

Year 5
Parent Pack
2018-2019



Swallows Class- Mrs Wright


Ocean Class- Mrs Murphy and
Mrs Thompson



Welcome to the
 **Year 5** 
Meet the Teacher Evening

Swallow Class **Ocean Class**
Mrs Wright **Mrs Murphy**
Ms McLagan **Mrs Thompson**
 Mrs Young

6Rs
Pupil Attributes For Learning

- Resourceful
- Reasoning
- Resilient
- Responsible
- Respectful
- Reflective





 **Curriculum** 

We are following the 2014 curriculum fully in Year 5.



Our Curriculum overviews will be in your Parent Pack and on our website.

Please see our termly newsletter for more details about the coverage this term.

 **Curriculum** 


Main topics:
Ancient Egyptians, Space, Vikings, Anglo Saxons and Water and Rivers.

If you have any special interest or expertise in these topics and could come at talk to the classes, please chat to your child's class teacher.


 **Curriculum** 

Included in your pack:

- Maths objectives and targets
- English objectives and targets
- Spelling words for KS2
- Weekly Timetable
- Maths Facts
- Curriculum overview
- Handwriting policy




Curriculum




Year 5 is an important year.
Developing these skills at home could really help:

- Spelling of KS2 words (see pack)
- Reading stamina, holding the story in their heads and locating information.
- Times tables and application to multiples of 10.
 - E.g. $8 \times 6 = 48$ so $8 \times 60 = 480$ and $8 \times 0.6 = 4.8$
- Multiplying and dividing by 10, 100 and 1000
 - E.g. $70 \times 10 = 700$ $4.1 \times 100 = 410$
 - 8 divided by 10 = 0.8

Please note: It is not just adding and subtracting a zero when we get to decimals.



Reading



The children should be reading every night for 30 minutes if possible.


Home Contact books will be checked on a Monday, so please initial your child's reading each night. The children will be rewarded for reading four nights a week or more.

If they read 3 times or less, we may ask them to do extra reading in their break and lunch times.


When you read with your child, please check their comprehension of the books they read as it is important that they understand what they are reading.

Please contact your class teacher if you would like some support with this.

They can read books from the school library and from home.
<http://www.lovereading4kids.co.uk/>




Spellings




As part of their English homework the children will be expected to do a short spelling task. This could be:


- 1) Including spellings in a sentence.
- 2) Finding out the definitions of spelling words.
- 3) Applying grammar skills to their sentences.
- 4) Writing paragraphs including their spellings.




Times Tables



The year 4 expectation was that all children knew their times tables up to 12 x. Regular practise is highly recommended so that you child is able to use and apply their times tables within all areas.



P.E



Children must wear full P.E kit.
This must include:


- A white t-shirt
- Black or Blue shorts
- Trainers or plimsols.

For the winter, children need to wear jogging bottoms and a P.E jumper. Please try to keep to school colours .


Earrings must be removed by the child for PE. It is best of earrings are removed at home on PE days.

Please name all P.E Kit.

Without a full PE kit, your child will not be able to take part in PE.




P.E



P.E will be on Wednesday and Thursday.

The children will be swimming during Spring term.

n school everyday.




Homework

- Homework is set in line with Government recommendations for Key Stage 2 (30 minutes per day for children in Years 5 and 6)
- Daily Homework: Reading (30 minutes), times tables, spellings

Day given out	Subject	Day due in
Tuesday	English	Following Monday
	Spellings	
	Numeracy	Test following Monday

If a child does not complete their homework, they will be expected to complete it during their Monday lunch time.



Trips and Visitors

Autumn Term

Space Dome visitor – approx. £3.50 per child
 Reeds School Launch Car challenge – October (Swallows) and December (Oceans) approx. £4.50 per child
 Woking Pantomime – December approx. £4.50 for travel only. Tickets funded by cake sale money (travel may be reduced more by fundraising)


Spring Term

Viking Visitor approx. £7 per child
 R.E Trip - free

Summer Term

WaterAid Visitor - Free
 River study at Juniper Hall – Fundraising within school to reduce the cost – approx. £13 per child.

To ensure these trips can go ahead, please pay online ahead of time.




Kind Reminders

Uniform

- Please encourage the children to dress smartly.
- Girls hair should be tied back with a small black, blue or white hair fastening. No large hair clips.
- Small silver or gold studded earrings only.
- Please encourage your child to wear a jumper and jacket in cold weather.


Mobile Phones
 No mobile phones in school.



Kind Reminders

Healthy snacks and lunches


- Children will require a named water bottle for the classroom.
- Children are allowed fresh fruit or vegetables for a break time snack.
- No confectionary (bars of chocolate or sweets) in packed lunches.
- No nuts please!



