



Year 5

# Information Evening

# Staff

**Mrs Yates**  
Year 5 Teacher



**Miss Walker**  
Year 5 Teaching  
Assistant



**Mrs Maddison**  
Head Teacher



**Mrs Lennon**  
Deputy Head Teacher



**Miss Fogg**  
Assistant Head Teacher



# The School Day

The gates open at 8:45 and the children can come straight to the Year 5 classroom. They come in through the gate towards the field and turn right. The Year 5 classroom is the second on the right.

There are pegs in the classroom for their coats and lockers are outside the classroom for them to store their bags. They share a locker with 1 or 2 others. Packed lunches are stored on a trolley in the street/hall. After lunch, they are put on their lockers ready to go home. Children will also need to bring a water bottle to school each day.

The school day ends at 3:20. Children should be collected from the school gate or can walk home by themselves if an email or letter has been sent to school confirming these arrangements.

# Daily Routines

## Mornings

- Monday & Friday assemblies
- English
- Whole class reading or class novel
- Grammar, punctuation & spelling
- Maths
- Arithmetic & multiplication tables

## Afternoons

- We Love to Read & class novel
- Wider curriculum subjects
- Tuesday, Wednesday & Thursday assemblies

# Daily Routines

## Playtimes

- 10:30-10.45 with Years 4, 5, 6.
- Two playtimes each week will be on the MUGA.
- Children are welcome to bring in a nut- & sesame-free, healthy snack (e.g. fruit or vegetables).
- Children should bring water in each day &, as a minimum, they will be encouraged to use play- and lunchtimes for drinks, as well as toilet trips.

## Lunchtimes

- Our lunchtimes run from 12:00-1:00.
- We run a family system, where each family of children from across the school eats and plays together.
- At lunchtimes, the children can play across all of our areas.



# Uniform

- Our school colours are royal blue, white and grey.
- Branded items can be purchased from Brigade. However, **no branded items are compulsory.**
- Uniform expectations:
  - Royal blue sweatshirt or cardigan
  - Grey skirt, pinafore, trousers or shorts
  - White polo shirt
  - White or grey socks/black or grey tights (with skirts or pinafores)
  - Sensible black shoes (no high heels or trainers)
  - Blue and white gingham dress
- Please make sure that all jumpers, cardigans, coats, hats and gloves are named.

# Uniform

- Jewellery: For reasons of health and safety, jewellery is not to be worn at school. In those cases where children have pierced ears and need to wear earrings to school then these should be one set of single studs only. Smart watches should not be worn in school. Simple analogue or digital watches are permitted, but should not be used as a distraction.
- Hair: Children should have smart hair cuts. Radical designs and hair dye are strongly discouraged.
- Make Up: It is not appropriate for children to wear make-up or nail varnish.
- We aim to avoid designer products (bags, coats, water bottles).

# PE

- **Thursday** is the Y5 PE day.
- Children should come to school in their PE kit.
- They will need appropriate clothing for the weather (sunhats for warm weather, waterproof coats and hats for cold weather).
- All jewellery must be removed before PE. If your child is wearing earrings, please ensure that they can remove their own or that you provide plasters to cover them.
- Please avoid fashion, branded or patterned sportswear.
- Please make sure that all hoodies are labelled with your child's name.



White T-shirt  
(available with school logo)



Royal blue shorts



Royal blue hooded sweatshirt (available with school logo)



Long, plain jogging bottoms or leggings



Trainers



# National Curriculum

- English (reading, writing, spelling, handwriting)
- Maths
- Science
- Computing
- Music
- PE
- PSHE
- RE
- Science
- Geography
- History
- Art & Design
- Design & Technology
- French

# Reading Expectations

## Word Reading

Decode unfamiliar words, choosing an appropriate strategy e.g. by saying syllables; using knowledge of prefixes, roots and suffixes, grammatical functions and analogy.

Read Year 3/4 and some Year 5/6 statutory words with accuracy and automaticity.

# Reading Expectations

Within age-appropriate texts that they can read themselves:

## Fluency

Read at 90% accuracy.

Read at a rate that supports understanding (**130-154 WCPM**).

Read in meaningful phrases and clauses.

Use more sophisticated punctuation as a guide of when to pause, including parenthesis, and recognise where this may affect expression.

Read with effective expression, including varying volume and intonation that reflects the meaning of the text and begin to show awareness of when to change pace, emphasis and tone.

# Reading Expectations

**In order to develop a deep understanding of the texts read by themselves and with adults, children will need to be able to:**

## Comprehension

Use a range of strategies to self-monitor and correct inaccuracies in comprehension, including responding to and posing a range of questions.

Activate prior knowledge before, during and after reading to decide what is important in a text.

Summarise some of the main events/information from a text, making links within and across sections.

