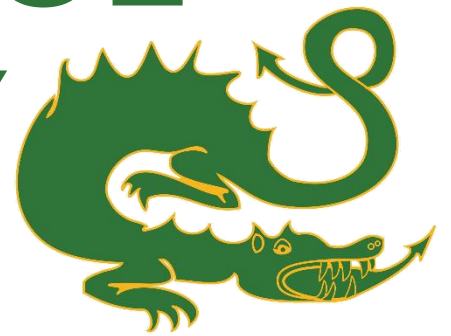


**LEECHPOOL
PRIMARY
SCHOOL**



Welcome to Year 5

**Information
for Parents**

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Welcome letter

Dear Parents,

Welcome to Year 5! We are incredibly excited to be starting a new school year with such an enthusiastic bunch of learners. Ahead of us are some brilliant topics, a few exciting extras and lots of enjoyment.

Throughout the year we aim to keep you fully informed with all the information you require, whether about the day-to-day events in the year group, your own child or whole school events.

We hope this booklet will give you a wealth of information about the organisation, curriculum and requirements of Year 5 and will answer many of the start-of-year questions you are likely to have.

Thank you for taking the time to read this and we look forward to welcoming you and your child to Year 5 at Leechpool Primary School.

From The Year 5 Team

As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which encourages each child to value themselves and maximize their potential.
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognises children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the Year 5 Team.....

Name	Role
Mr Ben King	Phase Leader <i>and Tigers Class Teacher</i>
Mr Paul Munro	Giraffe Class Teacher
Miss Kimberley Royle	Lion Class Teacher
Mr Sam Chapman	Maths teacher
Mrs Alice McIlwraith	MFL Teacher (Enrichment)
Mrs Charlotte Bazeley	Art Teacher (Enrichment)
Miss Alison Currington	RE Teacher (Enrichment)
Mr Dan Barden	PE Teacher (Enrichment)
Mrs Karen Jones	Teaching Assistant
Mrs Julia Lawson	Teaching Assistant
Mrs Hayley McKay	Learning Support Assistant

The School Day

Our school day runs: -

Juniors - from 8.35 a.m. until 3 p.m with a lunch break from 12.30 - 1.30 p.m.

Year 5 and 6 break time is from 10.45-11.00.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the inner gates will be open from 8.35 a.m. Pupils in all year groups can go straight to their classrooms and take part in early morning activities until registration at 8.45 a.m. for Juniors. Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist, for example).

At the end of the day, Year 5 and 6 pupils will head straight out onto the playground on their own. If you need to speak to a teacher, please contact them via an email or phone call to the school office.

Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Head teacher following completion and submission of an Absence Request form which can be downloaded from the website.

Homework Expectations

In Year 5, the children will be set two pieces of homework per week: 1 focusing on Literacy/Foundation subjects and the other on Maths. It is expected that the children will spend 45 minutes on each piece. This homework will be set online via Google classroom.

They will also receive 3-week blocks spellings to learn. These will be given out every third Monday via Google Classroom and the children will be tested each week. These spellings are from the Spelling Shed Scheme and can be accessed through Spelling Shed.

We will not be setting any homework over holiday periods.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, spellings and rapid recall facts regularly				
	New maths and literacy/foundation homework set Spelling set on Google Classroom (Every 3 weeks)			
	Maths and literacy/foundation homework due			Weekly Spelling test

1. Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to:

- Learn from one another, and with one another.
- Have high expectations of each other.
- Help each other to develop self-confidence and a positive self-image.
- Be constructive, critical and analytical thinkers.
- Continue to value and develop our "learning to learn" culture.
- Celebrate progress, effort and achievement.
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways.
- Foster strong links with our parents and the wider community.
- Work hard to maintain the traditions of our school.

b) Life Skills

In Year 5 we focus on developing the following life skills:

Keeping Safe

Out and about

Mental Health

Stereotypes, discrimination, prejudice

Drug, Alcohol and Tobacco Education

Influences

Fun, Food and Fitness

Financial Capability

Value for money

Citizenship

Democracy

2. 6Rs



Our one School Rule is **RESPECT** – represented by the lion who remind pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

Owl - Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat - Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee - Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog - Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise - Resilient	I remind you to be resilient in your learning and never give up.

a) “Catch them being good”

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system will now follow aspects of the Therapeutic Thinking model in classrooms, which is about supporting children to regulate their emotions themselves and reflect on their behaviours and emotions. We will not be using the traffic lights to manage behaviours in class, they will be more for helping the children to self-regulate their emotions and will be a good discussion tool for all pupils.

