

Maryland Primary School

Parent E-Booklet



End of Year Expectations for Year 5

This booklet provides information for parents and carers about curriculum coverage and end of year expectations for children in Maryland Primary School based on the National Curriculum. The National Curriculum outlines these expectations as being the minimum requirements that your child should meet to ensure that they make continued progress. Meeting these expectations each year across the primary phase will help to prepare the children to tackle secondary education when they leave Maryland in Year 6. All the objectives will be worked on throughout the year and will be the focus of the teaching and learning which takes place in the classroom. We understand that all children learn differently and so teachers when needed will differentiate learning tasks to ensure all pupils access the curriculum and make progress towards these expectations.

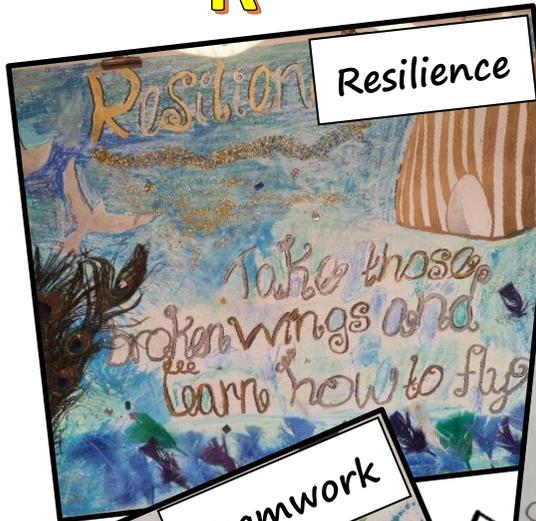
Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this e-booklet or want support in knowing how best to help your child, please talk to your child's teacher or a member of the Senior Leadership Team.

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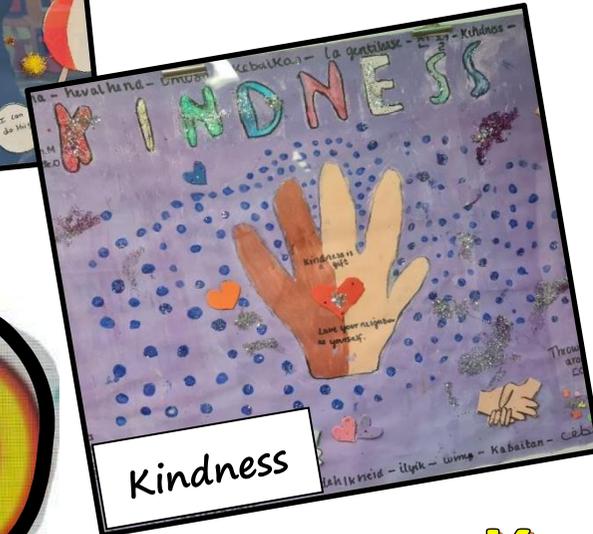
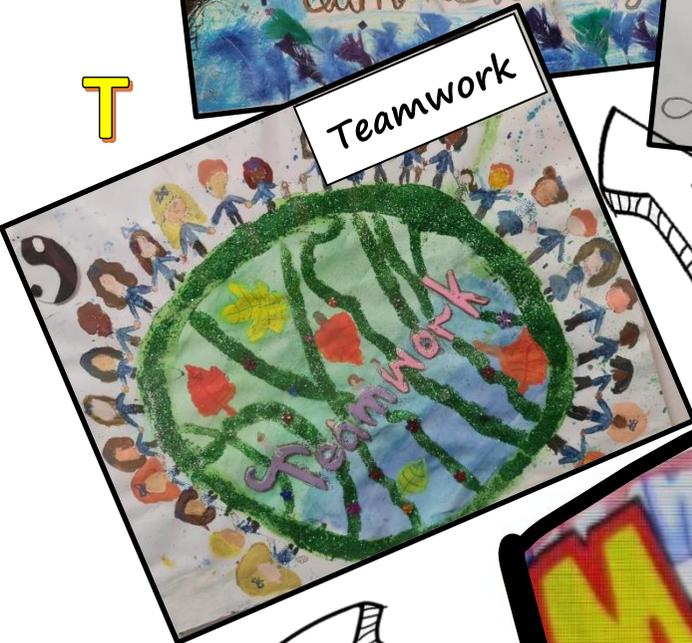
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C



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MARYLAND PRIMARY SCHOOL



K

YEAR 5 AUTUMN

Maths

- Place value
- Addition and subtraction
- Properties of numbers (prime numbers, factors, multiples, squared and cubed numbers)
- Area and perimeter
- Multiplication and division

Science

- Animals including humans - growing old
- Earth & Space

Computing

Micro:bits
Mars Rover - Data and systems

C.P.S.H.E.

