value these basic skills because they form the building blocks of future learning.

Our Curriculum Intent / Ambition

"The curriculum - taught and untaught - represents the totality of the experience of the child within schooling" Mary Myatt.

The curriculum has been developed to fit the national Curriculum, but also designed so that children see the relevance of the curriculum in the place where they live.

The aim of the DSJ curriculum is that it is progressive in nature; children are given the ability to make links across subject areas to deepen understanding; that it is accessible to all pupils (especially those who are disadvantaged in any way); it is broad, balanced and interesting and gives value to core and non-core subjects alike, so that children leave with a wealth of interests and skills. This is highlighted in our commitment to music, drama and sport.

Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Deeping St James, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of appropriate contexts.

For more information on Mathematics please follow the link below:

[Mathematics at DSJ](#)

Mathematics in Year 5

Throughout the year the children will be working on the following key areas:

Number - number and place value, Number - addition and subtraction, Number - multiplication and division, Number - Fractions, Measurement, Geometry - properties of shape and Statistics



In the Year 5 class mathematics lessons will be planned on the specific needs of the children, these plans will be written based on the on-going assessments made by Mr Bell and will be reflected in any learning log tasks. In order to support your child at home to the required standard set out by the government - key aspects of learning for each area are given below:

Number - number and 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 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

Number – 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

Number – multiplication and division

- 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

- 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 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, $0.71 = \frac{71}{100}$]
- 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Measurement

- 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 shape

- 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

Statistics

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

Please support your child weekly with the home/school partnership maths tasks and any learning log tasks as and when they are sent home. You may also support your child with any key aspects above as you wish.

English

Writing

Writing, and the progression of writing, is hugely important.

Our aims in the teaching of writing are:

- To value every part of the writing process and to develop our pupils as enthusiastic writers.
- To plan for progression in the teaching and learning of writing using different strategies for giving appropriate support at each stage of the writing process.
- Planning for writing will be based upon the National Curriculum and curriculum guidance for the foundation stage.



- Children will be given as many 'real' reasons for writing as possible, incorporating cross curricular opportunities. Writing will be for a range of purposes and audiences, including books, poetry, captions, lists, recipes, articles, letters, instructions, stories, reports, records, memos, experiments etc. Film and drama will be used to enhance ideas and motivation for writing.
- The content of writing will be valued. Punctuation, handwriting and spelling will be taught and encouraged but will not always dominate marking. Children will be told what the focus of each piece of work is.
- Children will be taught from the early years how to write independently and be shown how to use word books and dictionaries for unknown words. They will be encouraged to attempt words independently on some occasions to assist with creativity.
- Throughout the school children will have opportunities to be involved in the whole writing process of drafting, re-drafting and presentation. During KS1 and 2 children will have shared writing (whole class) and guided writing (small group) sessions within English. Separate time will be given for extended individual writing.
- Children will be taught how to use word processing as a tool for writing, drafting and re-drafting and as an alternative type of presentation.
- Children will be encouraged to improve their writing, considering increasing interest to the reader, using a rich vocabulary and different methods of presentation.
- Topics for writing should be wide and varied, of interest to both genders and to different cultures and backgrounds. Children will be given opportunities to empathise with others through their writing.
- Grammar will be taught in a progressive form utilising stimulus including video clips, pictures and links to class texts with focused learning intentions. Lessons will provide explanations of

the grammar concepts, scaffolded AFL whiteboard challenges with independent writing opportunities that provoke the children's creativity and inspire their imaginations.



Spelling and Reading



We aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We recognise the importance of a systematic approach to the teaching of reading and writing throughout the school, including a progressive and engaging high-quality Phonics programme. We follow Little Wandle Letters and Sounds Revised in EYFS and Key Stage 1 to teach phonics and reading skills. From Year 2 we teach Essential Spelling.

For more information on phonics and reading please follow the link below:

[Reading & Phonics at DSJ](#)

English in Year 5

Reading - Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

Reading Comprehension

- Maintain positive attitudes to reading and an understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - Asking questions to improve their understanding
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
 - Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

A range of text types for fiction and non-fiction writing will be investigated and utilised during our studies in English.