At Leechpool, we firmly believe that

Positive experiences create positive feelings
Positive feelings create positive behaviour

We will talk about the **pro-social behaviours** that we actively encourage and plan activities to develop these.

We will use the term **anti-social behaviours** to describe behaviours that we do not wish to see and work with the pupils to identify why they might be displaying some of these behaviours and what support can be put into place to make them more pro-social.

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces, etc) are not effective in the long term and should only be a short-term prop. We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise.

We will use a number of reward systems to develop and sustain this. These are:

Verbal and/or written praise

Showing work and sharing successes and achievements with other teachers and pupils

Notes home

Displaying good work

Stickers - we will limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.

Extra playtime

We will also continue to use the following to acknowledge the achievements of pupils:

- **Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour.
- **Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token— this is for exceptional pieces of work or exceptional behaviour. The children will then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies on Mondays and Fridays.
- **Class Rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves.
- **Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc.
- **Golden Time**—every class finishes the week with 15 minutes of Golden Time on Friday afternoons. This is time to develop those prosocial behaviours, feelings and teamwork.
- **Lunchtimes**— at lunchtimes, pupils are praised and given yellow slips for good behaviour and polite manners. Stickers are given for pupils that try new foods or have a clean plate.

b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	Continent	Class names
Foundation Stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Eagle / Bear
Year 5	Africa	Lion / Giraffe
Year 6	Asia	Panda / Tiger

c) Pride in our uniform

Wearing the correct uniform to school is important. All uniform must be named. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. We expect them to take home their PE kits every Friday to be washed and brought into school again each Monday.

Please check the website if you are unsure what our uniform policy includes:
<http://www.leechpoolprimaryschool.co.uk/school-uniform-supplier>

3. Successful Learners

Successful Learners
Who.....
Have the essential learning skills of English, maths & computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

R.A.P time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.

R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

Learning slips

Children are given learning slips in Literacy and Maths. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.

At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

a) English

Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least three times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you.
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own).
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters' thoughts and feelings within the story.

For more information on reading, please take a look at the resources on our website.

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:

- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. increasing their 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
- iv. recommending books that they have read to their peers, giving reasons for their choices
- v. identifying and discussing themes and conventions in and across a wide range of writing
- vi. making comparisons within and across books
- vii. learning a wider range of poetry by heart
- viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words
- ii. asking sensible and interesting questions to improve their understanding
- iii. explain character feelings thoughts and reasons for their actions. They can explain their thoughts with evidence from the text.
- iv. predicting what might happen from details stated and implied

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Listen to read and discuss a wide range of text types

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

Ask questions to improve understanding

Identify and discuss themes and conventions in and across a wide range of writing

Perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear

Pronounce mathematical vocabulary correctly

Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time

Writing

Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

- i. Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ii. Choosing the writing implement that is best suited for a task

Composition

Plan their writing by:

- i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ii. noting and developing initial ideas, drawing on reading and research where necessary
- iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen in other stories, plays or films.

Draft and write by:

- i. selecting the correct grammar in their writing.
- ii. using capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in their work
- iii. by summarising longer paragraph
- iv. by using words such as then, after that, this, firstly, to build connections in a paragraph
- v. by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and numbers e.g. secondly, or tense choices e.g. he had never seen her before
- vi. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and their personality or mood
- vii. setting out their work correctly and using headings, bullet points, or underlining, depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

Give feedback on and improve:

- i. their own and others' writing
- ii. their vocabulary, grammar and punctuation to make writing clearer.

Mark and edit work to:

- i. have the correct tense throughout
- ii. have the correct subject and verb agreement

Proofread for:

- i. spelling errors and correct them using a dictionary
- ii. punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose

Perform their own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear

Vocabulary, grammar & punctuation

Pupils should be able to:

- i. change nouns and adjectives into verbs by adding suffixes such as -ate, -ise, -ify, e.g. elasticate, standardise, solidify

- ii. understand verb prefixes e.g. dis-, de-, mis-, over- and re-

Add information to their sentences:

- i. using relative clauses starting with: who, which, where, when, whose, that
- ii. by missing out the pronoun.