Kind Reminders

Pick ups and drop offs


- Please let us know who is picking up your child on each day.
- Please also let us know if there is a change to the usual pick up schedule by contacting the office.



Kind Reminders

Child Absence

Please telephone the Office to let us know that your child is unwell and will not be attending school.




Hear readers

**WE
NEED
YOU
TO
VOLUNTEER**

Class Reps

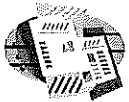
Share your expertise



E-Safety


DO:

- Talk to your children regularly about what they do online and on their phone. Who are they talking to and what about?
- Keep your computer/ tablet in an area of the house that is easy to supervise i.e. where you will walk past every now and again.
- Reinforce the message of not talking to strangers, giving out any personal details and sending inappropriate words or images.
- Subscribe to your internet service provider's filter system.
- Build this relationship/practice now while it is relatively easy in preparation for when your child is a teenager!



DON'T:

- Take an 'it will never happen to us' attitude.
- Allow your child to join social media sites where they are under the age limit (age limits exist for a reason!)



Looking ahead

Dates for your diaries

Parents Evenings: 15th October 3.30 – 6.00
17th October 5pm – 7:30

4th October-- Swallows Class to Reeds-
Launch Car Challenge.
6th December-- Oceans to Reeds. Launch Car
Challenge.



Contact

We are available after school to discuss any concerns you have, however due to meetings and clubs this may not be possible every day. Please contact us through the office and we will call you back to discuss any issues.

Topic	English	Maths	Science	Computing	Music	P.E	PSHE	DT	Art	R.E
Autumn 1	Billy the Kid	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division 	Forces	Excel - We are Statisticians	Music Notation - Egyptians	Chelsea FC Skills Football	New Beginnings and Growing Learners	-	Printing	<ul style="list-style-type: none"> How churches help us understand Christian belief Who did Jesus say I am
Autumn 2	One Giant Leap Lost thing	<ul style="list-style-type: none"> Fraction, Decimal and Percentages Scaling Measure Shape 	Earth and Space	We are architects -Sketch Up	Christmas carols	Gymnastics Football	Getting on and falling out Financial capabilities	Moving mechanisms - Reeds Launch cars	-	Why is light an important sign at Christmas
Spring 1	Beowulf	<ul style="list-style-type: none"> Stats Place value and Number Measures Calculations 	Materials	We are bloggers	Composer Study	Viking Dance Athletics	Going for Goals Relationships	-	Model Boats	How did Jesus's teaching challenge people?
Spring 2	Clockwork	<ul style="list-style-type: none"> Money calculations Fraction, Decimal, Percentage Scaling 	Materials	Controls - Flowol	Glockenspiel	Gymnastics Athletics	Good to be me Health and Wellbeing	Bread making	-	How do Christians know what happened at Easter
Summer 1	Highwayman	<ul style="list-style-type: none"> Shape Data 	Living things and their habitats	We are Photographer	Keyboards	Swimming Tennis	Relationships and Sex Education	Textiles	-	How can a mosque help us to understand the Muslim faith
Summer 2	Treasure Island/ Pirates The man who walked between the towers	<ul style="list-style-type: none"> Application of: <ul style="list-style-type: none"> Number Operations Fraction, Decimal, Percentage Measure Shape Stats 	Animals including Humans Science Investigations	We are advertisers (Water Aid)	Production	Swimming Tennis Sports Day	Changes Wider World	-	Artist Study	How do the pillars of Islam help Muslims live a good life

Swallows	8.50- 9.30	9.30- 10.30	10.30- 10.45	10.45 - 11.15	11.15 - 12.15	12.15- 1.15	1.15-2.15	2.15- 3.00
Monday	Register/ Assembly	Maths	Break		H/W in & mark Spelling	English	Topic	PSHE
Tuesday	Register/ Assembly	Maths	Break		Guided Reading	English	H/W out	Science
Wednesday	Register/ Assembly	Maths	Break		Guided Reading	English	PPA – PE - Coach	PPA – Music
Thursday	Register/ Assembly	Maths	Break		Guided Reading	English	PE	Art/DT
Friday	Register/ Assembly	Maths	Break		French 10.45- 11.30	English 11.30- 12.15	Computing	R.E Golden Time

Oceans	8.50- 9.30	9.30- 10.30	10.30- 10.45	10.45 - 11.15	11.15 - 12.15	12.15- 1.15	1.15- 2.15	2.15- 3.00
Monday	Register/ Assembly	English	H/W in & mark Spelling		Maths	Science		
Tuesday	Register/ Assembly	English	Guided Reading		Maths	H/W out	Topic	PSHE
Wednesday	Register/ Assembly	English	Guided Reading		Maths	PPA - Music	PPA - PE - Coach	
Thursday	Register/ Assembly	English	Guided Reading		Maths	PE	Art/DT	
Friday	Register/ Assembly	English	Maths 10.45- 11.30		French 11.30- 12.15	R.E	Computing	Golden Time

Lunchtime

Break



Composition

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.