Infer meaning from texts, including those that include new ideas and values, through making connections to own lives, other texts and their knowledge and understanding of the world.

Draw on their knowledge of a wide range of language and vocabulary, to demonstrate an understanding of the varied uses of words and make further inferences linked to the text.

Have knowledge of the structure of a wider range of fiction and non-fiction texts, using this to support overall understanding.

Understand the meaning carried by sentence structures, including grammar, punctuation and syntax.

Develop and amend mental representations based on connecting prior knowledge, interpreting new clues, revelations or additional information.

# Writing Expectations

## Transcription

Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.

Spell the Year 3/4 statutory words mostly correctly.

Spell the taught Year 5/6 statutory words mostly correctly.

Begin to maintain legibility in joined handwriting.

Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.

# Writing Expectations

## Sentence Structure

Use brackets, dashes and/or commas to indicate parenthesis.

Use commas to mark the boundary between a subordinate clause and a main clause.

Use commas for clarity mostly correctly.

Use speech punctuation accurately, including before and after a reporting clause.

Use relative clauses to extend sentences.

Use verb tense, person and subject-verb agreement consistently and correctly, matching the purpose of the writing.

# Writing Expectations

## Composition

Write both narrative and non-narrative pieces for a wider range of purposes and audiences, including appropriate language, structure and organisation features to aid the reader.

Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.

Describe settings and characters, and create atmosphere, through carefully chosen descriptive and figurative language.

Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.

Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.

Use dialogue purposefully to move events forward and/or provide information about characters.

Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.

Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.

Begin to evaluate and redraft sections of writing in order to enhance and improve.

# Writing Expectations

**It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.**

## Greater Depth

Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.

Make some choices about:

- the organisation, structure and content of writing
- the use of formal and informal language and grammar features
- the manipulation of grammar and language for effect and context
- the use of written language structures, as well as those that mirror spoken language
- when to use additional punctuation to avoid ambiguity or for effect

to show a clear and consistent individual writer's voice, which reflects purpose and audience.

Use the language and techniques found in wider reading to enhance writing.



# Maths Expectations

<b>Autumn</b>	Place Value (3 weeks)	Negative Numbers (1 week)	Position & Direction (2 weeks)	Addition & subtraction (3 weeks)	Multiplication & Division (3 weeks)	Perimeter & Area (2 weeks)	Assessment (1 week)
<b>Spring</b>	Volume (1 week)	Multiplication & Division (2 weeks)	Fractions (6 weeks)		Statistics (1 week)	FDP (3 weeks)	Assessment (1 week)
<b>Summer</b>	Decimals (2 weeks)	Measurement (2 weeks)	Geometry (3 weeks)	Statistics (1 week)	Time (1 week)	Consolidation (1 week)	Assessment (1 week)

Number

Assessment / Revision

Measurement

Geometry

Statistics

# Maths Expectations

- Read, write, order, compare and know place value of numbers to 1,000,000
- Add and subtract numbers mentally and using formal written methods
- Multiply / divide numbers mentally using known facts and use formal written methods
- Compare and order, add and subtract fractions
- Convert between and compare fractions, decimals and percentages
- To find the perimeter and area of rectilinear shapes
- To round to a given value
- To translate and reflect points/shapes on a grid
- To measure, draw, and calculate angles on a straight line and around a point
- To identify factors, multiples, prime, square, and cube numbers

# Maths Expectations

















































**1** Use the place value counters to complete the calculations.

a)

H	T	O
100 100	10 10 10 10	1
100 100	10 10 10 10	1
100 100	10 10 10 10	1

		2	4	1
	×			3
		<hr/>		
		<hr/>		

b)

x	   	 
	   	 
	   	 
	   	 
	   	 
	   	 
	   	 

		4	2
	x	3	3

c)

H	T	O
100 100 100 100	10 10	1 1 1 1 1 1

	3	4	2	6

7 Here are the ingredients for making a large cake.



Butter  $1\frac{3}{8}$  kg  
Sugar  $1\frac{5}{16}$  kg  
Self-raising flour  $2\frac{1}{4}$  kg  
6 eggs

a) How much flour is needed for three cakes?

