

Year 5

# Oakleigh House School



# Contents of our Year 5 curriculum

By the time pupils reach Year 5 they are more organised and show greater independence. With this in mind they are given responsibilities within school to help staff and the younger pupils.

Pupils will be set approximately 20 minutes' homework in addition to their reading.

## Homework

Monday: Grammar/Reading journal

Tuesday: Topic work

Wednesday: Spelling/ Reading journal

Thursday: Abacus Mathematics

Friday: Alternate Weekend Activity/ Written activity/ Reading journal

They are expected to complete their homework diaries independently and should ask you to sign it at the end of each week. Please also use the diary as a means of home/school communication. We are always available to see parents at a mutually convenient time.

For you, as a parent, it is quite useful to know the steps your child will take during his/her time in Year 5. Therefore, we have provided you with a detailed description of the contents of our curriculum.

## 1. English and Spoken Language

English in Year 5 is based on the National Curriculum 2014.

Through the use of a wide range of media and stimuli, our aim is:

- to develop higher order reading skills
- to use inference in order to develop reading comprehension
- to develop sentence structure and use more complex punctuation
- to extend independent fiction and non-fiction writing
- to develop independent spelling strategies
- to further extend written and spoken vocabulary

The English genres covered in Year 5 are:

- Novels by significant children's authors
- Traditional stories, myths, legends and fables
- Film narratives
- Instructions
- Persuasive texts
- Recounts
- Poetic styles
- Narrative poetry

### Spoken Language

Opportunities will be made across the curriculum for children to **speak aloud**, in groups or individually, to the whole class for a variety of purposes;

- to justify a personal viewpoint
- to present an argument and evaluate its effectiveness

### Reading

Reading should be an **enjoyable experience** and through regular, carefully structured practice, pupils will further develop fluency, expression and a greater understanding of texts. Each child will have regular opportunities to read aloud to an adult or to other children in pairs, small groups and to the whole class. They will be encouraged to assess their reading and develop an ability to justify reading choices.

Wherever possible we will base our English work around a class novel. This novel is usually chosen to fit in with one of the Literacy genres or the class topic. Examples of previous class novels are:

- 'Holes' by Louis Sachar,
- 'Kensuke's Kingdom' by Michael Morpurgo,
- 'The Boy in the Striped Pajamas' by John Boyne,
- 'Why the Whales Came' by Michael Morpurgo,
- 'Street Child' by Berlie Doherty and;
- 'Goodnight Mister Tom', by Michelle Magorian.
- 'Charlotte's web', by E.B.White

Children will be given the opportunity to **read as widely as possible**, selecting fiction books from school, home or a library, as well as being encouraged to read information books relating to school themes or topics of interest to them.

In Year 5 we still expect children to read at home regularly and encourage parents to share and enjoy their child's reading.



We have introduced a recommended reading list for Year 5. This list is a guide as pupils may prefer to bring in their own reading choices from home or a library. Either way, we encourage pupils to read at least two books each term as their independent reading book. Pupils will have an opportunity to discuss the books they have read and give recommendations to others.

### **Year 5 Recommended Reading List**

|  |                         |
|--|-------------------------|
| Artemis Fowl                             | Eoin Colfer             |
| The Spiderwick Chronicles                | Holly Black             |
| The Demon Headmaster                     | Gillian Cross           |
| Stig of the Dump                         | Clive King              |
| Narnia books                             | C. S. Lewis             |
| Snow Spider trilogy                      | Jenny Nimmo             |
| Tom's Midnight Garden                    | Phillipa Pearce         |
| The Secret Garden                        | Francis Hodgson Burnett |
| Utterly Me, Clarice Bean                 | Lauren Child            |
| Gangsta Granny                           | David Walliams          |
| Tales of a 4 <sup>th</sup> Grade Nothing | Judy Blume              |
| Pure Dead Magic                          | Debi Gliori             |
| Hugo Pepper                              | Chris Riddell           |
| The Three Legged Mummy                   | Vivian French           |
| Whale Boy                                | Nicola Davies           |
| Sky Hawk                                 | Gill Lewis              |
| Wolf Brother                             | Michelle Paver          |

|                          |                   |
|--------------------------|-------------------|
| The Dragonfly Pool       | Eva Ibbotson      |
| How to Train your Dragon | Cressida Cowell   |
| Soldier Dog              | Sam Angus         |
| The Hobbit               | J. R. R. Tolkien  |
| Children of Winter       | Berlie Doherty    |
| Goodnight Mister Tom     | Michelle Magorian |
| Silver Fin               | Charlie Higson    |
| The Last Wolf            | Michael Morpurgo  |
| War Horse                | Michael Morpurgo  |

## Writing

Children are encouraged to use **a neat and well-formed style of joined writing**, form their letters correctly, and begin to develop an independent cursive style.

