St Joseph's Catholic Primary School
Exmouth

Walking with Jesus to be the best we can be

Year 5

Parent Curriculum Information Handbook

Welcome to Year 5

The children are on the verge of becoming young adults, developing their inquisitive minds ready to question and challenge the world around them. We aim to encourage them to have a love of learning for life.

The pace in which the children are required to learn and the challenging objectives make Year 5 a demanding time. In order for children to feel ready for year 6, it is essential that they develop key skills in core areas. If we can picture a successful Year 5 learner they have certain personal qualities that enable them to shine. Firstly, they have become self-reflective learners. They know their own strengths and celebrate these with pride. They have recognised how they learn best and play to their strengths across the curriculum. Yet, these children also know their areas for personal development, ask for help when needed, and recognise ways in which they can support themselves to make progress. Essentially, the most successful children show self-resilience, understanding that we learn from our mistakes, and they are driven by self-motivation.

In this booklet we aim to outline some of the core skills your child will be taught in English and mathematics. We have included objectives they are expected to meet and examples so you can support them.

We also hope you will join us in the parent activity sessions that are offered throughout the year and feel free to make an appointment with your child's class teacher if you have any questions or concerns about your child's progress.

Year 5 Reading

The National Curriculum sets out key skills that children should learn at Year 5. At St Joseph's School we encourage a love of reading for pleasure. We teach key reading skills at school through shared reading in literacy lessons, guided reading sessions and some independent reading.

In Year 5, children should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable pace. They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If your child is not reading at this level they will receive additional reading 'catch up' support at school and this should be supported with additional reading at home.

The focus in Year 5 is about teaching children to understand a range of texts and to be able to evaluate the author's choice of organisation, use of language or purpose.

The National Curriculum sets out objectives for reading. The children will continue to develop their skills of word reading and comprehension.

Book Bands and Reading Stages

By the time your child enters Year 5 you will probably be familiar with our reading scheme at St Joseph's.

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	Age 5-6 Year 1
Green (5)	Age 5-6 Year 1
Orange (6)	Age 5-7 Year 1/2
Turquoise (7)	Age 6-7 Year 2
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
AR book bands	0.5 – 9.6 depending on comprehension level

Obviously this chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year. In order for us to decide if a child is reading at the correct level we say they should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions.

Children often have a type of book that they prefer but in Year 5 it is very important that they read a range of fiction, non-fiction and poetry so they can demonstrate their understanding of a range of text types. This understanding will also help develop their writing. The government has stated that successful readers read fifty books per year, therefore the children should read daily for at least twenty minutes and aim to read a book every week on average.

How you can help your child develop key reading skills



By Year 5 your child may be a confident reader and be reading texts of greater length. However you can still help them to develop their reading skills. Ensure they read aloud to you sometimes, talk to them about the books they are reading; ask questions about books they are reading and encourage them to read a range of types of books. Maybe they could recommend a book to you!

- ✓ Most important of all; make reading with you as enjoyable as possible.
- ✓ Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your to your child.
- ✓ Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper.
- ✓ Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information.
- ✓ Allow your child to read silently, and then discuss what they have read.
- ✓ When reading books with or to your child, ensure that they continue to pay attention to new vocabulary
  – both a word's meaning(s) and its correct pronunciation.
- ✓ Discuss the effectiveness of a word an author has used.

Questions you could ask your child:

- When do you think the story takes place? Where do you think the story takes place? Why do you think this? (Look for evidence.)
- Is there a problem in this story? If so, how does the problem get solved?
- What type/ genre of fiction do you think this? (For example horror, science-fiction, drama)
- What if you could change the ending of this book, what would it be?
- Can you find a new word from the book you have read? What does it mean?
- Why does the author use_____word?
- Is this story similar to another you have read?
- Do you think this book would make a good movie? Why or why not?
- How is the text organised to support the reader?
- What type of non-fiction do you think this is? (For example report, Instructions, recount or explanation.)
- Can you summarise your text so you understand the settings, characters and events?

Year 5 Writing

Reading and writing skills are taught through sequences of literacy lessons. Each English Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text. They will also experience modelled writing at different points during the sequence.

Transcription: spelling and handwriting.

The children will be taught to:

- Write legibly and fluently and with increasing speed. Writing in pen and sometimes choosing the implement that is best suited to the task.
- Use **prefixes and suffixes** and understand the guidelines for adding them.
- Spell some words with **'silent' letters** (letters you don't hear when the word is spoken) e.g. gnome, knight, solemn.
- Spell words which are homophones (words which sound the same but have different spellings) correctly e.g. hoarse, horse or vein, vain.
- Use **apostrophes** correctly for contraction and possession.
- Use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- Use a thesaurus
- Understand some morphology (common letter pattern) and etymology (common meaning/ word root) to help with spelling.
- The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.

Please refer to the sheet: Ways of helping your child with spelling for useful strategies when working with your child.

For further information about the Year 5 objectives, please visit the school website where there is a link to the national curriculum.

In Year 5, the children will have weekly spelling homework. These words will then be tested in class so that progress can be monitored.

The main key skills for children to develop can be found on the school's website, alongside the national curriculum expectations.

