

Ling Moor Primary Academy

Year 5 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.

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Priory Star

In Year 5 and 6, the children have the opportunity to apply for their Priory Star – a pin badge we ask them to wear with pride. This award is the highest available at Ling Moor and is a sign that the children have shown a successful application of our shared values: Wisdom, Courage, Generosity, Passion and Curiosity. We ask the children to write an application letter to the Headteacher and the Minister for Values. If any children require support with this, we ask that they talk to their classmates and class teacher who will be able to support them.

Year 5 experiences and events

- Burghley House visit
- Bikeability
- Learning a musical instrument
- Outdoor learning
- Sports day
- Secondary school visits

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 e.g. 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.