**Presentation** of written work is considered to be of importance and the children are required to use a fountain pen or handwriting pen for most work.

We will give children the opportunity to **express themselves clearly**, to **expand their written vocabulary** and to **develop imaginative ideas** through:

### **Narrative and poetry studies**

- Story structures
- Character studies
- Changing the viewpoint
- Poetry and story writing in a particular style

### **Non-fiction**

- Writing play scripts
- Letter writing
- Diary entries
- News reports
- Instructional texts
- Persuasive writing
- Explanatory text

We aim to give children the opportunity to **develop spelling strategies** using phonics, word families, word patterns and key words. The **understanding of vocabulary** in context is an important part of this area of learning and children are encouraged to use a dictionary and thesaurus.

Children are encouraged to **make sense of what they are writing** and to check their own punctuation and grammar.

The work covered will include:

- full stops, capital letters, commas, question marks, exclamation marks, speech punctuation, colons and semi-colons
- use of apostrophes
- writing in coherent paragraphs
- adapting sentence construction
- synonyms and homonyms
- plurals
- conjunctions
- prefixes and suffixes

## 2. Maths

Maths is based on the National Curriculum. Our aim is to **give confidence and competence with numbers and measures**, using a wide range of resources and approaches, so we aim to develop:

- a good understanding of the number system
- accurate computational skills
- the ability to use mental arithmetic strategies
- a practical understanding of the ways in which information is gathered and presented in charts such as graphs and tables

The topics covered across each term throughout Year 5 are as follows:

| <b>Autumn</b>                      | <b>Spring</b>                    | <b>Summer</b>                |
|------------------------------------|----------------------------------|------------------------------|
| Place Value                        | Place Value                      | Add and Subtract Decimals    |
| Addition and Subtraction           | Addition of decimals             | Multiplication / Fractions   |
| Decimals percentages and fractions | Prime Numbers and Square Numbers | Multiply and Divide Decimals |

|  |   |                                   |
|--|---|-----------------------------------|
| 12 and 24 hour clock times               | Properties of triangles                   | Co-ordinates / 2D and 3D shapes   |
| Addition and Subtraction                 | Addition and Subtraction of money amounts | Addition and Subtraction          |
| Divisibility and Fractions               | Multiplication and Division               | Factors and Multiples / Fractions |
| Multiply and Divide by 10 and 100        | Fractions of Amounts                      | Multiplication and Division       |
| Measuring and Drawing angles             | Properties of Polygons                    | Perimeter / Area / Volume         |
| Decimals and Fractions                   | Mixed Numbers / Improper Fractions        | Percentages                       |
| Addition and Subtraction problem solving | Addition and Subtraction                  | Cube Numbers / Line Graphs        |

There is a Maths lesson each day which will include **daily oral and mental work** to secure strategies learnt and to promote rapid recall.

All lessons include differentiation to stretch the more able pupils and help the less able children reach their full potential.

### Number and the number system

- Order positive and negative numbers up to 1 million
- Use decimal notation for  $\frac{1}{10}$ ,  $\frac{1}{100}$  and  $\frac{1}{1000}$
- Multiplication and Division of HTU by U
- Multiplication of TU x TU
- Multiply and divide by 10, 100 and 1000
- Round numbers with 1 or 2 decimal places
- Extend mental calculations
- Develop relationship between  $+$  -  $\times$   $\div$
- Add several numbers together mentally
- Know by heart all times tables to 10
- Use doubling and halving
- Find factors and multiples
- Extend written methods to include long division and multiplication

### Solving Problems

- Solve Maths problems and puzzles
- Use all four operations to solve problems
- Explain methods of reasoning
- Recognise patterns and relationships in number

### Measures, Shape and Space

- Convert units of measure
- Measure accurately in mm, ml, g
- Understand area in  $\text{cm}^2$  and use formula
- Read 24-hour clock and use timetables
- Recognise properties of polygons
- Recognise properties of polyhedra
- Recognise perpendicular and parallel lines
- Recognise angles and measure in degrees



### Data Handling

- Discuss chance and likelihood
- Collect data and represent in a suitable format
- Interpret data in tables, charts, graphs and diagrams.

## 3. Science

In our Science teaching we aim to **stimulate and excite our children's curiosity** about the world around them.

Lessons will include **practical experience**, an exchange of ideas, introduction of scientific methods and creative thoughts.

The lessons will be backed up with written work, diagrams and graphs.