Indicate the degree of possibility using:

- i. adverbs e.g. perhaps, surely,
- ii. modal verbs e.g. might, should, must

Use devices to build cohesion within a paragraph e.g. then, after that, firstly

Link ideas across paragraphs using adverbials of time e.g. later, place

Use brackets and can also use dashes or commas for the same purpose

Use commas to make my writing clear to the reader

Can understand the following terms:

- i. modal verb, relative pronoun
- ii. relative clause
- iii. parenthesis, bracket, dash
- iv. cohesion, ambiguity

Purple Polishing Pens

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this.

Handwriting

During Year 5 pupils will be taught to:

- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.

All children in upper Key Stage 2 will write in a pen in all subjects except mathematics where they will use pencil. They will be expected to join their writing at all times.

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

b) Mathematics

Year 5 Maths Key Objectives

Place Value

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative numbers, including through zero
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems
- Roman numerals to 1000 (M) and recognise years written in Roman numerals

Addition and subtraction

- Add and subtract numbers mentally with increasingly large numbers
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Using rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and division

- Multiply and divide numbers mentally drawing upon known facts
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- 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
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- 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
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square numbers and cube numbers, and the 2 notation for squared and 3 for cubed
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

Fractions

- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Compare and order fractions whose denominators are all multiples of the same number
- Read, write, order and compare numbers with up to three decimal places
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)
- Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction
- Add and subtract fractions with the same denominator and multiples of the same number
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$)
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Solve problems involving numbers up to three decimal place
- 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 with a denominator of a multiple of 10 or 25

Measurement

- Calculate and compare the area of squares and rectangles including using standard units, square Centimetres and square metres and estimate the area of irregular shapes
- Estimate volume (e.g. Using 1 cm cubed blocks to build cubes and cuboids) and capacity (e.g. using water)
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Solve problems involving converting between units of time
- Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints

Properties of shape

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles, and measure them in degrees
- Identify: - angles at a point and one whole turn (total 360 degrees)
 - angles at a point on a straight line and 1/2 a turn (total 180 degrees)
 - other multiples of 90 degrees
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetable

Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



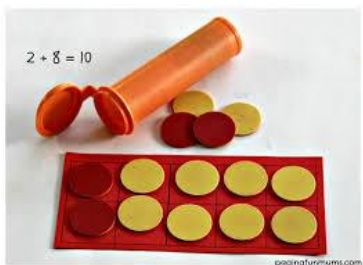
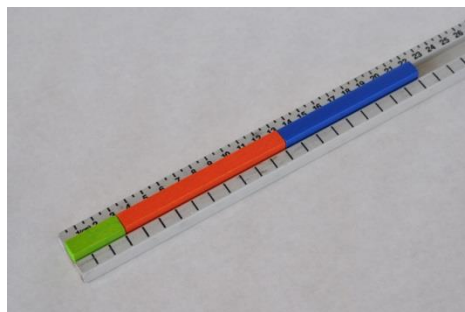
Numicon



Base 10



Cuisenaire Rods and number tracks



Counters and counting equipment



Bead strings

	Hundreds	Tens	Ones
Player 1			
Player 2			

Calculation mats



Coins

Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

Key Vocabulary

Addition

More
Add
Plus
Sum
Increase
Total
Altogether
Inverse



Subtraction

Take away
Minus
Subtract
Less
Difference
Decrease
Inverse



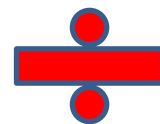
Multiplication

Lots of
Groups of
Times
Repeated Addition
Multiply
Product
Inverse



Division

Divide
Group equally
Share equally
Factor
Inverse
Remainder
Quotient
Divisor



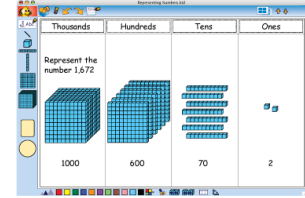
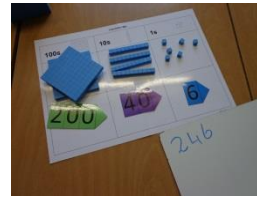
Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.



$$\begin{aligned} 6 + 3 &= 9 \\ 3 + 6 &= 9 \\ 9 - 3 &= 6 \\ 9 - 6 &= 3 \end{aligned}$$

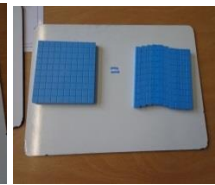
To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



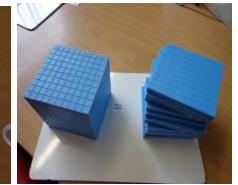
Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.