I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

Use different verb forms mostly accurately with consideration for audience and purpose.

I can use different verb forms with consideration for the audience and purpose.

Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

I can give feedback on and improve my own writing and my classmates' writing.

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).

I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.

Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.

I can mark and edit work to have the correct tense throughout.

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.

I can mark and edit work to have the correct subject and verb agreement.

Proof-read for spelling errors linked to spelling statements for year 5.

I can read work looking for spelling errors and correct them using a dictionary.

Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.

I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear.

Vocabulary, Grammar & Punctuation

Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.

Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.

Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

Use brackets, dashes or commas to indicate parenthesis.

I can use brackets and can also use dashes or commas for the same purpose.

Use commas to clarify meaning or avoid ambiguity.

I can use commas to make my writing clear to the reader.

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.

I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity.



Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her 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.

I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.

I can write or give a detailed book review including reasons why I would recommend the book.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.

I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.

I can discuss and compare events, issues and characters within a book.

Maintain positive attitudes to reading and understanding of what he/she reads by 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.

I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.

Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.

I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.

Understand what he/she reads by asking questions to improve his/her understanding of complex texts.

I can ask sensible and interesting questions about the texts to help me understand them more.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

I can predict what might happen in increasingly complex texts by using evidence from the text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Distinguish between statements of fact and opinion.

I can tell the difference between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

I can find and write down facts and information from non-fiction texts.

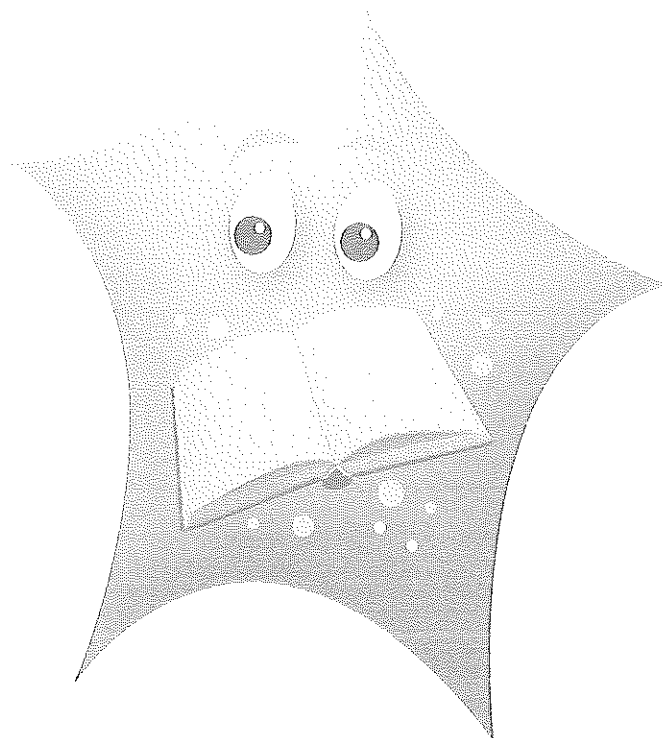
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.





Number and Place Value

Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits.

I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.

I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.

Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.

I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

Solve number problems and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, interpreting negative numbers and rounding.

I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, negative numbers, and rounding.

Read Roman numerals up to 1000 (M) and recognise years written in Roman numerals.

I can read Roman numerals up to 1000 and recognise years written in them.

Addition and Subtraction

Add and subtract whole numbers with more than 4 digits, using formal written methods (columnar addition and subtraction).

I can add and subtract numbers with more than 4 digits using written methods.

Add and subtract numbers mentally with increasingly large numbers.

I can add and subtract 2 and 3 digit numbers in my head.

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

I can use rounding to check answers to calculations and determine levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.

Multiplication and Division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

I can find multiples and factors of a number and can identify factors common to 2 different numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

I can use vocabulary relating to prime numbers, prime factors and composite numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

I can work out if any given number up to 100 is a prime number and can 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.

I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.

Multiply and divide numbers mentally, drawing upon known facts.

I can mentally multiply and divide numbers using the times tables.

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.

I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can show remainders.

Multiplication and Division cont

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I can multiply and divide whole and decimal numbers by 10, 100 and 1000.

Recognise and use square numbers and the notation for squared (2).

I can identify and use square numbers and their notation.

Recognise and use cube numbers and the notation for cubed (3).

I can identify and use cube numbers and their notation.

Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes.