The topics covered in Year 5 include:

#### Term 1:

Life Cycles of plants and animals (Trip to The Botanical Gardens of Wales)  
Human life cycle and development

#### Term 2:

Earth and Space



**Term 3:**

Properties and changes of materials

Forces



## 4. Topic

Topic is studied through five different topics covering aspects of **History, Geography, Religious Education and Citizenship**. The History topics are now taught in chronological order through Key Stage 2 and each year group will also study an ancient civilization.

Each term there will be an opportunity for a Humanities based class visit; for example, to Pembroke Castle, Big Pit and Blaen Avon Iron Works.

The Humanities topics in Year 5 include:

**Term 1:**

Tudors

**Term 2:**

The Industrial Revolution

**Term 3:**

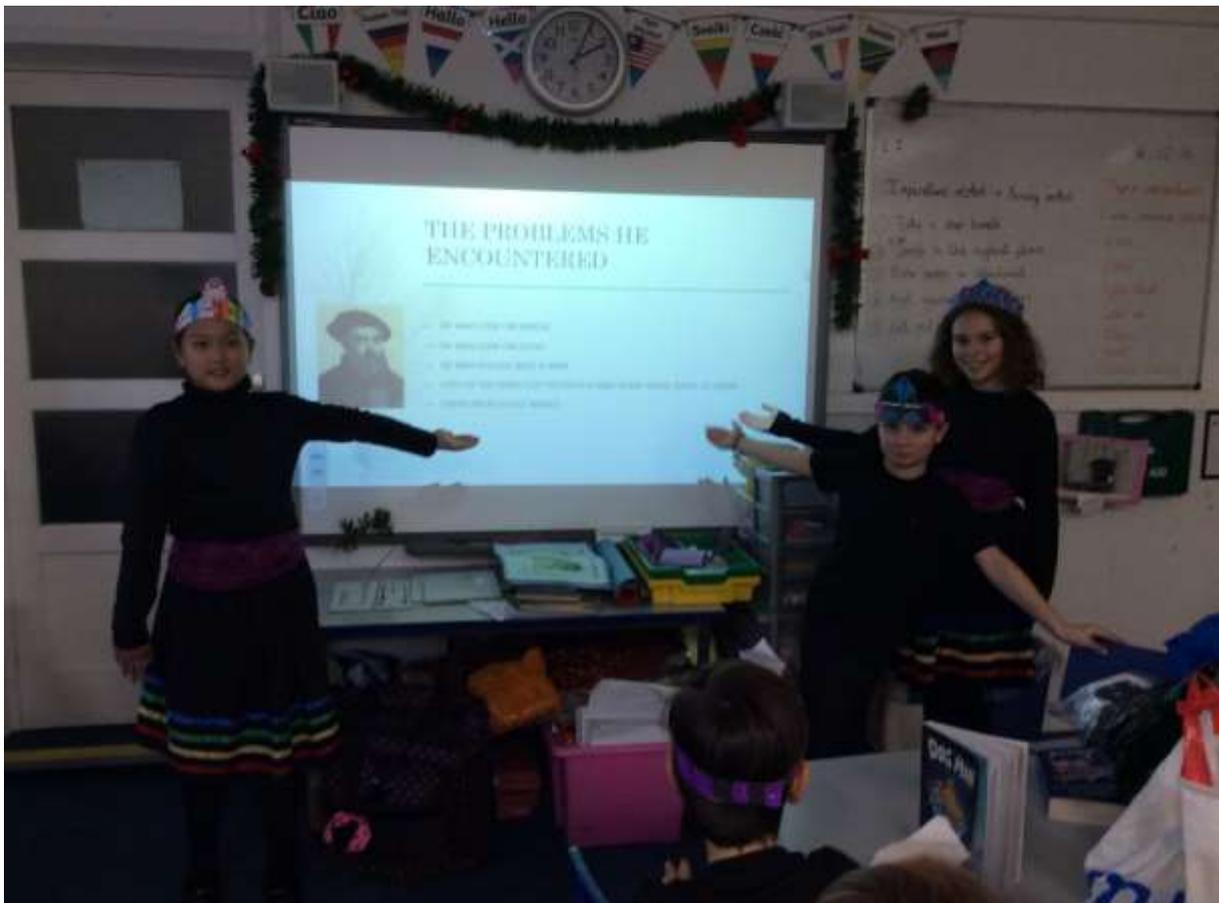
The Ancient Greeks



## 5. Computing

In our computing lessons we aim to give our children **further experience and confidence with word processing and presentation skills**. We will use the computers for research and presentation of work across the curriculum, as well as for **specific skills lessons**. This work includes:

- Graphic modelling
- Analysing databases
- Spreadsheets
- Inserting formulae
- Controlling devices
- E-Safety
- Programming / Coding
- Purple Mash



## 6. Design Technology

Design technology lessons will be incorporated in the art and design lessons with cross-curricular and thematic links.