1 ten = 10 ones

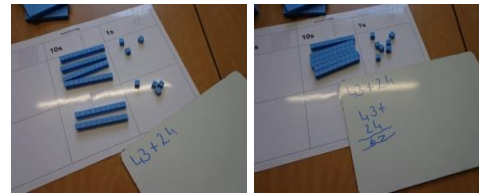


1 hundred = 10 tens



1 thousand = 10 hundreds

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.



$$\begin{array}{r} \text{T O} \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

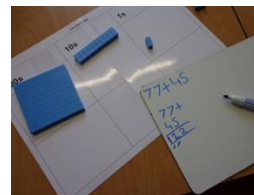
Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.



$$36 + 45$$

The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.

Develop understanding of the column method of addition involving regrouping ones and tens.



T O

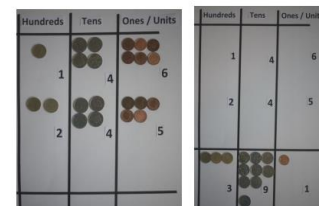
$$\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ 1 \quad 1 \end{array}$$

$7 + 5 = 12$
The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.

$$\begin{array}{r} \text{T O} \\ 77 \\ +45 \\ \hline 122 \\ 1 \quad 1 \end{array}$$

Develop further understanding of addition in the context of money.



$$£1.46 + £2.45$$

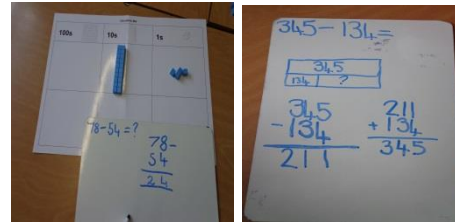
$$\begin{array}{r} 1.46 \\ + 2.45 \\ \hline 3.91 \end{array}$$

Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

Written Calculation Methods – Subtraction

Prior to using a written method, pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digit numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.



8	
3	?

$$8 - 3 = ?$$

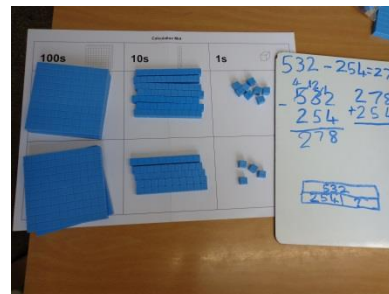
$$3 + 5 = 8$$

Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

	H	T	O
	2	6	13
-	1	2	5
	1	4	8

We cannot subtract 5 from 3 so we regroup one of the tens into 10 ones. We know we have 13 ones and so can subtract 5 ones. We are left with 8 ones and can subtract 2 tens. Finally we look at the hundreds.

Subtract a 3-digit number from a 3-digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.



	H	T	O
	4	5	12
-	2	5	4
	2	7	8

Regrouping is necessary across two place value columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.



Develop further understanding of subtraction in the context of money.



Question:

John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?

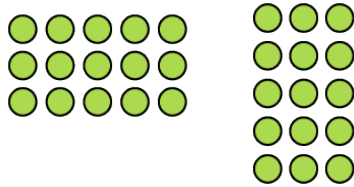
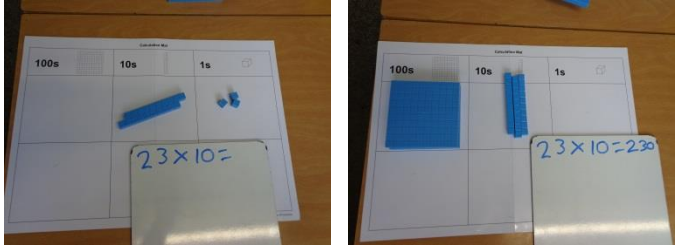
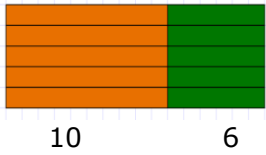
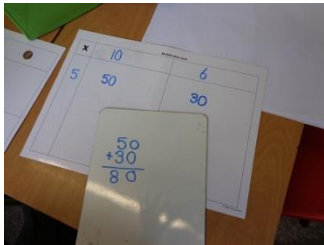

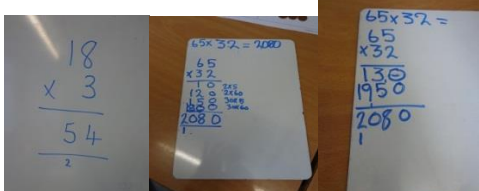
Use the inverse operation to solve missing number problems.

