



Supporting Transition into Year 5



Welcome to Year 5!

We have an exciting year ahead, filled with incredible learning opportunities, adventures and interesting challenges.

Personal goals will guide our learning and behaviours in Year 5, whilst aiming for a personal best in everything they undertake.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum, the children will develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, French, Computing, Music and PE.



Mrs R McDonald, Year 5 Teacher



Throughout the year, students will hopefully be involved in a variety of activities designed to explore their creativity, resilience and perseverance, and challenge them in new and dynamic ways such as Themed Learning Days and School Trips.

It is our priority to ensure that each and every student feels happy, confident and engaged in their learning, so as to reach their full potential both academically and socially. To achieve this we believe that a strong partnership between the teachers, the parents and the students is integral.

Miss C Michiels,

Year 5 Teaching Assistant

It is going to be an exciting year and we are really happy to have you joining us for the journey.

MATHEMATICS IN YEAR 5

ADDITION & SUBTRACTION	NUMBER & PLACE VALUE	FRACTIONS, DECIMALS & PERCENTAGES	MULTIPLICATION & DIVISION	MEASURES	GEOMETRY	STATISTICS
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<p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of power of 10 for any given number up to 1,000,000.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Read, write, order and compare numbers with up to 3 decimal places.</p> <p>Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.</p> <p>Know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally, drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Recognise and use square numbers and cube numbers.</p>	<p>Convert between different units of metric measure:</p> <ul style="list-style-type: none"> • kilometre and metre; • centimetre and metre; • centimetre and millimetre; • gram and kilogram; • litre and millilitre <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles and estimate the area of irregular shapes. Estimate volume and capacity</p>	<p>Identify 3D shapes, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles and measure them in degrees. identify:</p> <ul style="list-style-type: none"> • angles at a point and one whole turn-360°; • angles at a point on a straight line and $\frac{1}{2}$ a turn; • Other multiples of 90°. <p>Identify, describe and represent the position of a shape following a reflection or translation.</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.</p>
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ENGLISH IN YEAR 5

GRAMMAR	PUNCTUATION	SPELLING	READING	WRITING
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<p>! convert nouns or adjectives into verbs using suffixes.</p> <p>Extend sentence structures and aid cohesion through: ! linking ideas across paragraphs using adverbials of time, place and number;</p> <p>! use of tense to reference back or ahead, e.g. he had seen her before;</p> <p>! use of relative clauses beginning with who, which, where, whose, that or an omitted relative noun;</p> <p>! indicating degrees of possibility using adverbs or modal verbs;</p>	<p>! use of brackets, dashes or commas to indicate parenthesis;</p> <p>! use of commas to clarify meaning or avoid ambiguity;</p>	<ul style="list-style-type: none"> · Endings which sound like 'shus' spelt like ~cious or ~tious. · Endings which sound like 'shl' ~cial, ~tial. Suffixes: ~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly · Word containing the letter string ~ough. ought, brought, thought, cough, though, dough, through, thorough, plough · Homophones and other words that are often confused for example, advice/advise device/devise licence/license practice/practise 	<p>Read a range of age appropriate texts, fluently and with ease.</p> <p>Read aloud using expression and punctuation to maintain interest and aid understanding.</p> <p>Work out the meaning of words using a range of strategies e.g. word class, root word meaning, suffixes/prefixes/synonyms.</p> <p>Summarise the main ideas/information from more than one paragraph.</p> <p>Ask questions to clarify meaning and deepen my understanding of what I have read.</p> <p>Use skimming, scanning and close reading to retrieve relevant information from texts, including non-fiction.</p> <p>Make reasoned inferences linked to character's actions, feelings, thoughts and motives using text-based evidence.</p> <p>Make reasoned predictions even when the clues in the text are less clear.</p> <p>Identify and discuss the effectiveness of an author's use of language.</p> <p>Identify and make comparisons between and across texts.</p>	<p>Write both narrative and non-narrative for a wider range of purposes and audiences, including key organisational, grammar and language features.</p> <p>Write using both formal and informal styles varying my language to suit the audience and purpose.</p> <p>Use conjunctions, adverbials and pronouns within and across my paragraphs so that my writing flows and makes sense.</p> <p>Vary and extend my sentences through use of relative, main and subordinate clauses and a wider range of adverbials.</p> <p>Describe settings and characters and create atmosphere through carefully chosen descriptive language.</p> <p>Use dialogue to move events forward and/or provide information about characters.</p> <p>Use the correct verb tense, person and subject verb agreement within my writing.</p> <p>Use a range of KS2 punctuation including commas, brackets and dash to separate information within my sentences.</p> <p>Use and apply taught spelling rules/strategies in my writing.</p> <p>Spell most of the Year 3/4 key words and some of the Year 5/6 words in my writing.</p> <p>Use and maintain a joined cursive script that is legible and consistent.</p> <p>Improve sections of my writing through re-drafting and editing.</p>
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School Hours— don't be late!

Your child should be at school promptly to organise their school bags, have a few minutes to greet their friends and prepare themselves for learning.

In Year 5, students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

	Start of day		Home time	
Nursery	8.30 – 11.30	Front gate (EYFS door)	12.30 – 3.30	Front gate (EYFS door)
Reception	8.50	Front gate (EYFS playground)	3.15	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	3.05	KS1 yard (KS1 door)
Y3	8.45	KS2 yard (KS2 door)	3.10	KS2 yard (KS2 door)
Y4	8.45	KS2 yard (KS2 door)	3.10	KS2 yard (KS2 door)
Y5	8.40	KS2 yard (Y5 door)	3.05	KS2 yard (Y5 door)
Y6	8.40	KS2 yard (KS2 door)	3.05	KS2 yard (KS2 door)
S.B.	8.50	Front gate (Front entrance)	3.15	Front gate (Front entrance)

Holidays

We are unable to authorise holidays during term time. If your child is genuinely ill, you must ring the school office to inform us of your child's absence. Only the headteacher can approve illness: you may be asked for medical evidence.

UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click <http://www.martonmanorprimary.co.uk/school-uniform/>

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours.



PE KIT

Correct uniform must be worn for physical education sessions. We ask that on your child's PE days, they come to school wearing it. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn/ early Spring.

EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. Students should be encouraged to be responsible for their own belongings and to pack their own school bag. They must bring their reading book to school every day. Please ensure all items are clearly labelled. Please send your child with a bottle of water and a piece of fruit. Do not send any other items of food.

All children who bring mobile phones into school should hand them in to the teacher before registration for safe keeping. They should remain turned off until children leave the school site. These should be collected at the end of the day.

COMMUNICATION

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.



School Gateway: This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time. mryear5@martonmanorprimary.co.uk