

WELCOME TO YEAR 5



WEEKLY TIMETABLE EXAMPLE

	8:40-8:45	8:45 – 9:25	9:25- 10:25		10:40 – 11:40	11:40 – 12:15 PM		1:15PM – 2:15PM	2:15 – 2:50	2:50PM – 3:05PM	3:05 PM– 3:15pm
Monday	REGISTER	spellings Reading-V	RVI- English Pathways to Write	B	Maths	Art	L	Art	RE	ASSEMBLY	Class Reader
Tuesday	REGISTER	spellings Reading-R	RVI- English Pathways to Write	R	Maths	PSHE	U	History/Geography			Class Reader
Wednesday	REGISTER	spellings Reading-Inf	RVI- English Pathways to Write	E	Maths		Z	PPA French Arithmetic			Class Reader
Thursday	REGISTER	spellings Reading Compare and contrast	RVI- English Pathways to Write	A	Maths	Music	C	Science			Class Reader
Friday	REGISTER	spellings Reading Unseen read/ BIG read	RVI- English Pathways to Write	K	Maths		H	Computing	PE		PE

ENGLISH

Reading

Choral reading
reading with expression & intonation
Fluent reader
repeat reading
echo reading
reading to learn
reading for pleasure
reading for life

Vocabulary
The word 'chocolate' suggests that this character is very happy. The phrase 'she was so angry' that she almost fell off her chair' suggests that she is very angry.

Retrieval
Our text this week is...

Inference
This suggests that the character is... because I saw that... because I saw that the expression I got is... because the feelings of his/her character are...

Summarise
In your text the text is about the main event is...

Predict
I think that... because I think the character will do that for the reason...

Today's focus is...

EGPS

was not 'n't
it is 's
I am 'm

**There
They're
they're**

SPUD

What do you know about Pippa's character? Explain how you know

- angry - 'she was so angry about everything' *relieve from the text*
- clever - she invented the CONTRA PLIB

• **NEVER** repeat any character descriptions in your answers - use a synonym!

Skimming - to read quickly to find the word or words you are looking for

Scanning - look in depth - read across your key word or words for meaning

SPELLINGS- HEAD START SPELLINGS

Statutory requirements	Term 1			
	Week 1	Week 2	Week 3	Week 4
SET 1				
Endings that sound like /ʃəs/ spelt -cious	vicious	precious	delicious	suspicious
Endings that sound like /ʃəs/ spelt -tious	ambitious	cautious	fictitious	nutritious
Endings which sound like /ʃəl/ spelt -cial	social	special	official	artificial
	crucial	facial	racial	antisocial
Endings which sound like /ʃəl/ spelt -tial	partial	martial	confidential	essential
	initial	spatial	palatial	credential
Extension	malicious	infectious	spacious	atrocious
	unofficial	superficial	residential	substantial
Word list	according	aggressive	attached	average
	achieve	ancient	available	awkward

SPELLINGS ACTIVITIES

Practice Sheet
 Term 1 Set 1 Week 1

Name

Date

Spelling patterns -cious, -tious, -cial, -tial, extension, word list

It's a **vicious** rumour that I wrote my **initials** on Twiggy's book.

Spellings	Write	Write	Cover and write	Cover and write
vicious				
ambitious				
social				
crucial				
partial				
initial				
malicious				
unofficial				
according				
achieve				
				Total /10

1

SPELLING YEAR 5

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Activity Sheet
 Term 1 Set 1 Week 1

Name

The words below have a *sh* sound in the middle, but they are spelt very differently. Put the following words into groups of the same spelling pattern.

ambitious suspicious social partial special martial
 precious cautious confidential delicious fictitious official
 artificial nutritious essential vicious

Collect words that end in **-cious**.

Collect words that end in **-tious**.

Collect words that end in **-cial**.

Collect words that end in **-tial**.

Complete the sentences below using the words above.

This banana yoghurt has an taste.

My fruit bar is very

I'm very to curly fries.