Ways of helping your child with spelling:

Sounding out	Sounding words out: breaking the word down into phonemes (e.g. *c-a-t*, *sh-e –ll*) – many words cannot be sounded out so other strategies are needed;
Look, say, cover, write, check	**Look**: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. **Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover**: cover the word. **Write**: write the word from memory, saying the word as you do so. **Check**: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Quick write	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /iː/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.

Handwriting

All children will be taught joined cursive handwriting. The style we teach is shown below.
All children from Year 2 upwards are expected to start to become fluent in this style.
All children in Year 3 upwards will be using joined handwriting throughout their writing and will be using a blue handwriting pen, provided by the school.

A B C D E F G H I J K L M N O P Q R S T U V

W X Y Z

a b c d e f g h I j k l m n o p q r s t u v w x y z

The quick brown fox jumped over the lazy dog.

The quick brown fox jumped over the lazy dog.

Mathematics

At St Joseph's School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

How you can help your child's maths learning

One of the most valuable things that you can do is to talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities. Here are some possible ideas which you could use:

1) Help your child to develop quick recall of multiplication and division facts for tables up to 12 x 12.
2) Count forwards and backwards in jumps of the same size (eg. 6, 7, 8, 9, 25) and so on. Physical activities such as skipping and playing catch could be incorporated to encourage motivation.
3) Look for numbers in digits and words in the real world (eg. posters, books, comics, on buses, cars, road signs, price tags) and ask children to read them. Children might also want to photograph them.
4) Talk about the shape of 2D and 3D objects and discuss their properties. Try and identify different examples of 2D and 3D shapes in the environment.
5) Ask your child to help when you are using money in practical, real-life contexts (eg. paying for items in a shop). Ask your child to work out how much the items might cost and how much change you might receive.
6) Ask your child to help with tasks such as measuring and weighing ingredients or when measuring the length or height of an object. Use metric units of measure.
7) Help them to understand time, reading and interpreting both digital and analogue clocks. Involve them with dates and diaries, knowing the calendar months, days in a year etc. Ask them to calculate time intervals (eg. 'We left the house at 9:55am and we returned at 3:35pm. How long were we out for?').
8) Help your child to read and interpret timetables by asking them to use a magazine or the internet to find out about when TV programmes and/or films are on and how long they will last.
9) Read bus and train timetables and calendars.
10) Ask your child to estimate the total price of items when shopping by rounding prices mentally to the nearest pound or ten pence.

TIMES TABLES

By the end of year 4, all children should know their multiplication facts and related division facts up to 12 x 12 and be able to demonstrate quick recall of these facts.

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Online games like Times Table Rock Stars are brilliant for this.

Years 1 – 4 - The chart below shows the focus areas for each term for each year group:

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1	Number Bonds to 10		Number Bonds to 20		Counting in 2, 10 and 5	
Year 2	2		10	5	Mixed 2, 5, 10	3
Year 3	2, 5, 10 and 3 word problems		4	8	0, 1 and 11	9
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

Years 5 and 6

In Years 5 and 6, once the children are secure with recalling times tables facts and with applying this knowledge effectively to real-life word problems, the children will then progress onto extension activities linked to their learning in Maths lessons and to the key objectives that they will be covering in their year group.

These extension activities could include:

- Converting between units of measure (eg. kg into g, litres into ml, km into m)
- Fractions, decimals and percentages
- Area and perimeter
- Properties of 2D and 3D shapes
- Problems involving money
- Problems involving time

Science in Year 5

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative, analytical and practical scientific skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout year 5 and 6 the science curriculum will be embedded within our Learning Journeys. See the curriculum map for an outline of the areas covered.

Forest School

Through careful, joint planning, Mrs Turner, our Forest School teacher, will supplement the science curriculum allowing children to engage with the natural environment. They will get a chance to explore science within the environmental area and pond habitat. Please ensure your child comes to school equipped with old clothes and wellies for these sessions. You will be advised of the dates in class letters.

How to help

You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.

Useful websites:

http://www.bbc.co.uk/bitesize/ks2/science/

http://www.primaryscience.ie/activities_science_home.php

Non-core subjects

All our non-core subjects such as Geography, History, pshe, art, design and technology, music, French and PE are taught regularly and often through our class topic. This helps the children to make links between their learning. We follow the National Curriculum for these subject areas.

R.E

As we are a Catholic School, we are required to teach a certain amount of Religious Education as it is one of our core subjects.

The 'God Matters' curriculum is split up into ten themes which are revisited and developed each year to support the faith development of the children. In each unit, related aspects of different world faiths are also taught.

Each topic is revisited each year building on the children's knowledge. Therefore, although the unit titles remain the same, pupils' experiences, knowledge and learning all progress.