Write in what the missing numbers could be.

$$170 + \boxed{} = 220 - \boxed{}$$

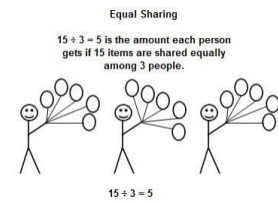
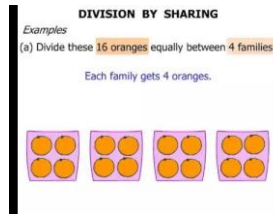
Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.

Written Calculation Methods – Multiplication

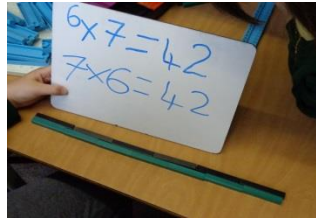
<p>Prior to using a formal written method, pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.</p>																					
<p>Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.</p>	<div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <tr><td colspan="4">24</td></tr> <tr style="background-color: #008000; color: white;"><td>6</td><td>6</td><td>6</td><td>6</td></tr> </table> <p>or</p> <table border="1" style="margin: 0 auto;"> <tr><td colspan="6">24</td></tr> <tr style="background-color: #483d8b; color: white;"><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> </table> <p> $6 \times 4 = 6 + 6 + 6 + 6$ $4 \times 6 = 4 + 4 + 4 + 4$ </p> <p>$6 \times 4 = 4 \times 6$</p> </div>	24				6	6	6	6	24						4	4	4	4	4	4
24																					
6	6	6	6																		
24																					
4	4	4	4	4	4																
<p>Develop an understanding of how to multiply 1 and 2 digits numbers by ten. Pupils can use equipment and place value knowledge to help with this.</p>																					
<p>Multiply a teen number by a 1-digit number, using apparatus and the grid method.</p>	 <p style="text-align: center;">$5 \text{ lots of } 16 = 5 \text{ lots of } 10 + 5 \text{ lots of } 6$</p>																				
<p>Multiply 2-digit numbers by a 1-digit number, using the grid method alongside the column method and establish the link between the two methods.</p>																					
<p>Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.</p>																					
<p>Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.</p>																					
<p style="text-align: center;">3×5 5×3</p>	<p style="text-align: center;">$6 \times 7 = 7 \times 6$</p>																				
<p style="text-align: center;">16×5</p>	<p style="text-align: center;">16 $\times 5$ <hr/>30 - (5 x 6) 50 - (5 x 10) <hr/>80</p>																				
<p style="text-align: center;">23 $\times 16$ <hr/>18 - (6 x 3) 120 - (6 x 20) 30 - (10 x 3) <hr/>200 - (10 x 20) <hr/>368</p>	<p style="text-align: center;">$65 \times 32 =$ 65 $\times 32$ <hr/>130 1950 <hr/>2080</p>																				

Written Calculation Methods – Division

Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.



Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)



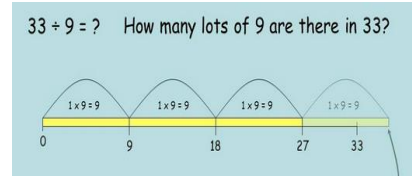
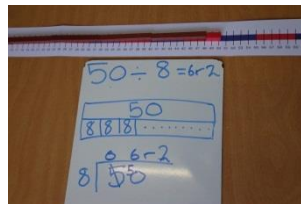
$$6 \times 7 = 42$$

$$7 \times 6 = 42$$

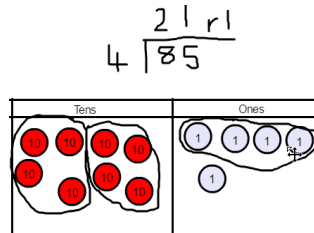
$$42 \div 6 = 7$$

$$42 \div 7 = 6$$

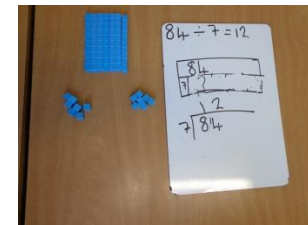
Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).



Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.

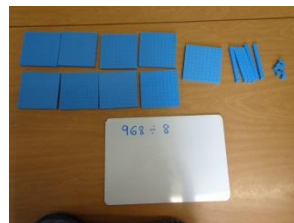


Pupils work in the place value columns to divide by 4



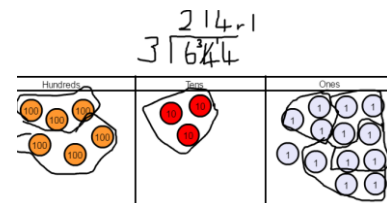
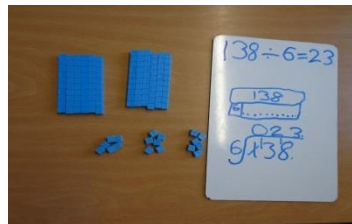
1 ten is regrouped into 10 ones. The tens and ones are divided by 7

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)



Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.

iii. Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

Year 1	I can use objects to work out one more and one less.
	I can read and write numbers from 0 to 10.
	I can show an understanding of + - and =.
	I can recall number bonds within 5.
	I can understand that the total number will change when objects are added or taken away.
	I can count to 20.
	I can name some common 2-D shapes.
Year 2	I can work out one more and one less of a given number.
	I can count, read and write numbers from 0 to 100.
	I can read and write number statements using +. - and =.
	I can recall number bonds within 10.
	I can add 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can find and name $\frac{1}{2}$ (half) of an object, shape or amount.
I can recognise and name some common 2D and 3D shapes.	
Year 3	I can read and write numbers to 100 in numerals.
	I can count in steps of 2, 5, 10s.
	I can find the place value of each digit of a number with tens and ones.
	I can answer simple addition and subtraction questions in my head as well as by writing them down.
	I can remember and use multiplication and division facts for the 2, 5, 10 times tables.
	I can find, name and write fractions of a length, shape, set of objects or amount.
	I can notice and explain the properties of 2D and 3D shapes.
I can read measurement scales in 1s, 2s, 5s and 10s.	
Year 4	I can use number bonds for all numbers up to 20.
	I can use the 3 times table fluently, including multiplication and division facts.
	I can use the 4 times table fluently, including multiplication and division facts.
	I can use the 8 times table fluently, including multiplication and division facts.
	I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year).
	I can tell the time to the nearest minute.
	I can recognise a right angle and name its value.
Year 5	I can use number bonds to 100.
	I can use the 12 x 12 fluently, including multiplication and division facts.
	I can recognise decimal equivalents of fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and any number of tenths and hundredths.
	I can multiply and divide single digit numbers by 10 and 100.
	I can round any number to the nearest 10 or 100.
	I can add and subtract numbers up to 4 digits using the formal column method.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l).	
Year 6	I can use times tables up to 12 x 12 fluently.
	I can understand the value and order of each place value columns from 3dp to 10,000,000.

	I can mentally calculate addition and subtraction calculations where regrouping is not required.
	I can multiply and divide whole number by 10, 100 and 1000.
	I can use written column addition and subtraction, regrouping where necessary.
	I can read the time on both a 12 and 24 hour clock to 1 minute intervals.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall decimal number bonds to 1 and 10.
	I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l).

