

# Headlands Primary School Curriculum Overview

# YEAR 5

## Welcome to Term 2

During this term, the children will be working within a creative, theme-based curriculum. Our theme this term is 'Evacuee'. We hope this, and our future themes, will provide a wide variety of learning to help cover all areas of the curriculum, being available and inspiring to all.

We are very excited to be having an 'Evacuee Day' in school in the first week back after the holiday (Friday 2<sup>nd</sup> November). Children will dress up to become wartime evacuees. In preparation for this, our 'Brilliant Beginning' homework to be completed over the half term holiday will be to organise an outfit for this day. (Please see attached sheet).

Both Year 5 classes will continue to take part in a Samba drumming lesson once a week. Parents will be invited in for a performance on the drums on 4<sup>th</sup> December (TBC).

**Please note that our designated person for child protection is Mr Smith, in his absence please see Mrs Smith (Deputy Head Teacher) or Mrs Ritchie (Family Support Worker)**

## Homework

The children will continue to have weekly spellings and maths work to complete in their homework books. They will also be set an activity on MyMaths, which is an interactive online task, using their personalised logins. Children will also be set a weekly spelling task on 'Purple Mash' and we encourage them to access Times Tables Rock Stars regularly if possible, in order to help with the learning of times table. If you have any concerns, please come and speak to your child's teacher.

Homework will be given out on a Friday and returned to school the following Wednesday.

Spellings will be given out on a Wednesday and tested the following Wednesday.

**PE** **Please ensure that your child has their complete PE kit in school all week**  
The children have two PE sessions each week. We ask that they bring their PE kit into school on Monday morning and keep it in school for the whole week. Their kits need to be named and the PE kit should include appropriate outdoor kit too.

## Notices:

Please be aware of the following key dates for the year group.

'Evacuee Day' - Friday 2<sup>nd</sup> November

Year 5-Samba drums concert – Monday 10<sup>th</sup> December

WW2 talk from Wellingborough Museum- 16<sup>th</sup> November

Class 11 assembly- 20<sup>th</sup> November

Christmas carol concert- Wednesday 5<sup>th</sup>

Deck the Halls – TBC

Pantomime- 14<sup>th</sup> December

Christmas Party Day 14<sup>th</sup> December

## By the end of Year 5 most children will be able to do the following:

Reading	Writing	Maths
<ul style="list-style-type: none"> <li>Summarise main points of an argument or discussion within their reading &amp; make up own mind about issue/s.</li> <li>Compare between two texts.</li> <li>Appreciate that people use bias in persuasive writing.</li> <li>Appreciate how two people may have a different view on the same event.</li> <li>Draw inferences and justify with evidence from the text.</li> <li>Vary voice for direct or indirect speech.</li> <li>Recognise clauses within sentences.</li> <li>Explain how a why a writer has used clauses to add information to a sentence.</li> <li>Use more than one source when carrying out research.</li> <li>Create a set of notes to summarise what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>Add phrases to make sentences more precise &amp; detailed.</li> <li>Use a range of sentence openers - judging impact or effect needed.</li> <li>Begin to adopt sentence structure to text type.</li> <li>Use pronouns to avoid repetition.</li> <li>Indicate degree of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</li> <li>Use the following to indicate parenthesis:                             <ul style="list-style-type: none"> <li>❖ Brackets</li> <li>❖ Dashes</li> <li>❖ Comma</li> </ul> </li> <li>Use commas to clarify meaning or avoid ambiguity.</li> <li>Link clauses in sentences using a range of subordinating &amp; coordinating conjunctions.</li> <li>Use verb phrases to create subtle differences (e.g. she began to run).</li> <li>Consistently organise into paragraphs.</li> <li>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> <li>Write legibly, fluently and with increased speed.</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards &amp; backwards with positive and negative numbers through zero.</li> <li>Cond forwards/ backwards i steps of powers of 10 for any given number up to 1,000,000.</li> <li>Compare &amp; order numbers up to 1,000,000.</li> <li>Compare &amp; order numbers with 3 decimal places.</li> <li>Read Roman numerals to 1,000.</li> <li>Identify all multiples &amp; factors, including finding all factor pairs.</li> <li>Using known tables to derive other number facts.</li> <li>Recall prime numbers up to 19.</li> <li>Recognise &amp; use square numbers &amp; cube numbers.</li> <li>Recognise place value of any number up to 1,000,000.</li> <li>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, 100,000.</li> <li>Round decimals with 2 decimal places to the nearest whole number &amp; 1 decimal place.</li> <li>Add &amp; subtract numbers with more than 4-digits using formal written method.</li> <li>Use rounding to check answers.</li> <li>Multiply 4-digits by 1-digit/2-digits.</li> <li>Divide up to 4-digits by 1-digit.</li> <li>Multiply &amp; divide whole numbers &amp; decimals by 10, 100 &amp; 1,000.</li> <li>Recognise &amp; use thousandths.</li> <li>Recognise mixed numbers &amp; improper fractions &amp; convert from one to another.</li> <li>Multiply proper fractions &amp; mixed numbers by whole numbers.</li> <li>Identify &amp; write equivalent fractions.</li> <li>Solve time problems using times tables and converting between different units of time.</li> </ul>