

Everything you need to  
know about...

# Year Five...



Welcome to Year Five - your penultimate year here at Markeaton! There are plenty of exciting ventures on the horizon and opportunities to make; memories that will last a lifetime!

This year is an important year for you and you may feel that you have more responsibilities. In some ways this is to help you prepare for Y6 and Secondary School after that. You are now officially in the Upper Juniors so try hard to set a good example but always remember to have fun and enjoy your learning!

Expectations of work and behaviour are high in Year Five but just remember we are always here to help you along the way.

We can't wait to get started!

The Year Five Team

# Y5 'Need to Knows'

- Work hard - we expect your best, always.
- Be a role model. You don't have to be in Y6 (top of the school) to set a good example! You are approaching the top of the school and your behaviour matters!
- If you are struggling, with anything, whether it be work, friendship issues or something else, come and talk to us. We know that life can sometimes be hard so let us help you.
- Read, read, read! Yes, you might feel you're too old to read to your mum or dad but trust us, it's a great way to carry on your love of books. It will also help with your writing and spelling.
- Complete homework tasks. They are designed to complement your learning at school.
- Be prepared. Make sure you attend school every day, arrive on time, with the necessary equipment.
- Look after yourself. Eat breakfast, stay hydrated, eat healthy and go to bed at a sensible time. Your brain needs it!
- Always try your hardest. Resilience is the key to success! Remember what we talk about with Growth Mindset and Markeaton Minds!
- Get involved. There are many opportunities beyond lessons for you to show off and practise your interests and skills.
- Help others – especially younger children who are still finding their way! around school.
- There are clearly marked lines on the playground which show where your child needs to line up in the morning. So things don't get too congested, please allow your child to line up on their own – with over 250 Junior children to organise it helps if Parents/Carers stand behind the line! Thank you.

# Maths

## End of Y5 Expectations

*By the end of Y5, as a minimum, we would like your child to...*

- *Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit*
- *Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero*
- *Add and subtract whole numbers with more than 4 digits, including using formal written methods*
- *Add and subtract numbers mentally with increasingly large numbers*
- *Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers*
- *Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign*
  
- *Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates*
- *Compare and order fractions whose denominators are all multiples of the same number*
- *Read and write decimal numbers as fractions*
- *Read, write, order and compare numbers with up to three decimal places*
- *Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25*
  
- *Convert between different units of metric measure (for example, kilometre and metre)*
- *Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres*
- *Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>)*
  
- *Draw given angles, and measure them in degrees*
- *Distinguish between regular and irregular polygons based on reasoning about equal sides and angles*
  
- *Complete, read and interpret information in tables, including timetables*

## End of Y5 Expectations

*By the end of Y5, as a minimum, we would like your child to...*

- Use a thesaurus to find synonyms
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Identify the audience and purpose of the writing and ensure that most of the text reflects this
- Use the features and structures of text types taught so far without being overly prompted
- Use sentence starters to highlight the main idea and ensure the whole of the paragraph matches in content
- Develop characters through action and dialogue
- Choose vocabulary which is specific and not haphazardly chosen; therefore, impacting on the quality of the text
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Assess the effectiveness of their own and others' writing using self and peer assessment
- Check punctuation appropriate to Y5 has been used (. , ? ! ( ) : ) and consistently use apostrophes for omission and possession
- Proof-read to check for errors in spelling and punctuation
- Convert nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify)
- Indicate degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must)
- Use devices to build cohesion within a paragraph (eg, then, after that, this, firstly)
- Use commas to clarify meaning or avoid ambiguity

## End of Y5 Expectations

*By the end of Y5, as a minimum, we would like your child to...*

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Use meaning-seeking strategies to explore the meaning of words in context e.g. using the root word to help decipher meaning "indigestible, digest = to eat something"
- Summarise, verbally or written, the main ideas drawn from a text in the form of a blurb/bullet point list, mindmap etc
- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation
- Listen to and build on others' ideas and opinions about a text but also be prepared to adapt and refine opinion after further reading or listening to someone else's viewpoint
- Generate own retrieval and inference questions about a story e.g. where did the main character live and how do you know he enjoyed living there?
- Find information using skimming and scanning

# The Curriculum at Markeaton



At Markeaton we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need.

It is built upon three core principles which all link together (see above); The National Curriculum, including how we can enhance your child's learning through the local community, the Vision and Values of the school and, most importantly, the children and what they know. One of our curriculum's greatest strengths is that it never stands still. Year on year the staff work hard to create new experiences and new ways of teaching which are tailored to the needs of your child; culminating in learning that is memorable, fun and integral to the next stage of their education.

Essentially, what we teach and how we teach it is all designed to give your child the best possible start in life:

*'...we want each and every child to leave Markeaton with resilience, empathy, a strong sense of equality and confidence at the core of everything they do...'*

**[Extract from School Vision 2019](#)**

Of course, there is so much more to what we do. Trips, visitors and projects from the community, Forest Schools, Parent/Carer 'pop ins' and lots more all help to engage your child in their learning. To keep up to date with what is happening, visit our website and/or look at your child's class Twitter page. And, should you have a specific set of skills or a job/hobby which you would like to share in school then please contact the office. Further details of the curriculum can be found on the school website under the 'Our Learning' section.

# How can I help at home?

- Encourage your child to read for at least 20 minutes, three times a week. It doesn't have to be aloud and can be a variety of different materials. Try to read a variety of books. Broaden your horizons!
- Work through homework tasks with 'MyMaths'; it gives a step-by-step breakdown of methods used
- Encourage your child to be independent. Make sure they pack their bags, get ready in the morning, organise equipment and P.E clothes, give in their homework and reading record by themselves. Avoid doing it for them if you can!
- Make sure they arrive at school on time and have high attendance. Missing sessions or parts of sessions, makes it hard for your child to achieve their best.
- Talk to us. If there are any issues that concern you at all, please let us know so we can work together to become part of the solution.

# Anything else?

- Times tables - instant recall is vital!!!
- Telling the time on an analogue and 24-hour clock
- Practise your year 3/4 and year 5/6 spellings! The lists are shown on the next two pages...

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



# New Curriculum Spelling List Years 5 and 6

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

# And most importantly...

At Markeaton, in assemblies and in the classroom, we have spoken a lot about wellbeing and how best to stay happy and remain engaged with your learning. We believe much of this can be achieved and maintained if you try the five 'ways to wellbeing'.



**Connect...** with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.



**Be active...** Swap your inactive pursuits with active ones. Go for a walk. Step outside. Cycle. Play a game. Garden. Dance. Walk or cycle when making short journeys. Being active makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.



**Take notice...** Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.



**Keep learning...** Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.



**Give...** Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.