UNIT	DATE	TEACHING TIME
AUTUMN TERM 2019		
Creation	Start of Term	4 weeks
Prayers Feasts and Saints	07.10.19	2 Weeks
Half term 21.10.19		
Islam	29.10.19	1 Week
Sacraments	04.11.19	4 Weeks
Advent	02.12.19	2 weeks
Christmas	16.12.19	1 week
SPRING TERM 2020		
Feasts of Christmas - Epiphany	Start of Term	2 weeks
Revelation	20.01.20	4 Weeks
Half Term 17.02.20		
Judaism	25.02.20	1 week
Lent	02.03.20	3 weeks
Holy Week	23.03.20	1 week
SUMMER TERM 2020		
Easter	14.04.20	4 weeks
Pentecost and Mission	11.05.20	2 weeks
Half Term 25.05.20		
Pentecost and Mission	02.06.20	2 weeks
Sikhism	15.06.20	1 week
Hinduism	22.06.20	1 week
Big Questions of Faith Project RE	29.06.20	Until End of Term

Computing

Computing prepares children to participate in a rapidly changing world. Children use computing tools to find, explore, analyse, exchange and present information.

At school

Children explore IT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use IT to develop their ideas and record their creative work. They become familiar with hardware and software.

Children are taught to:

- understand that computer programs execute by following precise instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At home

If you do have a computer at home you could:

* Gather information from the Internet to support a topic being studied at school, or something that interests your child. We recommend that any use of the internet is supervised by an adult. You are obviously aware of the potential dangers and inappropriate material you would not want your child to access.
* When gathering information, please be selective and read the information found with your child. Printing off reams of paper from a website aimed at adults may not make a lot of sense to your child.
* Encourage your child to save and load work, print a finished piece and shut down the computer safely.
* Write letters, party invitations etc. and include clip art pictures.
* Use a paint package to create a masterpiece, experimenting with the use of colour and tools.
* Play an adventure game together to try things out and explore what happens in real and imaginary situations.
* Use websites / apps to support learning such as:
  https://ttrockstars.com/login (your child has their login). www.letters-and-sounds.com
  www.phonicsplay.co.uk
  www.ictgames.com
  http://www.topmarks.co.uk/maths-games/7-11-years/times-tables
  www.bbc.co.uk/schools/bitesizeprimary



Please do not feel pressure to buy a computer for use at home as all children at St Joseph's School have access to computers and iPads.

Home Learning in Year 5

At St Joseph's, we recognise the part the Home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents. Research shows that home learning can have a positive impact upon learning when used in a focused way. The positive side is that:

- Children become enthused when faced with investigative, open ended and practical home activities.
- Parents are able to support where the school clearly links the home learning with school learning.
- Children can rehearse essential skills.
- Children can develop good learning behaviours.
- Parents see the type of learning their child is doing at school.

Reading at Home:

- All children should read at home daily.
- It is particularly helpful if children can read to an adult at least once a week. If your child is not reading at the expected level more support will be helpful.
- Although a lot of their reading will be independent children should still read to an adult at home or discuss the books they are reading e.g. plot, unknown words. Class teachers will check frequency of reading.
- Enjoy reading at home with your child.
- Remember you can enjoy a book with your child- even older children enjoy being read to.

English Home Learning:

Children in Year 6 may be asked to complete different types of English-based home learning, which is linked to their learning in class. The time span will vary depending on the activity set but there will always be a set date and due date on the home learning.

Reading- This normally involves the class completing a reading activity linked to a specific piece of text.

Talking- This will involve an activity, which requires the children to talk to you about a specific area e.g what creatures they find on the beach. This talk is used to support their writing in class and allow them to develop knowledge and language. Recording notes or plans is optional.

Writing-This will be a written task and will vary in length and time given depending on the activity.

Grammar – Consolidating learning that has taken place in class.

Spelling Home Learning:

As part of their spelling learning, the children will be set a home learning activity weekly and this will alternate between an investigation one week and words to learn the next. The children will be tested on the words set for learning and be expected to spell them correctly in their written work.

Maths Home Learning:

Children will be given maths learning that connects to the learning they carry out. This will be set fortnightly.

By the time children are in Year 5 it is expected that they know their times tables and they will be set word problems to revise them. Where children still need to develop quick recall of their tables a times tables tests will take place every week. The children are expected to practice their set table during the week and there is a sheet to be dated and signed by a parent/carer.

We encourage that you support your child in their Home Learning. All Home Learning is set at an appropriate level for the children and if there are any concerns or queries over the home learning, then please feel free to contact a teacher to discuss. All learning will have due dates specified on them and if a child does not complete or bring their home learning in on time then they will miss a proportion of their playtime.

Keeping Children Safe

Children walking home from school
Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.
Children in year 3 and 4 will not be allowed to walk home on their own unless you have written us a short note / letter.
Children in year 5/6 frequently walk home on their own, please do let the class teacher know of your wishes.

Internet Safety
Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home.
Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found :
CEOP: www.ceop.gov.uk
Think U Know: www.thinkuknow.co.uk
Childnet: www.childnet-int.org

Our website offers more information or links.

Pastoral Support
Many of our teaching assistants are trained to offer pastoral interventions. They will support individuals and small groups when the need arises.

Safeguarding:
Our Senior Designated Person is **Mrs N Taylor-Bashford**
Our Deputy Designated Person is **Mrs S Keeping**
If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, let the school know or alternatively you may contact the MASH team on 0345 155 1071