



Year 5 2021-22 Curriculum focus

We are thrilled to welcome the children into Year 5, where they will have the chance to participate in a range of exciting learning experiences and make lifelong memories with their friends.

As the children are now in upper key stage two, they will be encouraged to become more independent members of our Ling Moor family. With this in mind, the children will be expected to take on more responsibility for their own learning and organisation. This includes: presenting their work beautifully, working hard and completing their homework on time and to a high standard.

The four clear strands to our school curriculum are:

The Ling Moor Family – offering the children the well-being, sense of community, warmth and support they need to feel safe and supported.

Ling Moor Learning – ensuring that the children are able to quickly and confidently re-launch in class learning behaviours full of enquiry and engagement.

Core learning skills – making sure that the core learning they will need to access their upcoming year group is in place.

Achieve and Aspire – your role in supporting us with learning at home and ensuring that your child demands high attainment and has high aspirations. In each section you will see a reference to the learning that must continue to take place at home in order for your child to achieve their best.

Year 5 experiences and events

- Tudor experience day
- Bikability
- Learning a musical instrument
- Outdoor learning
- Sports day
- Year 5/6 performance

Curriculum content

- PE DAYS – TUESDAYS and WEDNESDAYS
- Biomes and Climate Zones (Term 1)
- Ancient Greeks (Term 2)
- Maps and Ocean Currents (Term 3)
- The Tudors (Term 4)
- South America (Term 5)
- Aztecs and Mayans (Term 6)

Key writing skills

Within writing, there will be high expectations of key spellings, fluent handwriting and what we would describe as basic punctuation. Alongside this, we will focus on the following:

in narratives, describe settings, characters, atmosphere
begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
select vocabulary and grammatical structures that are appropriate for the audience and purpose - correct sentence types, tenses, a range of verb forms, relative clauses
in much of their writing begin to use a range of devices to build cohesion within and across paragraphs - e.g. conjunctions, adverbials of time and place, pronouns, synonyms
use verb tenses consistently and correctly throughout most of their writing

use the range of punctuation taught up to and including Y5 mostly correctly - commas separating clauses, punctuation for parenthesis

Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge of how to use these writing conventions to deliberately affect the reader. For example writing to create a different mood, writing to create tension, writing for different audiences

How you can help at home: Encourage daily reading. Mini writing tasks/ improving sentences using <https://www.pobble365.com/> Rehearse spellings

Key maths skills

Within our maths learning, we will continue to have high expectations of...

recall of key fluency knowledge including times tables, addition facts, double and halves to 100 and multiplying and dividing by 10, 100 and 1000

reading numbers up to 7 digits and understanding the place value of each digit

accurate strategies for all 4 operations including accuracy in using formal written methods with whole numbers

recalling, using and applying knowledge of fractions. Especially equivalent fractions and converting between improper fractions and mixed numbers

Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge by being able to reason and spot connections where their learning is presented in unfamiliar contexts

How you can help at home: Regular practice of recall of fluency facts. Encourage and support with the weekly homework.

Key reading skills

Within reading we will continue to have high expectations of ...

reading fluency use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear

accurately summarise the main ideas from more than one paragraph in fiction and non-fiction texts

discuss and evaluate grammatical features used by the author (e.g. rhetorical questions, varied sentence lengths, varied sentence starters) to impact on the reader

discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader

discuss and evaluate how the structure and presentation in a range of texts can contribute to meaning

draw many inferences from different points in the text (e.g. characters' feelings, thoughts, motives) and justify with evidence to support reasoning

make many plausible predictions that are securely rooted in the text

Going Deeper: : For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge by applying the PEE (point/evidence/explanation) technique to answer inference questions in detail. As well as 'reading as a writer' and applying authors techniques for effect to their own writing.

How you can help at home: Regular reading practice and comprehension activities using My Book Blog