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What Will My Child Learn In Year 5?

If your child is about to begin Year 5, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year however this document is meant as a general guide, covering the sorts of things that your child might be working on.

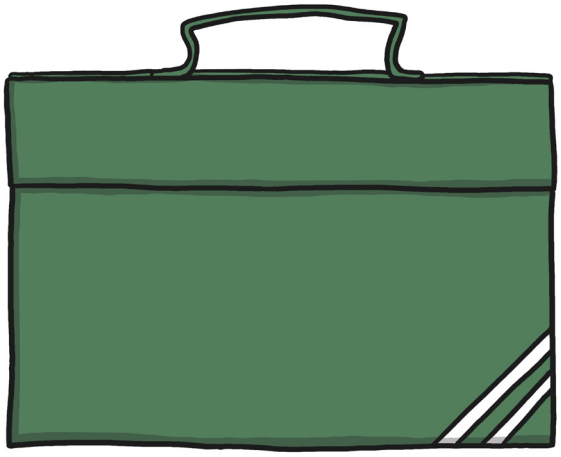
English

Reading Comprehension

- Children in Year 5 will be encouraged to read a wide range of may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Children may be more exposed to traditional stories, myths, legends and books from other cultures, becoming very clear on the structure and typical features of this style of text.
- They might be encouraged to complete book reviews, giving reasons for their opinions and making comparisons with other texts.
- Regarding poetry, they will, at some point in the next two years work on learning different poems off by heart, ready to perform, showing an understanding of how to perform by using the right tone, volume, timing and intonation so that it can be clearly understood by the audience.
- Children will be reminded to check their reading makes sense, discussing their understanding of the meaning of certain vocabulary as they read. They might also be encouraged to ask questions about the text to further develop their understanding of what is going on and draw inference about character actions, speech or motives, providing evidence. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Children might be encouraged to make predictions based on what they've already read, summarise key points to show good comprehension and look out for interesting phrases that authors uses.
- In Year 5, children will practise distinguishing between fact and opinion, answer questions by referring back to the text and confidently challenge others in an appropriate manner about their opinions.

Handwriting

- By Year 5, your child may have developed their own handwriting style. They will be expected to write legibly and fluently, in accordance with the school's handwriting policy. They may possibly be writing in pen, rather than pencil by this stage and in most cases, should be expected to join all the time. They might still need reminding of certain rules such as – never join capital letters to the following letter!



Writing and Spelling

- Your child may specifically learn how to spell words with silent letters e.g solemn and knowledge.
- They may also work on spelling a wider range of homophones (words which sound the same but have different meanings), ensuring they use the correct form based on the context of their writing, for example practise/practice, advice/advise.
- Your child may be encouraged to use dictionaries to check the spellings of words and a thesaurus to further develop the use of vocabulary.
- At some point over the next two years, children will learn to spell words ending in the following suffixes: -ant, -ancy, -ance, -ation, -ent, -ence, –ency, -able, -ible, -ably and –ibly.
- Children may also work on learning the spelling rules for adding the endings –fer, –cial, -tial, –cious, -tious and words with the letter string 'ough'.
- Children might also be introduced to the hyphen in words such as co-ordinate and re-enter.

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Writing - Composition

- Planning writing – Your child may be taught how to identify the audience and select the correct style and tone. They might be encouraged to note and develop their ideas and using their reading knowledge to plan interesting characters (if fiction) and settings.
- Drafting and writing – Year 5 Children may practise selecting the correct grammar and vocabulary to match the reading audience and work on including dialogue and linking paragraphs together so that their writing flows nicely.
- Children may be taught to carefully select the correct structure for their text, including any necessary features such as bullet points, headings or captions.
- Evaluate and edit – Children will be encouraged to regularly assess the effectiveness of their own writing and pieces written by others, focusing specifically on punctuation, grammar, vocabulary and spelling.
- Finally, children will be taught how to use intonation when reading their writing out loud and how they could vary the volume and include movement.

Writing - Vocabulary, Grammar and Punctuation

- In Year 5, your child may work on converting adjectives or nouns into verbs using suffixes such as –ify, -ise and –ate and practise adding prefixes for example de-, mis- and re-.
- Your child may also work on relative clauses, clauses beginning with relative pronouns such as where, which, whose, that and who, for example, 'The boy, who fell and grazed his knee, cried.
- Children may also be encouraged to include adverbs such as perhaps and surely as well as modal verbs such as will, must or might in order to indicate degrees of possibility.
- This year children in this year group might work on making sure their writing flows nicely and ideas link cohesively, linking ideas across paragraphs using adverbials of time (later, after, before), number (secondly, thirdly) or place (in the distance).
- They may also learn how to use parenthesis (brackets), colons (:) and semi-colons (;) and refer to these new grammatical terms correctly.

