



EVERYTHING YOU NEED TO KNOW ABOUT YEAR 5

Welcome to Year 5 - 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 5 but just remember we are always here to help you along the way.

We can't wait to get started!

The Year 5 Team

@Year5Markeaton



2023 - 2024 teaching staff

Miss Hall - Mr Beer - Mrs Mason

Ms Morrison - Mr Campbell - Mrs Fearne - Mrs Damri



Care

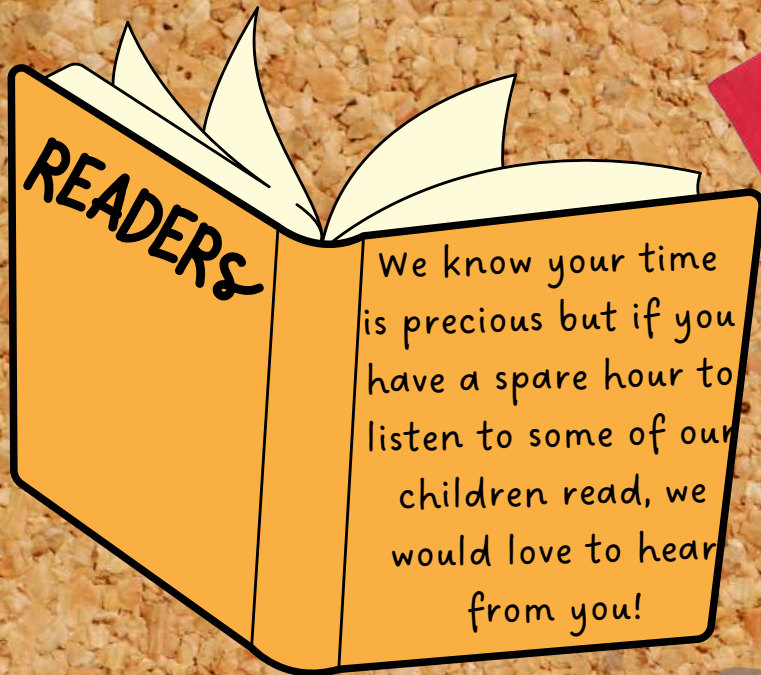


Curiosity



Determination

YEAR 5 NOTICES



PE KITS

Children will now keep their P.E. kits in school.

They will be taken home on the last day of each half term. This means children come to school in their school uniform every day.

We hope this makes your mornings much smoother!

PHONES

If your child starts walking home this year, they may chose to bring their mobile phone into school. If they do, it must be handed in each morning to the class teacher and MUST remain switched off whilst in is on the school grounds. This is to safeguard all children at Markeaton Primary School. Thank-you for your support.

MORNINGS

The gates will open for all children at 8.40am. Children will go straight into their classrooms to complete their morning tasks. The register is taken promptly at 8.50am.

WALKING HOME

Your child may wish to start walking to and from school independently. If so, please make sure you contact the school office so that we know who has permission to do so. Thank-you!

FIVE YEAR 5 "NEED-TO-KNOWS"

I

I can do it

Try your best. We will make mistakes and continue to grow - resilience is the key to success! ♥

N

Now what?

Complete your homework tasks. They are designed to compliment your learning in school and get you secondary ready.

S

Solving problems

Speak out if you're struggling. We might need extra support - and that's okay. We need find solutions to any problems we have.

M

More than just me

Be kind. Be respectful. Be thoughtful. You are now all role models for the younger children in school. Growing up is hard - let's help each other out!

D

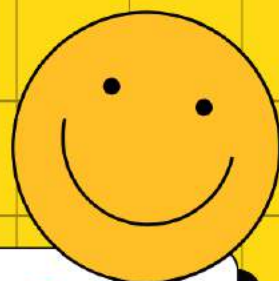
Doing it myself

Be responsible. We are getting ready for the next step in our education, so make sure you are getting your PE kit ready, looking after your equipment, remembering your water bottle and helping your adults!