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximise their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups: Dragon, Rainbow, Solar and Infinity maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

iv. Vocabulary

Maths Vocabulary for Year 5

Number & Place Value	
more	most
less	least/lowest
digit	positive
order	negative
compare	zero
more than	less than
round	value
estimate	approximately
partition	integer
sort	tenths
group	hundredths
consecutive	decimal
Four Operations	
+ add	- minus
+ more	- fewer
+ plus	- decrease
+ increase	- difference
+ sum	- subtract
+ total	- take away
+ altogether	= equals (the same as)
x times	÷ divide
x lots of	÷ divided by
x groups of	÷ share equally
x multiply	remainder
x repeated addition	divisor
x product	factor
multiple	
Fractions	
whole	half
equal parts	quarter
third	bar model
left over	equivalent
numerator	denominator
simplify	equivalent
Measurement	
convert	metric
unit	scales
pounds	kilometres
metres	centimetres
millimetres	kilograms
grams	milligrams
area	change
perimeter	pence
length	degrees Celsius
width	digital
depth	analogue
hour	furthest
minutes	closest

Properties of Shapes	
equilateral	acute
isosceles	reflex
scalene	obtuse
polygon	opposite
vertices/vertex	right angle
cube/cuboid	symmetrical
circumference	mirror line
construct	regular
draw	irregular
quadrilateral	face
symmetry	side
Statistics	
graph	range
pictogram	mode
equation	rule
Position & Operation	
forwards/backwards/across	translate
position	co-ordinate
centre	clockwise
axis	plot

4. Our Curriculum

Our topics this year are:

Leechpool Curriculum Overview Year 5

Subject	Autumn		Spring		Summer	
Art	Drawing - Tonal shading	Sculpture – clay Tudor Roses	Drawing – Perspective pictures	Painting – Starry Night pictures	Sculpture – Mayan Masks	Colour – Fantasy Space landscapes
Computing	Blogging our knowledge	Manipulating images using GIMP	Understanding the importance of E-Safety	Scratch interactive stories	Sports events data	Independent project (combining the skills learnt)
Design Technology	Textiles	Food and Nutrition	Structures		Circuits	
Geography	World Geography		International Fortnight	Americas	Local Geography	
History	Tudors		Mayans		Aztecs	
MFL	School equipment, alphabet and directions	Celebrations, food and Christmas in France	International Fortnight New Year in France, months and seasons	Weather and forecasts and Easter in France	Numbers 30-60, Planets	French festivals, items of clothing, packing a holiday suitcase
Music	Tudor Song	Joyful, Joyful	Ukulele – In the Jungle		I Wanna Sing – Scat (classroom jazz 1)	Outer Space – Holst The Planets
PSHE	Keeping Safe	Stereotypes, discrimination and prejudice	Value for Money	Drugs, alcohol and tobacco education	Citizenship – democracy	Fun, food and fitness
Physical Education	Rugby	OAA	Hockey	Dodgeball	Rounders	Athletics
	Netball	Sports Hall Athletics	Dance	Gymnastics	Tennis	Cricket
Religious Education	Islam: Mahammad - Why is Mahammad important to Muslims?	Sikh Worship and the Community	Christian Bible Where did the Christian Bible come from?	Christian story - Easter	Beliefs in our community – what religious buildings are in our local area?	What is a church?
Science	Life Cycles		Properties of Materials	STEM Fortnight	Forces and Space	

See our subject pages on our website for English and maths for more information about these subjects.

Subject to minor changes.

Websites we use at school

At school we use a number of websites to support the children's learning. Year 5 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- MyMaths an interactive online maths resource
<https://www.mymaths.co.uk/>
- BBC KS2 Bitesize a revision tool for primary subjects
<http://www.bbc.co.uk/education/levels/zbr9wmn>
- Google classroom
<https://classroom.google.com/> (Only for the children to join)
- Giraffe Class Code: 332lral
- Lion Class Code: i7wqfl5
- Spelling Shed
<https://www.edshed.com/en-gb/login>
- Times tables activities
<https://www.trockstars.com/>

5. Timetable and Equipment

In Year 5, we keep the timetable quite flexible to enable us to better meet the needs of the children. This is generally the case with the afternoon lessons however the morning lessons generally remain fixed. We have 2 timetables, a Week A and a Week B.