We aim to prepare pupils to **participate in our rapidly changing technologies**, to learn to think creatively and become problem solvers.

## 7. Spanish

We feel it is important for children to have the experience of learning a foreign language.

The children are taught Spanish on a weekly basis. The children not only learn the language but also find out about the culture and country of Spain.

## 8. Physical Development

We aim to **develop the pupils' confidence and competence** across a range of physical skills. We give the children the opportunity to be competitive and to face different challenges as individuals and in teams.

The children have two extended morning games lessons each week. Games lessons take place at the university sports centre where we can make use of the fantastic AstroTurf pitches, the indoor gym and the indoor and outdoor athletics facilities.

Weekly swimming lessons are provided and athletics, dance, rounders, cricket lessons and tennis.

The emphasis is on the team sports of hockey, netball, rugby and football during the first two terms.

The children will also use the skills they learned in Years 3 and 4 to compete against other schools in sports matches.



## 9. Music

Music has a strong tradition at Oakleigh House School. All pupils participate in the annual Christmas production and at many other musical events throughout the year both internally and externally. Pupils are able to begin individual instrumental lessons from Year 1 upwards. Participation in instrumental groups and Chamber Choir is encouraged, to support skills development in curriculum and peripatetic lessons.

Year 5 pupils enjoy one curriculum music lesson per week where they to participate in the following musical activities;

- Singing
- Performing on tuned and un tuned percussion
- Recognising basic music elements whilst listening to music
- Working together in small groups
- Responding to music through movement
- Understanding basic musical notation

### **Year 5 pupils study music through the following themes throughout the year:**

- 'Space' Minimalist musical patterns – 'The Planet Suite' by Holst
- Skill builders – developing skills in beat, rhythm and pitch
- Ancient Egypt – Exploring pitch
- At the movies – Exploring Composition

## 10. Drama

Drama is an essential ingredient and has a well-established place in the curriculum of Oakleigh House School. It is recognised as a subject that benefits the children through the development of social skills, confidence and the enhancement of their listening and communication skills.

Drama allows children to be creative and participate in a wide range of performance based activities. They have the freedom to create individually or as part of a group, explore characters and worldwide issues, convey narrative, tell stories, look at themes and experience emotions within the context of a play or musical.

Drama work in year 5 will continue to build on methods introduced in previous years however the expectations will be higher. At this level we encourage the children to analyse their own work and provide feedback and constructive criticism.

Work is based around methods such as:-

- Games
- Story telling
- Mime and Movement
- Characterisation
- Hot seating
- Role play and Improvisation
- Scripted work
- Performance – All children have the opportunity to perform to a wider audience.



The children also have the option to develop their skills in small group **peripatetic speech lessons**.

## 11. Art and Design

Art lessons will be a process of learning to help develop the children's capacities to think, imagine, plan, design, invent and produce in two and three dimensional media including new ideas. They will use skills they have already experienced and develop greater maturity and style in the use of different mediums and techniques.

Outdoor visits for sketching purposes will be arranged for children to have a firsthand observation of their surrounding environment. They will explore a wider variety of mediums such as charcoal and acrylic paints and discover how these are combined and organised for different purposes.



## 12. Assessment and Reporting

In Key Stage 2 we use both formative and summative assessment to evaluate pupils' progress and plan for future learning.

## Formative assessment

Pupils are assessed on a daily and weekly basis with class teachers making judgements on pupil progress. For example, in English we use marking ladders and success criteria to evaluate extended writing. Pupils are encouraged to participate in self and peer assessment.

## Summative assessment

In line with Cognita Schools and the New National Curriculum, all Key Stage 2 pupils will complete the GL Progress Tests in Mathematics and English at the end of each academic year.

## Reporting

Interim target reports are issued at the end of the autumn term. Parents' meetings take place each term and comprehensive end of year reports are issued at the end of the academic year.

## Conclusion

Your children are good ambassadors for school and so they need to wear correct school uniform with a blazer to and from school every day and the correct games kit for their games sessions.

Our School Week

|               |           |
|---------------|-----------|
| School opens  | 8 a.m.    |
| School starts | 8.45 a.m. |
| School ends   | 3.40 p.m. |

|                            |                    |
|----------------------------|--------------------|
| Registration is between:   | 8.45 and 8.50 a.m. |
| Staff will be on duty from | 8.30 a.m. onwards. |

We will meet at the beginning of term and thereafter we will update you on your child's progress through Parent's Evenings and reports.

Should you have any concerns please contact me and I will do my best to solve any problems.

We look forward to a happy, productive and successful year.

Hayley Forbes-Davies

Peter Griffiths