- Online safety
- Puberty

Religious Education

Beliefs about God

Art

Clay masks

Design Technology

Automata - moving toys

History

Anglo Saxons and Vikings

Why do historians call this period a dark age?

French

Family and friends



P.E.

- Invasion and target games
- Dance
- Gymnastics - flight
- Net, court and wall games

English

The Man Who Walked Between the Towers by Mordicai Gerstein

Fact files, newspaper reports, formal letters, biographies

Robot Girl by Malorie Blackman

Discussion texts, debates, dialogue, character comparisons and science fiction narratives

The Tempest by William Shakespeare

Setting descriptions, character descriptions, diary entries, dialogue and play scripts

Hidden Figures by Margot Lee Shetterly

Non-chronological reports, formal persuasive letters, character descriptions, diary entries

Educational visit

Royal Observatory planetarium show

Music

Classic rock - Bon Jovi
Learn and perform
Livin' On a Prayer

YEAR 5 SPRING

History

The Empire Windrush and Caribbean migration

Maths

- Statistics
- Fractions
- Decimals and percentages
- Geometry: position and direction

P.E.

- Dance
- Football
- Athletics
- Tactical team games

C.P.S.H.E.

Healthy Me

Body image
Smoking and alcohol
Emergency first aid

Religious Education

What Muslims believe: Muhammad and the Qur'an

Music

The language of music through playing the samba drums.

Design Technology

Computer aided design and 3D printing

Art

Textiles and print making
Key artist: Althea McNish

English

The Lost Thing by Shaun Tan

Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports, fantasy narratives.

Kaspar, Prince of Cats

Character descriptions, reports, letters, advertising leaflets, balanced reports

The Lost Happy Endings by Carol Ann Duffy and Jane Ray

Newspaper reports, writing from a different perspective.

Beowulf by Michael Morpurgo

Letters of advice, diary entries, dialogues, descriptions, action scenes, legends.

Science

- Forces
- States of matter

Computing

- Computer aided design
- Online safety

French

Our school



YEAR 5 SUMMER

Computing

Stop Motion Animation
Blogging

P.E.

- Cricket
- Athletics
- Orienteering
- Health

Maths

- Decimal numbers
- Converting units of measure
- Measuring volume
- Properties of shapes including angles

Art

Jungle themed art
Key artist: Henri Rousseau

Design Technology

Designing and making a bird box

Music

- Listening to and appraising 'Old school hip hop'
- Learning and performing 'The Fresh Prince of Bel-Air'

French Time

Religious Education Thankfulness

Science

- Properties of everyday materials and changes in state
- Living things and their habitats

C.P.S.H.E.

Changing Me

- My relationship with technology
- Self image

English

Children of the Benin Kingdom by Dinah Orji

Informal letters, non-chronological reports, story summaries

Unspoken by Henry Cole

Recounts, letters of advice, descriptive retellings, dialogues, biographies.

High Rise Mystery

Character descriptions, police reports, setting descriptions, newspaper articles, dialogue, formal persuasive letters

Curiosity : The story of the Mars rover

News report, explanation texts, proposal to NASA

Geography

Climate zones

What is the difference between weather and climate?

The Amazon

What is life like in the Amazon?