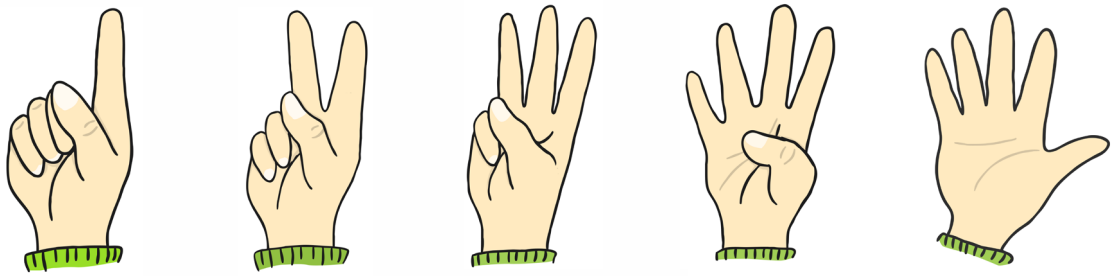
Maths

Number - Number and Place Value

- Your child may learn to read, write, compare and order numbers to at least one million, understanding the value of each digit.
- Children might also work on rounding any number to the nearest 10, 100, 1000, 10,000 and 100,000.
- With negative numbers, children may practise counting forwards and backwards across zero.
- Children might learn how to read Roman numerals to 1000, recognising years which are written in these numerals.
- Using all their number knowledge, children might be faced with word problems involving the above.

Number - Addition and Subtraction

- In Year 5, your child may be taught how to use formal column written methods to add and subtract numbers with more than four digits. (The methods and the order in which they are taught can vary between schools, your child's school will probably have a calculation policy that they would be willing to share with you).
- They may also be required to mentally calculate larger numbers e.g 11,550 – 4,300, using rounding to check answers.
- Finally, children might be faced with solving subtraction and addition problems which involves two or more calculations to solve.



Number - Multiplication and Division

- Your child may work on being able to identify factors (a whole number which divides equally into another whole number so there is never a remainder). They may also look for factor pairs, for example, the factor pairs of 9 are: 1 and 9 and 3 and 3, because 1 x 9 = 9 and 3 x 3 = 9.
- They may also learn about prime numbers up to 100, numbers which have no positive divisor other than itself and 1, understanding that a composite number is a non-prime number.
- Children might learn how to multiply up to four digits by a one or two digit number using formal methods, including long multiplication for two digit numbers. They will also work on multiplying and dividing mentally using their knowledge of number facts.
- Regarding division of numbers, children will divide up to four digits by a one digit number using formal written methods of short division, including remainders. They will also work on multiplying and dividing decimals by 10, 100 and 1000.
- Next may involve learning about square and cube numbers. Square number are the answer to a number multiplied by itself e.g 2 x 2 = 4, 3 x 3 = 9, 4 x 4 = 16. Cube numbers are created by multiplying a digit by itself three times, eg 2 x 2 x 2 = 8 and 5 x 5 x 5 = 125.
- Children will then use their knowledge to solve word problems involving multiplication and division.

Number - Fractions

- In Year 5, children may be taught how to compare and order fractions where denominators (lower number in the fraction) are multiples of the same number, e.g 1/5, 3/15, 9/25.
- Your child might also work on writing equivalent fractions (fractions which have the same value), including tenths and hundredths.
- It is likely that your child will also learn about mixed number fractions which are made up of a whole number and a fraction. The fraction in a mixed number fraction is known as a proper fraction, where the top number (numerator) is smaller than the lower number (denominator).
- They will also learn about improper fractions where the denominator is smaller than the numerator and be taught how to change mixed number fractions into proper fractions and vice versa!
- Your child might also work on adding and subtracting fractions which have the same denominator or denominators that are the multiples of the same number.
- They will also learn how to multiply mixed number fractions and proper fractions by whole numbers.
- Decimals: This year they may learn how to write and read decimals as fractions, e.g 0.83 = 83/100. Your child may also be taught how to recognise and use thousandths.
- Children in Year 5 might also work on rounding decimals with two decimal places to one decimal place or the nearest whole number.
- In addition to this, your child may write, read, compare and order numbers with up to three decimal places and solving problems based around these numbers.
- They should begin to recognise the percentage symbol % understanding that 'per cent' means number as part of a hundred. They will write percentages as a fraction e.g 67% = 67/100 and as a decimal, 0.67.
- Finally, the word 'proportion' may be introduced so that children understand that fractions, percentages and decimals all represent proportions of something.

