MATHS YEAR 5

Number-
Use rounding, ordering, Roman Numerals and negative numbers in real-life contexts.
Consolidate formal methods for all four operations and develop strategies for missing number calculations
Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.

Number: Fractions/Decimals/Percentages
Continue to develop awareness of equivalence between fractions decimals and percentages and apply these to practical situations and questions. Use percentages and fractions to interpret pie charts.

Shape/space and measure
Reflecting, rotating and translating shapes and describing transformations using co-ordinates. Convert between different units of metric measure (km and m; cm and m; cm and mm; g and kg; l and ml).Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation up to 3dp. Applying scaling to perimeter and area problems.

Financial awareness (Y6 post-SATs)
We will be looking at aspects of personal finance such as budgeting and saving before we go on our trip and as preparation for their transition to secondary school.

ENGLISH YEAR 5/6
Spoken Language
Children will be encouraged to:
➢ Listen and respond appropriately to adults and their peers;
➢ Continue to develop the language of growth mindset and vocabulary to self/peer assess;
➢ Develop spoken language through drama-improvising and refining performances through tone and pitch

Reading
➢ **Word reading**- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Year 5/6 list, both to read aloud and to understand the meaning of new words that they meet. Use etymylogical dictionaries to develop understanding of word origins.
➢ **Reading skills**- focus on comparisons and contrasting different authors and genres and expressing opinions, through guided and independent reading. Continue to develop inferring skills by questioning the motives and feelings of characters.
➢ **Comprehension**- Retrieve, record and present information from non-fiction texts. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.

Writing
➢ **Transcription** (spelling, handwriting and presentation). Children will be expected to use a joined handwriting script and take responsibility for the organisation and presentation of their own work. They should begin to choose different styles eg italics, bold, capitalisation to suit the purpose.
➢ **Composition** Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Vary formality by use of language choices and structure, and show shifts in formality both across pieces and within a text. Using a wide range of verb forms (eg progressive, perfect and subjunctive tenses to increase precision . Write a short story, building tension and suspense.
➢ **Vocabulary**- Children will use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries and thesaurus to edit and improve their work
➢ **Punctuation**-Use a range of punctuation in different genres and in independent writing. Indicate parenthesis using brackets, dashes or commas. Use semi-colons, colons or dashes to mark boundaries between independent clauses.