My ice cream tastes

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SPELLING YEAR 5

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RVI

Harambe the Gorilla – BIG READ independent reading comprehension 22/09/2023			
WORD	Definition	Synonym	Antonym
Enclosure	An enclosure is an area of land that is surrounded by a wall or a fence and that is used for a particular purpose.		
Gawk	To gawk at someone or something means to stare at them in a rude, stupid, or unthinking way.		
Capacity	Captivity is the state of being kept imprisoned or enclosed.		
Incident	An incident is something that <u>happens</u> , often something that is <u>unpleasant</u> .		
Generate	To generate something means to cause it to <u>begin</u> and develop.		
Debate	A debate is a discussion about a <u>subject</u> on which people have <u>different views</u> .		
Exhibits	When a <u>painting</u> , <u>sculpture</u> , or object of interest is exhibited , it is <u>put</u> in a public place such as a <u>museum</u> or <u>art gallery</u> so that people can <u>come</u> to <u>look</u> at it. You can <u>also</u> say that animals are exhibited in a <u>zoo</u> .		

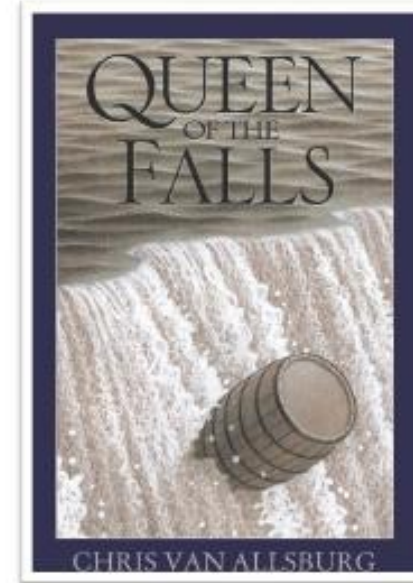
WRITING-PATHWAYS TO WRITE



Pathways to Write

Queen of the Falls

by Chris Van Allsburg



Year 5 *Pathways to Write*: Autumn 1

Additional texts:

Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women by Elena Favilli and Francesca Cavallo

PATHWAYS TO WRITE APPROACH

Pathways to Write approach

↪ Gateway

Hook the pupils into learning
Establish *Gateway keys*

↪ Pathway

Teach and repeat *Mastery keys*
Practise and apply in new contexts
Identify *Feature keys*

↪ Writeaway

Plan (sequence, section, share with a friend)
Write
Check against *Mastery keys*



Pathways to Write

AUTUMN ONE



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)• Use fronted adverbials• Use a variety of verb forms consistently and correctly• Organise paragraphs around a theme	<ul style="list-style-type: none">• Identify the audience for and purpose of writing• Organise paragraphs around a theme with a focus on more complex narrative structures• Use commas after fronted adverbials• Use commas to clarify meaning or avoid ambiguity in writing	<ul style="list-style-type: none">• Engage reader through use of description, feelings and opinions• Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)• Use rhetorical questions to engage reader• Use consistent 1st person• Write in consistent tense including progressive and perfect forms• Include the 5Ws – who, what, where, when, why and how

Developing vocabulary

Developing a rich and varied vocabulary is a key skill which supports all areas of learning.

Vocabulary falls into different categories:

Tier 1 – Day to day vocabulary usually spoken in the simplest form *e.g. bag, table, run, shop.*

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently *e.g. satchel, desk, sprint, grocery store.* They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Vocabulary to explore within this unit:

**NC Word List
– Years 5 and 6**

Developing Vocabulary

achieve
bruise
curiosity
desperate
disastrous
embarrass
especially
immediately

marvellous
muscle
opportunity
profession
queue
recommend
sacrifice
temperature

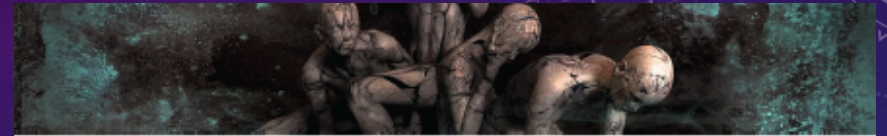
restless
fearless
outstretched
visible
cascading
plunge
pounding
hypnotised
survive/survival
adjusted
discombobulation
spectators

remarkable
locomotive
handkerchiefs
barrel
lecture halls
currents
downriver
shoreline
widow
rapids
waterfall

READING- TEACHING SKILLS AND FLUENCY

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



The Stone People

Who were the stone people? Where had they come from? Would they ever leave? We all had questions, the day they arrived, stomping over the distant hills, their porcelain joints scraping and grinding.