Year 5 Writing Standards

| | | |
|---|--|---|
| Child's Name: | | : |
| Spelling | | |
| ∟ | Spell most common exception words | |
| | Add prefixes and suffixes to spell most words correctly in their writing | |
| △ | Spell most words correctly (years 3 and 4) | |
| | Spell most words correctly (years 5 and 6) | |
| ▲ | Spell all words correctly (years 5 and 6) | |
| Punctuation | | |
| ∟ | Use the full range of punctuation taught since KS1 mostly correctly | Inverted commas and other punctuation for direct speech |
| | | Commas after fronted adverbials |
| | | Apostrophes to mark plural possession in nouns |
| △ | Use mostly accurately | Capital Letters |
| | | Full Stops |
| | | Question marks |
| | | Exclamation marks |
| | | Commas for lists |
| ▲ | Use mostly correctly | Apostrophes for contraction |
| | | Inverted commas |
| | | Commas for clarity |
| | Make some correct use of | Punctuation for parenthesis |
| | | Semi-colons |
| | | Dashes |
| | | Colons |
| | | Hyphens |
| Handwriting | | |
| ∟ | Use the diagonal and horizontal strokes needed to join letters in most of their writing and increase the legibility and consistency of their handwriting | |
| △ | Produce legible, joined handwriting | |
| ▲ | Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters | |
| Grammar | | |
| ∟ | Use the present perfect form of verbs to contrast to the past tense | |
| △ | Use different verb forms mostly accurately | |
| | Use coordinating and subordinating conjunctions | |
| | Use some cohesive devices within and across sentences and paragraphs | |
| ▲ | Use a wide range of clause structures, sometimes varying their position within the sentence | |
| | Use passive and modal verbs mostly appropriately | |
| | Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly | |
| Composition and Effect | | |
| △ | Use paragraphs to organise ideas | |
| | Describe settings and characters | |
| ▲ | Create atmosphere and integrate dialogue to convey character and advance the action | |
| | Use a wide range of cohesive devices including adverbials within and across sentences and paragraphs | |
| Is the writing effective? | | |
| Does it make sense? | | |
| Is there is clear purpose? | | |
| Can they proofread and edit their work? | | |
| Is there careful word choice? | | |

Key Stage 2 handwriting

Children practise cursive two and three letter joins and then move on to whole words when they are ready to do so.

| | |
|---|--|
| Diagonal joins to letters without ascenders | ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue |
| Horizontal joins to letters without ascenders | ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, ot, ov, ow, oa |
| Diagonal joins to letters with ascenders | ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br |
| Horizontal joins to letters with ascenders | ol, wh, ot |
| Diagonal joins to letters with descenders | ff, ph, qu, igh, ing, ng, squ, fe, ge, pe |
| Horizontal joins to letters with descenders | op, oy |

advice

observant

advise

observance

device

expectant

devise

expectancy

licence

hesitant

license

hesitancy

practice

tolerant

practise

tolerance

prophecy

relevant

prophesy

relevance

Year 5 and 6 spelling list

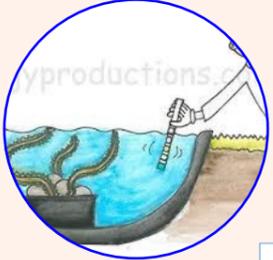
Children are expected to learn these spellings by the end of Year 6. Please spend some time practising them.

| | | | |
|-------------|--------------------------|---------------|-------------|
| accommodate | correspond | identity | queue |
| accompany | criticise (critic + ise) | immediate(ly) | recognise |
| according | curiosity | individual | recommend |
| achieve | definite | interfere | relevant |
| aggressive | desperate | interrupt | restaurant |
| amateur | determined | language | rhyme |
| ancient | develop | leisure | rhythm |
| apparent | dictionary | lightning | sacrifice |
| appreciate | disastrous | marvellous | secretary |
| attached | embarrass | mischievous | shoulder |
| available | environment | muscle | signature |
| average | equip (-ped, -ment) | necessary | sincere(ly) |
| awkward | especially | neighbour | soldier |
| bargain | exaggerate | nuisance | stomach |
| bruise | excellent | occupy | sufficient |
| category | existence | occur | suggest |
| cemetery | explanation | opportunity | symbol |
| committee | familiar | parliament | system |
| communicate | foreign | persuade | temperature |
| community | forty | physical | thorough |
| competition | frequently | prejudice | twelfth |
| conscience | government | privilege | variety |
| conscious | guarantee | profession | vegetable |
| controversy | harass | programme | vehicle |
| convenience | hindrance | pronunciation | yacht |

| | |
|------------------------|---|
| | Name |
| | Class |
| Year 5 Non-Negotiables | |
| 1 | Read, write and order numbers and numerals to at least 1,000,000. Read, write, order and compare numbers with up to 3 decimal places. |
| 2 | Determine the place value of digits in numbers to 1,000,000 |
| 3 | Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,00. Round decimal numbers to the nearest integer. |
| 4 | Order a set of positive and negative integers |
| 5 | Use tables to derive other numbers facts e.g. $5 \times 5 = 25$ so $50 \times 50 = 2500$ |
| 6 | Find fractions of numbers (e.g. $\frac{1}{3}$ of 300) |
| 7 | Multiply and divide whole numbers by 10, 100 and 1000 (e.g. $472 \div 100$ or 567×10) |
| 8 | Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. |
| 9 | Establish whether a number up to 100 is prime and recall prime numbers to 19. |
| 10 | Recognise and use square numbers and cube numbers. |
| 11 | Convert mixed numbers to improper fractions and vice versa. |
| 12 | Find equivalent fractions. Use this knowledge to add and subtract numbers with different denominators and to order fractions with different denominators. |
| 13 | Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$ |
| 14 | Add numbers with up to 5 digits using the formal column method |
| 15 | Calculate: (including in the context of real life e.g. money, measures etc) |
| 16 | Subtract numbers with up to 5 digits using the formal column method |
| 17 | $\text{ThHTO} \times \text{O}$ (using formal written method) |
| 18 | $\text{ThHTO} \times \text{TO}$ (using formal written method) |
| 19 | $\text{ThHTO} \div \text{O}$ (using formal written method) |
| 20 | Apply calculations to: Missing number sentences |
| 21 | Balance sentences with more than 1 equal sign |



