

# Welcome to Year 5

Miss Westwood – Class Teacher

Mrs Wilkinson – LSA Tuesday, Thursday Friday

Mrs Creighton – LSA Monday, Friday

Mrs Ridgeway – LSA Wednesday, Friday

Email – [year5@cpa.dsat.education](mailto:year5@cpa.dsat.education)

# Weekly Timetable Example

	8:40-8:45	8:45 – 9:25	9:25- 10:25	10:25 – 10:40	10:40 – 11:40	11:40 – 12:15PM	12:15PM- 1:15PM	1:15PM - 2:15PM	2:15 – 2:45	2:45PM – 3:00PM	3:05 PM– 3:15pm
<b>Monday REGISTER</b>		Reading	English	B	Maths	My happy Mind weekly lesson/ Handwriting	L	History	Music	<b>ASSEMBLY</b>	Hometim e/ Reading for pleasure
<b>Tuesday REGISTER</b>		Reading	PE	R	Maths/ English alternate weeks	PSHE / MATHS Meeting	U	Science			Hometim e/ Reading for pleasure
<b>Wednesday REGISTER</b>		Reading	English	E	Maths	Maths meeting/ Handwriting	N	PE 1:15-1:45	Computing 1hr		Hometim e/ Reading for pleasure
<b>Thursday REGISTER</b>		Reading	English	A	Maths	Religious Education	C	French	Art		Hometim e/ Reading for pleasure
<b>Friday REGISTER</b>		Reading	English	K	Maths	Handwriting / retrieval  12pm – 4 operations	H	Arithmetic test Reading fluency Times table challenge			Hometim e/ Reading for pleasure

# Reading – Pathways to Read, VIPERS AND Big Read

## Alternate weeks



**Pathways to Read**

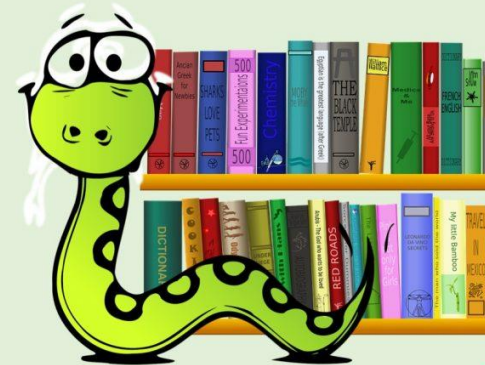
*Good Night Stories for Rebel Girls*

by Eleni Favilli and Francesca Cavallo



### Reading Vipers

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise



Unit focus: The Titanic  
Text focus: Newspaper

## STAGE 5

### Iceberg Disaster

April 16th, 1912

At just after 2am yesterday morning, tragedy struck on board the RMS (Royal Mail Steamer) Titanic ocean liner. Owned and operated by White Star Line, the ship ran into difficulties just before midnight when it struck an iceberg south of Newfoundland, Canada.

The luxury steamship had set sail from Southampton five days earlier, on the 10th of April. It had picked up additional passengers at Cherbourg, France and Queenstown, Ireland before setting off for New York with approximately 2,200 passengers and crew on board.

Billed as being unsinkable, work began on the Titanic in the shipyards of Ireland in 1909. Urged on by competition with Cunard, White Star decided to push the limits of human achievement and create one of the largest ships in history. From stern to bow, the vessel was 883 feet long and was divided into 16 compartments. They were long considered to be watertight, and tests indicated that the ship could stay afloat with four of these filled with water. It is perhaps this hubris that led to the tragedy that unfolded— early reports are that the impact with the iceberg tore a hole in no fewer than five of the compartments.

Not every passenger on the Titanic enjoyed the same luxurious accommodation. Whilst those in first-class enjoyed such delights as a private swimming pool, squash courts, a barbershop and a reading room, those down in third class we crammed into rooms of ten people and forced to share a sink and mirror. Food was served in a communal dining room three times a day. Between all 700 third-class passengers, there were two baths. It is perhaps

unsurprising that the third-class passengers, who were situated at the bottom of the boat, appear to make up the majority of the dead.


Early reports are telling us that over 1,000 of the 2,200 souls have perished—contrary to what some newspapers are reporting. We have seen stories in some outlets that say all souls were saved; we are saddened to report that this is definitely not the case.

Almost as soon as the ship struck the iceberg, Captain Edward John Smith sent out a distress signal. They would have known almost immediately that the situation was dire and that they had, at most, a few hours to save those on board.

The first ship on the scene was the RMS Carpathia, owned and operated by White Star's competitor, Cunard. Reports from the Canadian coast seem to suggest that it didn't arrive until an hour after the Titanic had slipped below the surface, leaving hundreds of people floating in sub-zero degree water. Those who had made it to the lifeboats are said to be safely on board various rescue vessels, though confirmation of this will arrive in the coming days. One worrying report suggests that the ship was only fitted with 20 lifeboats, enough for fewer than half of the people on board.