Week A

	8.35 - 8.55	EMA	9.00 - 9.30	9.30 - 10.45	10.45 - 11.00	11.00 - 11.45	11.45 - 12.30	12.30 - 13.15	13.15 - 14.00	14.00 - 14.50	14.50 - 15.00	
Monday	Registration	Spelling practise	Head Assembly	9.30 - 10.30 Maths	Spellings	Break	Alternate 11:00 - 11.45 Guided Reading 11:45 - 12.30 Literacy		Lunch	ERIC Time	13:30 - 14:15 Computing	Grammar Input 14:30 - 14:50 Class Read
Tuesday		Maths	9:00 - 9:50 Maths	9:50 - 10:45 Literacy	Break	11:00 - 11.45 Guided Reading	11:45 - 12.30 Enrichment L - French G - RE	Lunch	13:15 - 14:00 Enrichment L - Art G - PE	14:00 - 14:45 Enrichment L - PE G - Art		
Wednesday		Handwriting	Singing Assembly 9:15 - 10:00 PSHE	10:00 - 10:45 Maths	Break	11:00 - 11.45 Enrichment Pick-Up L - RE G - French	11:45 - 12.30 Literacy	Lunch	ERIC Time	13:30 - 14:45 Science		
Thursday		Spelling Game	Key Stage Assembly	9.30 - 11.00 PE Swimming Healthy Living/Allotment		Break 11.00-11.15	11.15 - 11.35 Handwriting/ Spellings	11:35 - 12.30 Maths	Lunch	13:15 - 14:05 Lion: Music Giraffe: DT	14:05 - 14:45 Literacy	
Friday		Free Write	Head Assembly	9.30 - 10.30 Maths	Spelling test	Break	11:00 - 11.45 Guided Reading	11:45 - 12.30 Literacy	Lunch	ERIC Time	13:30 - 14:45 History	14:45-15:00 Class Read

Week B

	8.35 - 8.55	EMA	9.00 - 9.30	9.30 - 10.45	10.45 - 11.00	11.00 - 11.45	11.45 - 12.30	12.30 - 13.15	13.15 - 14.00	14.00 - 14.50	14.50 - 15.00	
Monday	Spelling Practice	Head Assembly	9.30 - 10.30 Maths		Spellings	Break	11:00 - 11.45 Guided Reading	11:45 - 12.30 Literacy	Lunch	ERIC Time	13:30 - 14:15 Computing	14:45-15:00 Class Read
Tuesday	Maths	9:00 - 9:50 Maths		9:50 - 10:45 Literacy	Break	11:00 - 11.45 Guided Reading	11:45 - 12.30 Enrichment L - French G - RE	Lunch	13:15 - 14:00 Enrichment L - Art G - PE	14:00 - 14:45 Enrichment L - PE G - Art		
Wednesday	Registration	Handwriting	9:00-9:15 Singing Assembly	9:15 - 10:00 PSHE	10.00 - 10.45 Maths		Break	11:00 - 11.45 Enrichment Pick-Up L - RE G - French	Lunch	ERIC Time	13:30 - 14:45 Science	
Thursday	Spelling Game	Key Stage Assembly	9.30 - 11.00 PE Swimming Healthy Living/ Allotment			Break 11.00-11.15	11.15 - 11.40 Spellings/ Handwriting	11:40 - 12.30 Maths	Lunch	13:15 - 14:00 L: DT G: Music	14:05 - 14:50 Literacy	
Friday	Free Write	Head Assembly	9.30 - 10.30 Maths		Spelling test	Break	11:00 - 11.45 Guided Reading	11:45 - 12.30 Literacy	Lunch	ERIC Time	13:30 - 14:45 Geography	14:45-15:00 Class Read

Getting ready to go home

The children will need to bring their PE kits into school on a Monday and taken home on a Friday. We will be swimming in the autumn term, starting Thursday 19th September.

Children without the correct PE kit will be unable to take part in the lessons due to health and safety. Parents of those children who consistently forget their PE kit will be phoned.

Pencil Cases

The children in year 5 and 6 are expected to bring their own pencil case into school in order to prepare them for secondary school. It is important that these are topped up throughout the year to ensure your child comes into school with all the necessary equipment.

A few points to remember:

- the pencil case and its contents are the responsibility of the child
- expensive and special items of stationary should remain at home
- the pencil case should be big enough to carry the essential equipment only
- no sharpies please

Mobile phones

The children are allowed to bring a mobile phone in but must hand in into the class box at the start of each day and then collect it before they go home.

6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We are a **nut free** school and ask that nothing containing nuts is brought in by the children for both their healthy snack and in their packed lunch.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break times where children can bring in up to £1.00 to buy a snack of their choice.

At lunchtime, the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:

<https://parentpay.com>

Children in Year 5 eat lunch between 12.55pm and 1.15pm.



(01403) 210233



**reception@leechpool.
w-sussex.sch.uk**