



Understanding the Year 5 Curriculum A Guide For Parents

Contents

Introduction	2
The school curriculum in England	2
The National Curriculum	2
How will we know how well your child is doing?	3
Outline of the core subjects	4
Mathematics in Year 5	4
Literacy in Year 5	5
Reading	5
Writing	5
Composition	5
Science in Year 5	5
Scientific Investigation	6
Living things - Humans	6
Forces	6
Space	6

Introduction

This guide is intended to help parents understand what will be taught to their child during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

The school curriculum in England

Schools must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils.

The National Curriculum

The National Curriculum forms only one part of the school curriculum. The aim of the National Curriculum is to introduce pupils to the essential knowledge that they need to be educated citizens.

A new primary curriculum was introduced in September 2014 for Years 1/ 3/4/5 and 2015 for Years 2/6. Much of the curriculum remains the same, with similar content, but there are some changes.

English, Maths and Science remain very important and are considered **core subjects**. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's weekly learning time. Alongside these are the **foundation subjects**: Art, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education, which are taught through our Creative Curriculum. As an Academy we are not required to follow the National Curriculum but must ensure our curriculum includes English, maths and science.

The content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions.

The new National Curriculum also places far greater emphasis on ensuring that children not only learn new skills and acquire knowledge but they must also be able to apply them within a range of contexts. If your child is achieving well, rather than moving on to the following year group's work, more in depth and investigative work will be provided to allow for a greater mastery and understanding of concepts and ideas.

In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling and less emphasis on the creative aspects.

How will we know how well your child is doing?

The DfE announced that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils. At New Chapter we have a half termly formal assessment cycle, whereby children are tested on the work they have been taught over that 6 – 8 week period of time. Teacher assessment is also used and this is based on independent work produced throughout the half term, these are part of our normal classroom routine. The aim is for all children to secure in that year's National Curriculum by the end of the year.

At New Chapter we will be using the following key on our reports to show children's current attainment.

M = Mastery	Working at a greater depth of understanding
S = Secure	Working at the end of year expectations for this year group
D = Developing	Yet to be working at the end of year expectations for this year group
E = Emerging	Currently unable to access the end of year expectations

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery.

Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are likely to be emerging at the end of the year may work towards the expectations from the year below.

The 'SATs', the externally set and marked National Curriculum tests, are still compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

Outline of the core subjects

Mathematics in Year 5

Number and place value

- Reads, writes, orders and compares numbers to at least one million and determines the value of each digit.
- Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero.

Addition and subtraction

- When ready, adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).
- Numbers mentally with increasingly large numbers (eg, $12,462 - 2,300 - 10,162$).

Multiplication and division

- Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers.
- Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes.
- Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals)

- Compares and orders fractions whose denominators are all multiples of the same number.
- Reads and writes decimal numbers as fractions; eg, $0.71 = 71/100$.
- Reads, writes, orders and compares numbers with up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- Converts between different units of metric measure (eg, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculates and compares the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²).

Geometry

- Properties of shape - Draws given angles and measures them in degrees.
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.
- Position and direction

Statistics

- Completes, reads and interprets information in tables, including timetables.

Literacy in Year 5

Reading

- Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the National Curriculum document – both to read aloud and to understand the meaning of new words that are met.
- Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieves, records and presents information from non-fiction.
- Participates in discussions about books that are read to the child and those that can be read independently.
- Provide reasoned justifications for their views about a book.

Writing

Composition

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own.
- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Uses further organisational and presentational devices to structure text and to guide the reader (eg, headings, bullet points, underlining).
- Describes settings, characters and atmosphere.

SPaG

- Converts nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify).
- Indicates degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).
- Uses devices to build cohesion within a paragraph (eg, then, after that, this, firstly).
- Uses commas to clarify meaning or avoid ambiguity.

Science in Year 5

During Year 5 children begin to use more scientific vocabulary to describe objects and processes, such as describing forces and friction.

Vocabulary is a key part of any area of study, and particularly in science. Learning new words – and their spellings – can often be fun when they relate to experiments and science investigations.

Scientific Investigation - Investigation work should form part of the broader science curriculum. During Year 5, children will build on the skills previously taught these will include: - Carry out fair tests, using control tests where appropriate - Take accurate measurements using a range of scientific equipment, including thermometers - Organise and present data to help answer scientific questions - Record findings using scientific vocabulary, diagrams, charts

Living things - Humans – children will be able to recognise the stages in the human time line, they will be able to identify and label many parts of the human body including the ribs, intestines, lungs and heart. Children will learn about the different life cycles of other animals (in the rainforest, oceans, desert and prehistoric times).

Forces – children will find out how scientists such as Galileo and Newton helped to develop the theory of gravitation. To understand that the force of gravity pulls objects towards the Earth and is measured in Newton and that friction slows down movement.

Space – Children will begin to explore space, comparing the sizes of Earth, Moon and Sun. They will investigate and describe how the Earth moves around the Sun, the Moon also moves around the Earth. Children will learn that the Earth tilts and that there are different time zones around the world because of this.