If that is the case, and other rumours of lifeboats being sent out half-filled are also true, then there will be serious questions to be answered in the coming days and weeks.

© 2019 Literacy Shed  
www.literacyshed.com



# Pathways to Read

## Pathways to Read teaching sequence

### ↔ **Predict**

Predict what might happen from details stated and implied (2e)

### ↔ **Clarify vocabulary**

Explore the meaning of words in context (2a)

### ↔ **Read and retrieve**

Retrieve, record and present information (2b)

### ↔ **Read and explain: Mastery focus**

Summarise the main ideas from more than one paragraph (2c)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)

- Identify and discuss themes and conventions (2d)
- Distinguish between fact and opinion (2d)

Identify how language, structure and presentation contribute to meaning (2f)

Evaluate authors' language choice, including figurative language (2g)

Make comparisons within and across books (2h)

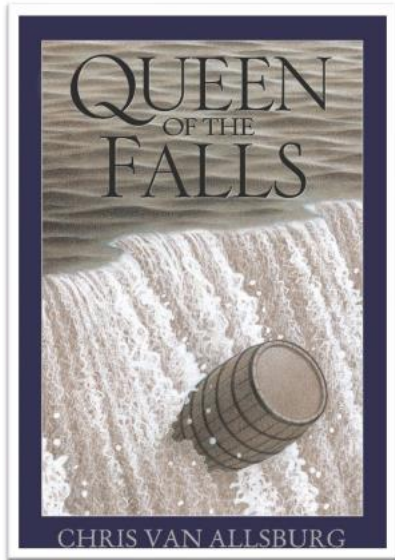
# English



Pathways to Write

## Queen of the Falls

by Chris Van Allsburg



Year 5 Pathways to Write: Autumn 1

### **Writing outcome:**

To write a series of diaries about significant events in Annie Edson Taylor's life

### **Greater depth writing outcome:**

To write a series of diaries about significant events in Annie Edson Taylor's life including her viewpoint on other characters *e.g. Frank Russell or Fred Truesdale*



## Pathways to Write keys

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

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

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

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

<b>Module 1</b> <b>Forces and mechanisms</b>	<b>Module 2</b> <b>Properties and uses of materials</b>	<b>Module 3</b> <b>Earth and space</b>	<b>Module 4</b> <b>Plant and animal life cycles</b>	<b>Module 5</b> <b>Separating mixtures and changing materials</b>	<b>Module 6</b> <b>Human growth</b>
<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>	<p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>describe the changes as humans develop to old age</p>



# History and Geography

Autumn 1 – History – The Victorians

Autumn 2 – Geography - Study Environmental Regions of Europe  
(Latitude and longitude)

Spring 1 – History – Local study (Mining)

Spring 2 – Geography – Climate Zones and Economic Activity

Summer 1 – History – Ancient Greeks

Summer 2 – Geography - Greece

# PSHE / My Happy Mind

Year 5	<p>Meet your brain  <u>Fa3) Is there such a thing as a normal family?</u>            7</p>	<p>Celebrate</p> <ol style="list-style-type: none"> <li><u>C1) What is prejudice?</u></li> <li><u>C2) What is the history of prejudice?</u></li> <li><u>C3) What should I do if I encounter prejudice?</u></li> </ol>	<p>Appreciate</p>	<p>Relate</p> <p><u>Os1) Control and consent [S1] &amp; Os2) Protecting our identity [P1]</u></p> <p>2.<u>Os3) Meeting strangers online [P4] &amp; Os4) Personal Information, terms and conditions [C2]</u></p>	<p>Engage</p> <ol style="list-style-type: none"> <li><u>3. Look after it- L1</u></li> <li><u>4. Critical consumers- L2</u></li> <li><u>5. Value for money and ethical spending -L3</u></li> </ol>	<p>Fiver challenge - Enterprise</p>
--------	--	---	-------------------	---	---	-------------------------------------



# Computing

	Computing systems and networks – search engines – google	Programming 1 – programming music – scratch	Data handling – mars rover 1	Programming 2 – <u>Microbit</u>	Creating media – stop motion	Online safety
--	--	---	------------------------------	---------------------------------	------------------------------	---------------

A good search engine to use at home is Kiddle.  
Child friendly search engine

# French

Year 5

Phonetics lesson 3 (C) &  
Do You Have A Pet? (I)

What Is The Date? (I)

The Weather (I)

Habitats  
or Romans (I)

Olympics (I)

Clothes (I)

# Religious Education

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

# Art and DT

Art		
Drawing	Painting	Textile
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.	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.	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.

Textiles - combining different fabrics and shapes	Mechanical systems - Cams	Structures - Frames
---	---------------------------	---------------------

# PE

Every Tuesday AM – To wear PE kit to school and uniform for afternoon.

Every Wednesday PM – School uniform and PE to get changed into

Swimming to start after Christmas – Tuesday also.

# School trips