I remember I was doing nothing more interesting than eating a breakfast of marmalade on toast when the news broke on the wireless. The scratchy, broken voice of the anchor somehow seemed suddenly louder than before. The chilling news of our impending invasion, an unwelcome intrusion into my morning routine.

At the time, I wasn't scared. I was barely 10 and full of the invincibility that comes naturally at that age. These seemed like nothing more than a grand adventure waiting to be had. Nevertheless, I remember listening intently, my ear pressed against the warm gauze of the speaker. My older brother tried to wrestle me away, but our mother hushed him into silence.

"Here at Station 42, it is our understanding that these rocky rebels currently pose no threat to us. We estimate that there are two dozen in total and that they will be within the town inside an hour."

The rest of the show was to be filled with so-called "experts" discussing whether this was a political attack, and so I raced out of the house and grabbed my bike. There was only one place to cycle to, and judging by the tide of other children, all flowing in the same direction, we'd all had the same thought.

Our town sits in a bowl at the foot of tree-lined hills, so we had a perfect view of the summits as we headed out of the town along the main road. We'd been riding for maybe half an hour when we saw the formidable silhouettes crest the hills. Once they were all lined up along the ridge, they stopped, their arms dropped to their sides, and they stood still.

Another ten minutes' ride on our bikes and we were at their feet. They made no movement. Their eyes remained fixed on a point somewhere in the distance. One of the others tried to swing one of

MATHS



Curriculum Map: Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Reasoning with large whole integers		Integer addition and subtraction		Line graphs and timetables		Multiplication and division			Perimeter and area
	<ul style="list-style-type: none"> • Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M 		<ul style="list-style-type: none"> • Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies 		<ul style="list-style-type: none"> • Complete, read and interpret data presented in line graphs • Read and interpret timetables including calculating intervals 		<ul style="list-style-type: none"> • Identify multiples and factors • Investigate prime numbers • Multiply and divide by 10, 100 and 1000 (integers) • Derived facts • Illustrate and explain formal multiplication and division strategies such as short and long • Use a range of mental calculation strategies 			<ul style="list-style-type: none"> • Investigate area and perimeter of rectilinear shapes • Estimate area of non-rectilinear shapes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Fractions and decimals			Angles		Fractions and percentages			Transformations	
	<ul style="list-style-type: none"> • Read, write, order and compare decimals • Round decimals to the nearest whole number • Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) • Calculate fractions of amounts 			<ul style="list-style-type: none"> • Classify, compare and order angles • Measure a draw angles with a protractor • Understand and use angle facts to calculate missing angles 		<ul style="list-style-type: none"> • Add, subtract fractions with denominators that are multiples of the same number • Multiply fractions (and mixed numbers) by a whole number • Explore percentage, decimal, fractions equivalence 			<ul style="list-style-type: none"> • Coordinates in all four quadrants • Translation and reflection • Calculate intervals across zero as a context for negative numbers 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Converting units of measure		Calculating with whole numbers and decimals			2-D and 3-D shape		Volume	Problem solving	
	<ul style="list-style-type: none"> • Convert between metric units of length, mass and capacity and units of time • Know and use approximate conversion between imperial and metric 		<ul style="list-style-type: none"> • Mental strategies to add and subtract involving decimals • Formal written strategies to add, subtract and multiply involving decimals • Multiply and divide by 10, 100 and 1000 involving decimals • Derive multiplication facts involving decimals 			<ul style="list-style-type: none"> • Classify 2-D shapes and reason about regular and irregular polygons • Properties of diagonals of quadrilaterals • Classify 3-D shapes • 2-D representations of 3-D shapes. 		<ul style="list-style-type: none"> • Use cube numbers and notation • Estimate volume • Convert units of volume 	<ul style="list-style-type: none"> • Negative numbers and calculating intervals across zero • Calculating the mean • Interpret remainders • Investigate numbers: consecutive, palindromic, multiples 	