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check the spelling and meaning of words
- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus



Handwriting

Children should be able to write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

Writing

- Children will plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - Noting and developing initial ideas, drawing on reading and research where necessary
 - 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 settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - Précising longer passages
 - Using a wide range of devices to build cohesion within and across paragraphs
 - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing



- Proposing changes 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, distinguishing between the language of speech and writing and choosing the appropriate register

- Proofread for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 in [English appendix 2](#)

- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing
 - Using hyphens to avoid ambiguity
 - Using brackets, dashes or commas to indicate parenthesis
 - Using semicolons, colons or dashes to mark boundaries between independent clauses
 - Using a colon to introduce a list
 - Punctuating bullet points consistently
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading

As a school we are determined that every pupil will learn to write: we prioritise writing as a foundation for future learning. We aim to provide children with the necessary skills to communicate creatively and imaginatively, enabling them to succeed in the wider world. Our aim is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes, which have been carefully developed around quality, challenging texts. At DSJCP School, we want pupils to be confident writers. Pupils take pride in their learning at DSJCP School; pupils present their work to high standard following the schools handwriting and presentation policy. Pupils also present their ideas orally, being able to elaborate and explain themselves clearly. Pupils make presentations applying their computing skills and participate in debates.

Year 5 - Curriculum

Please see our long-term overview (attached) for the curriculum areas we will be covering each half term.

Surviving in Year 5?!!!

The Teacher(s)

I'm delighted to be in my fourth year teaching year 5 at DSJ. Before, I taught for 11 years in Asia, mainly in Thailand where I've had the pleasurable experience teaching in both bi-lingual and international schools.

I'm extremely passionate about my role as an educator and am fully committed in sharing the love of reading with children. It is my hope that this enthusiasm affects children in a positive way, enhancing their joy for learning.

Our classroom ethos is focused on promoting a love of learning in all subjects; encouraging children to work hard and to always give their best.

My door is always open for parents who have any queries.

Our Team

Mrs Cooling is a vastly experienced HLTA and offers fantastic support to both myself and the children.



Teaching in Class 5

Mr Bell will be teaching the class with the exception of Tuesday afternoon, when Mrs Emery and Mrs Young will teach Spanish and Music respectively and Wednesday afternoon, when Mrs Glover will teach P.E and either Art or Design Technology.



Year 5 Curriculum Coverage						
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Earth, Sun and Moon Day and Night, seasons and solar system	Forces, Motion, mechanisms, friction, water resistance	Properties and changes in materials	Properties and changes in materials	Plants animals and habitats	Plants animals and habitats
History		Wikings vs Anglo-Saxons			Shang Dynasty	Who were the ancient Greeks?
Geography	Mountains		Volcanoes and earthquakes	Volcanoes and earthquakes		
Art	Chinese Art		Frida Kahlo		Street Art	
DT		Mechanical Systems- pulleys or gears		Structures- frame structures		Electrical Systems- Monitoring and control
PE	Tennis Netball	Dance Football	Gymnastics Fitness	Yoga Volleyball	Athletics OAA	Cricket Spalden
Computing	Coding	Online Safety Samodhara	Spreadsheets databases	Game Creator 3D Modelling	3D Modelling Concept Maps Relationships	Word processing
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me		Changing Me
RE	Sikhism Belief into action	Christianity Christmas	Sikhism Beliefs and moral value	Christianity Easter	Sikhism Prayer and Worship	Christianity Beliefs and practices

High Expectations

In Year 5, we have high expectations that are based around respect. We promote positive behaviour by using the weather icons. All children begin on the sun and strive to reach the rainbow, followed by the star by consistently displaying our learning behaviours.



Children may also be moved to the grey or black cloud for inappropriate behaviour – this includes learning behaviours that will adversely affect their own or others academic progress. At times it may be deemed necessary for the children to spend some of their own playtimes/lunchtimes reflecting on their inappropriate behaviour, completing tasks that have been set for them which are not completed to the child’s achievable standard or they have not completed

tasks in lesson time due to distractions. If this is the case all children will be able to use the toilet and we will ensure that they are able to eat their snack.

Resilience & Independence

In Year 5 we encourage resilience and independence as they are so vitally important in being able to cope with the demands of school and especially for getting the children ready for Secondary. We work hard to develop the children as independent learners and expect them to be able to record their own learning independently at an appropriate pace. We expect the children to be resilient to challenges; taking a risk in order to progress in their learning and we expect them to take responsibility not only of their belongings, homework, reading books and records but also their own learning and progress. To promote this, we follow the school’s behaviour system rewarding the following: • Co-operative Group Workers • Resilient Risk Takers • Determined Self-Improvers • Persistent Problem Solvers In Year 5, children may also be rewarded a class lottery ticket for showing our learning behaviours. On Friday afternoon, we have a class lottery draw and the children may win some prizes!