I can solve problems involving multiplication and division, including using 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.

I can 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.

I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

Compare and order fractions whose denominators are multiples of the same number.

I can compare and order fractions whose denominators are all multiples of the same number.

Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can find and name equivalent fractions of a given fraction including tenths and hundredths.

Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can write equivalent fractions of a given fraction 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 e.g. $2\frac{5}{5} + 4\frac{1}{5} = 6\frac{6}{5} = 1$ and $1\frac{1}{5}$.

I can identify mixed numbers and improper fractions and convert from one to another such as $2\frac{5}{5} + 4\frac{1}{5} = 6\frac{6}{5} = 1$ and $1\frac{1}{5}$.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

I can add and subtract fractions whose denominators are all multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

I can multiply fractions by whole numbers using objects and pictures.

Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$, $8.09 = 8 + \frac{9}{100}$.

I can read and write decimal numbers as fractions such as $0.71 = \frac{71}{100}$.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

I can round numbers with two decimal places.

Read, write, order and compare numbers with up to three decimal places.

I can read, write, order and compare numbers with up to three decimal places.

Solve problems involving numbers with up to three decimal places.

I can solve problems involving numbers with up to three decimal places.

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.

I can 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.

Fractions cont

Recognise the percent symbol (%), understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.

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).

I can convert between different forms of metric measurement e.g. 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.

I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.

I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2), square metres (m^2), and estimate the area of irregular shapes.

Estimate volume e.g. using 1cm^3 blocks to build cuboids (including cubes) and capacity e.g. using water.

I can estimate volume by using 1cm^3 blocks to build cuboids (including cubes) and capacity by using water and different containers.

Solve problems involving converting between units of time.

I can solve problems where I need to convert between units of time.

Use all four operations to solve problems involving measure e.g. length, mass, volume, money, using decimal notation, including scaling.

I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling.

Properties of Shape

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

I can 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.

I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees.

Draw given angles and measure them in degrees ($^\circ$).

I can draw given angles and measure them in degrees.

Identify angles at a point and one whole turn (total 360°).

I can identify angles at a point and one whole turn.

Identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).

I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).

Identify other multiples of 90° .

I can identify other multiples of 90° .

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

I can use the properties of rectangles to find related facts, missing lengths and missing angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.

Position and Direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed.

Statistics

Solve comparison, sum and difference problems using information presented in a line graph.

I can solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables, including timetables.

I can complete, read and interpret information in tables, including timetables.

Maths Facts Year 5 children need to know.

Time

- 1 millennium = 1000 years
- 1 century = 100 years
- 1 year = 12 months or 52 weeks or 365 days
- 1 leap year = 366 days
- 1 week = 7 days
- 1 day = 24 hours
- 1 hour = 60 minutes
- 1 minute = 60 seconds

30 days hath September,
 April, June and November,
 All the rest have 31,
 except in February alone
 which has but 28 days clear
 and 29 in each leap year.

Know that:-

- 1 kilometre = 1000 metres
- 1 metre = 100 centimetres or 1000 millimetres
- 1 centimetre = 10 millimetres
- 1 kilogram = 1000 grams
- 1 litre = 1000 millilitres

- 1 tonne = 1000 kilograms
- 1 litre = 100 centilitres
- 1 centilitre = 10 millilitres

Year 5 and 6 children need to know the divisibility rules

Divisibility Rules

- 100 the last 2 digits are 00
- 25 the last 2 digits are 00, 25, 50 or 75
- 10 the last digit is 0
- 2 the last digit is 0, 2, 4, 6 or 8
- 3 the sum of the digits is divisible by 3
- 4 the last 2 digits are divisible by 4
- 5 the last digit is 0 or 5
- 6 the number is even and divisible by 3
- 8 the last 3 digits are divisible by 8
- 9 the sum of the digits is divisible by 9

Square Numbers

- 1 1x1
- 4 2x2
- 9 3x3
- 16 4x4
- 25 5x5
- 36 6x6
- 49 7x7
- 64 8x8
- 81 9x9
- 100 10x10

Fractions

One whole (1)							
$\frac{1}{2}$ (half)				$\frac{1}{2}$ (half)			
$\frac{1}{4}$ (quarter)		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$ (eighth)	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

One whole					
$\frac{1}{3}$ (third)		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{6}$ (sixth)	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

One whole									
$\frac{1}{5}$ (fifth)		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{10}$ (tenth)	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

Fraction / Decimal / Percentage Equivalence

Fraction	Decimal	Percentage
1 (whole)	1.0	100%
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%
$\frac{2}{10}$	0.2	20%

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

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	

How we write our letters and numbers

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

0 1 2 3 4 5 6 7 8 9