50 things Maryland pupils should do before they leave



1. Pond dip



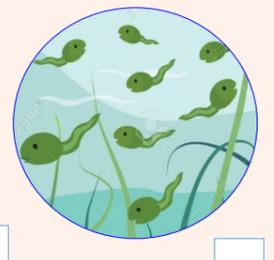
2. Observe and study a dragonfly



3. Interview someone



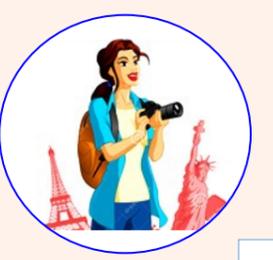
4. See the sunset



5. Fish for tadpoles



6. See the sunrise



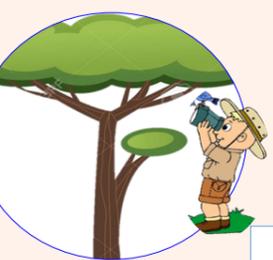
7. Visit a new city



8. Visit a new city



9. Collect elderflowers, to make elderflower cordial



10. Gaze under the canopy of a tree, looking up at the birds and animals that live there



11. Make a dessert from fruit you pick. Enjoy the fruit from Nature's Garden



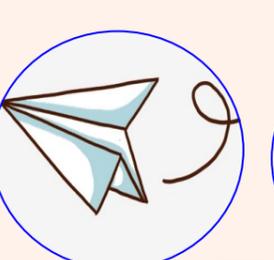
12. Collect freshly laid, warm eggs



13. Identify different cloud types



14. Watch the chickens to observe their different characters



15. Make paper aeroplanes



16. Build a den



17. Find out about the history of the area.. Can you go beyond 100



18. Use an OS map



19. Grow seeds from scratch



20. Learn a poem by heart



21. Harvest the produce you grow and make into a picnic



22. Sell some eggs and herbs to parents



23. Make lavender bags for your friends and family



24. Learn to swim



25. Make a bug hotel



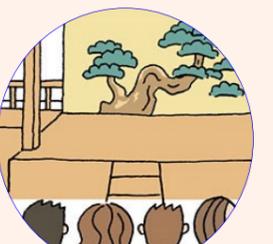
26. Ride a bike



27. Teach a lesson at school



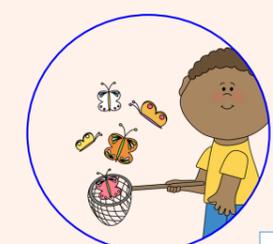
28. Visit the Queen Elizabeth Park



29. Watch a play



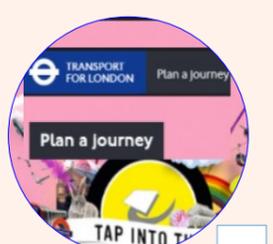
30. Spot the first swift and swallow of the year (first sign of summer)



31. Carry out a bug hunt, finding as many different insect species as possible



32. Play guess the object with a digital microscope



33. Plan a journey into London, using TFL.



34. Learn something new about the local area



35. Visit a museum



36. Look at lichen or moss to find out how clean our air is



37. Fly a kite



38. Join a local library.



39. Visit an art gallery.



40. Draw a self-portrait



41. Write a play



42. Listen to the dawn chorus.



43. Make a daisy chain



44. Watch and listen to a storm, from inside.



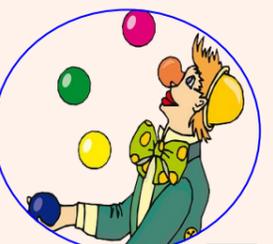
45. Make papier mache planets



46. Go to the beach and swim in the sea.



47. Visit the zoo/farm



48. Learn a circus skill



49. Bake a cake or pizza



50. Have a midnight feast