ALL ABOUT

HOMework

ANY LOGINS
FOR HOMEWORK
PLATFORMS
WILL BE STUCK
INTO READING
DIARIES IN
SCHOOL



READING

Reading is crucial homework for kids as it boosts their brainpower, language skills, and imagination. Ideally, they should read at least three times a week to expand their vocabulary and understanding. While it's great for younger ones to read with adults, older children benefit from independent reading too.

MATHS

There are three main ways you can support your child at home.

1. Atom Prime. Homework tasks will be set at the end of unit of learning. Once we have taught a new skill, children will be set independent questions about what they have learned, adapted to their level of understanding.
2. TT Rockstars. Having a secure recall of their times tables (and associated facts) is an important foundation for so many other mathematical concepts. Fractions, ratios, percentages, geometry, statistics - they are all made so much easier if you know your times tables!
3. Encourage time-telling, get measuring and weighing, look at timetables, work out the fraction of your pizza slices, set timers - it's all maths and it's all around us!



SPELLING

Mastering spelling is a crucial life skill for children, especially by the end of Year 6. Good spelling not only helps them express themselves clearly but also boosts their confidence in written communication. To support their spelling journey, children will have a login to Emile Spellings, an awesome online platform filled with engaging activities and games. Emile Spellings makes learning enjoyable by turning it into a fun challenge. With regular practice at home, children can strengthen their spelling abilities, expand their vocabulary, and become more effective communicators. So, let's embrace the power of words and spelling by diving into the exciting world of Emile!

HOMework CLUB

We truly believe that homework should be a helpful tool in a child's journey and development, rather than a source of stress or issues. That's why we've made a decision to no longer assign "learning log" homework tasks. We understand that completing homework outside of school isn't always possible. This club is specifically designed to assist children who may require extra guidance or motivation with their homework. We want every child to feel empowered and confident in their learning, and our homework club aims to create a supportive environment where they can thrive!

EVERY THURSDAY
LUNCHTIME - SEE YOU
THERE!





OUR SCHOOL CURRICULUM

Curriculum structure



Learning mindsets



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. Our curriculum, as shown in the image above, centres around something called **Markeaton Minds**. Markeaton Minds, as shown in the image below, are a series of learning mindsets we want the children to have during their time at Markeaton and beyond. These mindsets feed into our curriculum families (Humanities, STEM, Arts and Wellbeing) and lastly, around the outside, these are the values we want our curriculum to be the children to become. **Embedded within our curriculum and also at the heart of school life are our three core values:**



Care



Curiosity



Determination

5 WAYS TO WELLBEING

We have achieved our Silver Award from the Carnegie Centre of Excellence for Mental Health and Wellbeing. It means we are able to provide a nurturing environment for the children at our school and are beginning to reach out locally and nationally to share our practice.

1

GIVE TO OTHERS

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

2

LEARN NEW SKILLS

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4

CONNECT WITH OTHERS

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

3

BE PHYSICALLY ACTIVE

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

5

BE PRESENT (MINDFULNESS)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.



NHS



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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



Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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

End of Year 5 ?

MATHS EXPECTATIONS



Place value

- counting forwards and backwards with positive and negative numbers
- rounding numbers up to one million to the nearest 10, 100, 1000, 10 000 and 100 000
- recognising Roman numerals I, V, X, L, C, D and M to read numbers and years.

Fractions

- recognising and converting between mixed numbers and improper fractions
- multiplying proper fractions and mixed numbers by whole numbers
- understanding percentages as 'the number of parts per hundred' and knowing percentage and decimal equivalents.

Measurement

- calculating the perimeter and area of shapes (including those made up of squares and rectangles)
- estimating volumes of 3D shapes and capacities of containers
- learning some imperial units, such as inches, pounds and pints.