SCIENCE

Year 5



Module 1 Forces and mechanisms	Module 2 Properties and uses of materials	Module 3 Earth and space	Module 4 Plant and animal life cycles	Module 5 Separating mixtures and changing materials	Module 6 Human growth
1: What is the friction between different surfaces?	1: How can we compare and group materials?	1: What's in space?	1: How do flowering plants produce seeds?	1: How can we separate mixtures?	1: How do newborn babies turn into teenagers?
2: Why do objects fall at different speeds	2: Which materials did the builders use when constructing our school and why?	2: How do the planets move?	2: Do all plants have the same number of stamen?	2: What happens when we mix liquids and solids?	2: How do girls become women?
3: How does the size of the canopy affect the time it takes a parachute to fall?	3: Which liquid is the thickest?	3: How does the position of the Sun in the sky change?	3: How can we grow more plants without using seeds?	3: What makes a difference to how fast sugar or salt dissolves?	3: How do boys become men?
4: Does the shape of an object affect its movement in a liquid?	4: Who invents things?	4: What causes day and night?	4: How do chickens change over their lifetime?	4: How can we clean up contaminated water?	4: What is the human life cycle?
5: How can we lift a heavy load?	5: Can the same container keep cold things cold and hot things hot?	5: How does the Moon move?	5: Do all mammals have the same gestation period?	5: What makes a change non-reversible?	
6: How does the length of the lever affect the force needed to lift a load?	6: Which materials are absorbent, permeable or waterproof?	6: What patterns can we find in data about the planets?	6: How do amphibians change throughout their life cycle?	6: How much gas can be produced by a non-reversible change?	
7: How do gears work?			7: Do all insects go through the same life cycle?		

HISTORY/GEOGRAPHY



TOPICS:

- A1: History- The Victorians- Did the Victorians have an effect on our life today?
- A2 Geography- Study Environmental Regions of Europe (incl Latitude and Longitude)
- Why does the world have different time zones?

- Sp1: History Local Study – Mining
- What was the importance of mining in Doncaster?
- Sp2: Geography-Climate Zones and Economic Activity
- Does climate affect economic activity?

- Su1: History- Ancient Greeks
- What influence have the Ancient Greeks had on our life today?
- Su2: Geography- Greece

PSHE

Example units:

Why do we argue?

Who am I?

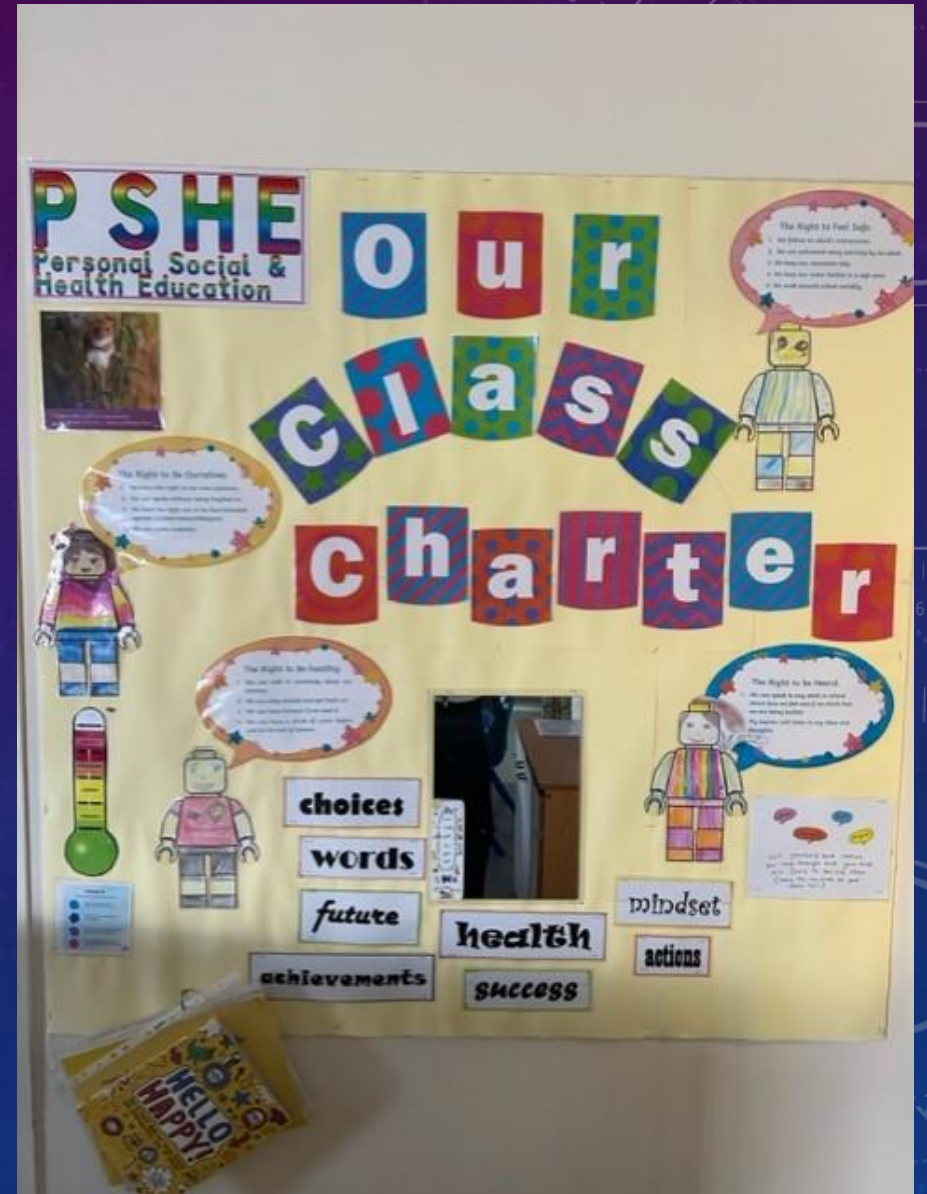
Is there such a thing as a normal family?