Reading Records and Books

The children should be well on their way to becoming independent readers in class 5 and we will continue to encourage their love of reading. The children will all be assessed and given a ‘Book Banded book’ appropriate to their reading level. We do not have ‘Free Readers’ in Year 5; although the children are encouraged to read a breadth of books as part of their reading learning journey. They do not have to simply record the reading of their ‘book banded’ book in their reading record – they can celebrate all of their reading with us. Parents are free to make comments in the relevant section of the records if they wish. Y5 pupils should be independent and record their own reading in their record books; exceptions for pupils with additional needs are acceptable. Class 5 staff will monitor the reading records weekly to check the children are keeping a log of their own reading habits – this is monitored in a class record book and parents should not expect comments back from staff in reading records – although there may be occasions in which this is the most effective method of communication. Children are



expected to read at least 4 times a week and this is to be recorded in their record book. When achieved children will receive a 'Reading Raffle' Ticket – a chance to win a book at the end of a term. The child's reading must include reading of their 'book banded' book but also may include other books, magazines, anthems etc or having stories read to them by family members.

Cloakroom/Lockers (KS2 Only)

Children will continue to use a locker. The children need to keep their coat, PE bag and any other belongings that they bring to school in the locker – excluding food. Book bags/snacks must be kept in the trays in the classroom and any lunchboxes must be placed on the Y5 trolley ready for lunchtime. Children are not permitted to stick or write anything on their locker or tray at any time or for any reason. The children are expected to take responsibility as a class group to keep their lockers and the classroom neat and tidy – ensuring that chairs are tucked under and locker doors/trays are closed to prevent injury to others.

Educational Visits & Workshops

Term 2: Perlethorpe Viking Adventure (TBC)

Term 4: Natural History Museum (Volcano & Earthquake expedition)

Term 6: Hamerton Zoo

Home/School Partnership & Learning Log Homework

In Year 5 the children follow the Parent/School Partnership for weekly home learning and this sheet can be viewed on the class 5

page of the school website. We encourage parents to take an active interest in helping their child at home.

In addition to this we believe that children increase their potential if they reinforce what they learn in school in their home environment. "Learning Logs" are given to the children for maths consolidation at home. From time to time your child will be given a homework focus to reinforce/consolidate their learning within the class which is over and above the expectations of the home/school partnership. Home Learning should be posted onto Seesaw for the teacher to mark - Learning Logs will be kept at home. Please ask your child's teacher if you require more information about the learning logs and the tasks that are set.

Other Essentials

School Uniform

Our school uniform is smart and attractive and very popular with both children and parents. We have a policy in school not to allow jewellery. No necklaces, rings or earrings to be worn, apart from studs (Not in PE - please see PE Kit section). This is largely a health and safety issue. If your child is to have their ears pierced, please can parents ensure that it is done in a longer school holiday as the children will have to be able to take them out themselves for PE and swimming. Staff are not allowed to do this for them. It is also against school policy for children to have dyed hair or hair styles that are out of the ordinary.

- Grey trousers (girls and boys)
 - Grey skirt or pinafore
- Polo shirt (jade green) with logo
 - Sweatshirt (navy) with logo
 - Cardigan for girls (navy)
- Grey socks/tights (white in summer)

- Summer blue checked dress
- Smart black shoes - no trainers or boots

PE Kit - The school PE kit is navy shorts, white t-shirt with logo and trainers. Children can wear navy jogging bottoms and jumper in colder weather.

Children are encouraged to bring water bottles into school so they can keep hydrated throughout the school day. Please ensure that your child's bottle is clearly named and only contains water.

Earrings are not permitted in PE and **MUST BE REMOVED BY THE CHILD** in line with 'Safe Practice: in Physical Education, School Sport and Physical Activity'. Please see:

[Safe Practice: in Physical Education, School Sport and Physical Activity](#)

Contact Details

Headteacher: Mr Richard Westley

SENDCo: Mr Steve Newton

Email: steve.newton@dsj.school

Chair of Governors: Mr Ben Plumridge

Address: Deeping St. James Community Primary School, Hereward Way Deeping St James Nr Peterborough PE6 8PZ

Telephone: 01778 342314

Email: enquiries@dsj.school