Geometry

- drawing and measuring angles in degrees
- finding missing angles at a point, on a line and in rectangles
- describing translations and reflections of shapes on a four-quadrant coordinate grid.

Addition and subtraction

- practising a range of mental calculation strategies as well as using a variety of methods to calculate (including formal written methods, grid and area models).
 - using rounding to estimate answers and checking that their answers are sensible and accurate
- solving multi-step word problems for which they will need to solve multiple calculations before coming to the final answer.

Multiplication and division

- multiplying four-digit numbers by two-digit numbers
- dividing four-digit numbers by one-digit numbers and interpreting remainders
- understanding the terms multiple, factor, common factor, prime, square and cube numbers.

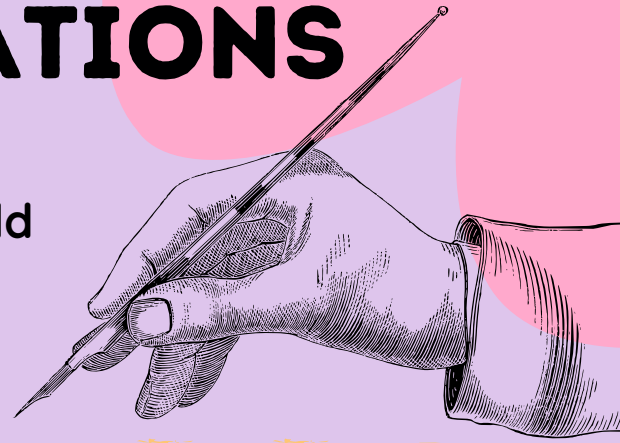
Statistics

- solving problems by comparing, adding, and subtracting using data presented in line graphs
- representing data in time graphs by using the scales on the axes to plot points
- completing, reading, and interpreting information in tables, including timetables.

END OF YEAR 5 EXPECTATIONS



To meet the expected standard, your child will need to demonstrate the following:



WRITING

- decide their audience and understand how this will affect their writing tools and techniques
- plan their writing before they start
- choose the right style and structure to match the type of text they are writing
- choose the right vocabulary and grammar for their writing
- write a story with interesting vocabulary and dialogue
- write non-fiction with features such as headings, captions, bullet points, subheadings, diagrams etc.
- use a consistent tense throughout their piece
- check their own writing and the writing of their classmates, making useful comments

GRAMMAR

- create verbs by adding the suffixes -ate, -ise, -ify, for example, considerate, activate, specialise, advertise, horrify, purify
- use relative clauses
- use modal verbs and adverbs
- use different ways to make the information in a paragraph flow
- use brackets, dashes or commas to separate out extra information in a sentence
- use commas to make sentences clearer

HANDWRITING

- writing neatly and clearly
- deciding whether or not to join specific letters
- choosing whether to use a pencil or a pen

SPELLING

- to spell words with silent letters, for example, doubt, island, lamb, solemn, thistle, knight
- to spell words ending in ence/ance or able/ible
- to spell more homophones and other confusing words
- to talk about word families, for example, sign, design, signature, significant
- to use a thesaurus to find new words
- to use a dictionary to check their spelling
- to spell the words in the Spelling word list for Year 5 and Year 6

END OF YEAR 5

READING EXPECTATIONS



Children should apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Children should become familiar with and talk about a wide range of books, including myths, legends and traditional stories from other cultures.

Children should summarise, verbally or written, the main ideas drawn from a text in the form of a blurb/bullet point list, mindmap etc.

Children should use meaning-seeking strategies to explore the meaning of words in context, using the root word to help decipher meaning e.g. indigestible = digest (to eat something) + prefix "in".

Children should 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.

Children should generate own retrieval and inference questions about a story e.g. where did the main character live; how do you know he enjoyed living there?

Children should be able to explore vocabulary, make inferences based on what they have read, predict and explain an authors intent, retrieve key information and summarise and sequence what they have read.