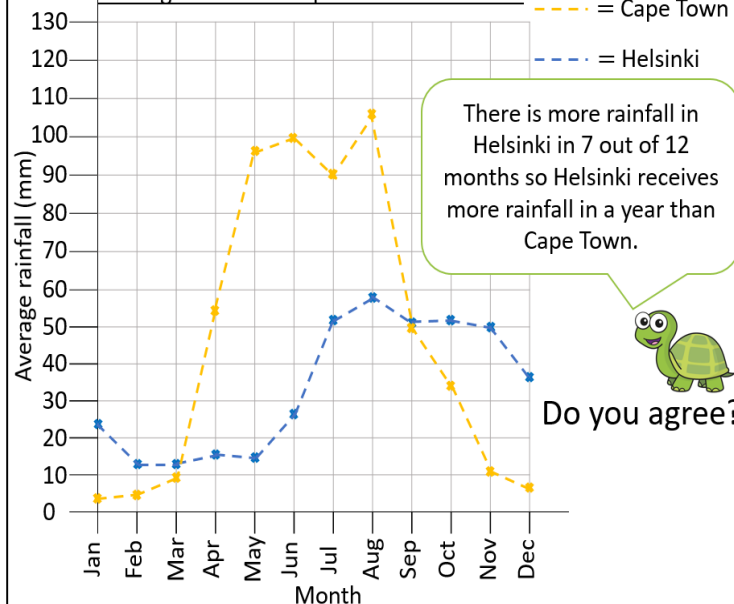
b) Dora makes four cakes.

How much more butter does she use than sugar?

kg

Reasoning

Average rainfall in Cape Town and Helsinki



There is more rainfall in Helsinki in 7 out of 12 months so Helsinki receives more rainfall in a year than Cape Town.



Do you agree?

# The Wider Curriculum

Swimming

Space

Rock n roll  
dance

The North  
East

Rivers

Rounders

Life Cycles

Word  
processing

Singing in  
harmony

Anglo-Saxons

Observational  
Drawing

Hockey

Rainforests

Playing and  
composing

Changes in  
materials

Forces

Vikings

A more detailed overview will be added to the school website and emailed each term.

# Homework

Homework is handed out on **Monday** and is expected to be returned on **Friday**.

A new spelling rule will be given to the children on Monday. This will be practised **five** times in school through different activities. There will be a spelling quiz on a Friday – this will include 4 words from the given list, 2 using the same spelling pattern, 2 of the year group words and 2 words from previous weeks.

Most weeks, there will be an arithmetic homework or reading homework too. Children should be capable of completing their homework independently. Please encourage your child to complete their homework before the day it is due in – then if they need support, they can ask at school. There will also be a document for supporting your children with their spelling available to take away.

The children are also encouraged to use Spelling Shed and Times Tables Rock Stars for additional practice. They should know their logins for these but will also be given a reminder at the beginning of the year.

# Reading

- All children are expected to read at least **three** times per week at home.
- Children are welcome to choose their own books from our bookshelf or from the library, and can change it whenever they finish.
- Children can record their own reading. Please can an adult check this and sign it off before reading records are checked each week. Reading records will be checked every **Friday**.
- Children will also read in school throughout the week so please ensure their reading book and record are in their bags each day.
- Children who have read **three** times will receive a bookworm treat and their names will be entered into our half-termly raffle to receive a book token.

# Independence

In order for children to develop our core values of resilience and ambition, we have certain expectations of what they should be able to do independently by the end of the year. We appreciate your ongoing support of these skills outside of school.

Year Four	<ul style="list-style-type: none"><li>• Try a solution before giving up. 'I can't' is not used.</li></ul>	<ul style="list-style-type: none"><li>• Use a range of strategies before asking teacher for help, e.g. peer support</li></ul>	<ul style="list-style-type: none"><li>• Follow multistep instructions given by teacher without the need to 'double check'</li></ul>	<ul style="list-style-type: none"><li>• Bring homework back on time and completed</li></ul>	<ul style="list-style-type: none"><li>• Check through answers to assessments thoroughly.</li></ul>
Year Five	<ul style="list-style-type: none"><li>• Take responsibility and have pride in their own appearance, including their work</li></ul>	<ul style="list-style-type: none"><li>• Support others when the need arises, using own initiative</li></ul>	<ul style="list-style-type: none"><li>• Keep classroom resources ready to use and ensure that they are tidied away afterwards</li></ul>	<ul style="list-style-type: none"><li>• Hand in homework which may have different deadlines during the week.</li><li>• Ensure they collect their own homework if they were absent on day it was issued</li></ul>	

# Trips and Experiences

- To help to encourage the children to become independent, we are going to be providing a variety of clubs and experiences.
- In Year 5, some of our trips will include:
  - Trip to Durham Cathedral on the train
  - An overnight stay in a local city
- One of our enrichment experiences will link to enterprise. The children will run their own activities to fundraise for one of their trips in each year group.

## Our 'Independence Away From Home' Progression

Reception and Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
An extended day experience	An after-school club	An evening in school	An overnight stay off-site	A multi-day residential (activity centre)	An overnight stay (in a city close to Darlington)	A multi-day residential (in a city further afield)



# Keep Up to Date

- You can find out more information about what the children are up to in school through our social media accounts.
- We also add termly information about the children's learning on the class pages on our school website:

[www.hurworthprimary.com](http://www.hurworthprimary.com)



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Curriculum by Year Group

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



Any questions?