We are some people unkind?

Children's Mental Health Day

What are stereotypes?

How do I accept my friends for who they are?



FRENCH

- AS-TU UN ANIMAL? (Do you have a pet?)
- LA DATE (The date)
- QUEL TEMPS FAIT-IL? (What is the weather like?)
- LES ROMAINS (The Romans)
- LES JEUX OLYMPIQUES (The Olympics)
- LES VÊTEMENTS (Clothes)

RE



RE

<p>Hinduism What is the best way for a Hindu to show commitment to God?</p>	<p>Understanding Christianity - Concept: Incarnation Was Jesus the Messiah? Core Knowledge</p>	<p>Hinduism How can Brahman be everywhere and in everything?</p>	<p>Understanding Christianity - Concept: Salvation What do Christians believe Jesus did to save Human beings? Core Knowledge</p>	<p>Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>	<p>Christianity Link to UC Concept: God What is the best way for a Christian to show commitment to God?</p>
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ART

Art		
<p>Drawing</p> <p>This unit on perspective builds on previous units on tone, shade, hatching, cross hatching, a knowledge of light and shade and contour drawing to produce a "true" image.</p>	<p>Painting</p> <p>This unit builds on the knowledge and skills in using watercolour and powder paint effectively. This unit is an introduction to acrylic paint and the techniques associated with it.</p>	<p>Textile</p> <p>This unit builds on the children's skills and knowledge of textiles, use of applique, running and overstitch and simple use of dye, to use of batik, more complex stiches and use of embellishments.</p>

DT

<p>Textiles - combining different fabrics and shapes</p>	<p>Mechanical systems - Cams</p>	<p>Structures - Frames</p>
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COMPUTING

Programming 1: Music

Applying programming skills to create sounds and melodies leading to a battle of the bands performance.

Data handling: Mars Rover 1

Identifying some of the types of data that the Mars Rover collects and explaining how the Mars Rover transmits the data back to Earth. Children will read binary numbers, and understand binary addition as well as identifying input, processing and output on the Mars Rovers.

Skills showcase: Mars Rover 2

Learning about pixels and binary, creating a pixel picture and saving a JPEG as a bitmap to understand the transfer of image data. Children will learn about the 'fetch, decode, execute' cycle and its real-world applications while beginning to use 3D design tools.

PE- FRIDAYS

- Tag Rugby
- Dance
- Gymnastics
- Hockey Skills
- Tennis
- Athletics

TRIPS