Geometry - Properties of Shape

- They might work on measuring angles in degrees, estimating angles too.
- In addition to this, your child will be drawing angles and working out missing angle and length measurements within shapes.
- Your child may be taught the difference between regular and irregular polygons (a 2D shape with straight lines). To clarify, this means knowing that a regular polygon has equal angles and sides, otherwise it is irregular.
- Finally, teachers may check that your child is secure at naming a wide range of 3D shapes.

Geometry - Position and Direction

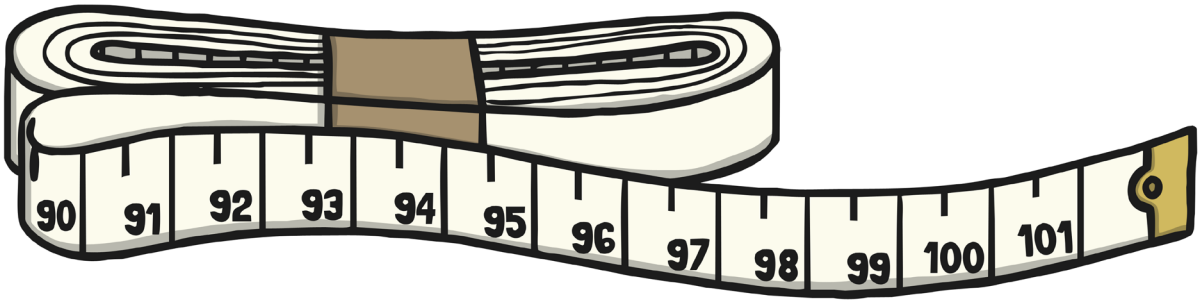
- Your child is likely to be taught reflection (creating a symmetrical picture when a mirror line is drawn) and translation (moving a shape into a different position), understanding that the shape hasn't actually changed

Statistics

- Children might learn to solve problems using information presented in a line graph and interpret information presented in timetables.

Measurement

- This year, children may be taught how to convert between different units of measure for example centimetres and metres, grams and kilograms, metres and kilometres etc.
- They may also learn the equivalence between metric and imperial units such as pints and pounds.
- Regarding perimeter, your child may be taught how to measure and calculate in both centimetres and metres.
- They might also work on calculating the area of shapes using units such as cm2 (square centimetres) and m2 (square metres) and also estimate the area of an irregular shape. Children might also do some guess work with volume and capacity.
- Time: Children may be faced with solving time conversion problems such as converting hours into seconds, weeks into days or minutes into hours.
- At some point within Years 5 or 6, children will be expected to attempt problem solving using all four operations involving measures, decimals and scaling.



Science

Working Scientifically

- Science is a great way to find out about the world around us.
- Your child will be encouraged to raise questions, plan and set up fair tests, take accurate measurements, look out for any patterns and record their data in the best way such as tables, scatter graphs or bar graphs.
- They may then use these results to make predictions leading to further tests and finally, reaching conclusions about their original question whilst understanding the level of reliability of their results.
- All of the following topics are taught through the 'working scientifically' science strand.

Animals, Including Humans

- Children may learn about the changes which occur as humans grow old.

Living Things And Their Habitats

- In Year 5, your child may have the opportunity to learn about reproduction in some animals and plants.
- They might also be taught the differences between the life cycles of mammals, amphibians, birds and insects.

Properties and Changes Of Materials

- Your child may be taught the meaning of the following terms to help them within this topic: soluble (dissolves in water), insoluble (doesn't dissolve in water) and solubility, transparent (light passes through it), translucent (lets some light through) and opaque (doesn't let through any light at all), transparency, conductor (lets electricity/heat pass through), insulator (doesn't let electricity/heat pass through) and conductivity.
- Using these terms, children may compare and group common materials based on these properties and how they respond to magnets.
- Children may also test and be able to explain the suitability of a material for a purpose.
- Year 5 children may also investigate how some materials can dissolve in liquids to create a solution and how to reverse this change, converting the solution back into a substance.
- They may also discover that some changes can create new materials.
- They may be taught how to apply their prior learning of gases, solids and liquids in order to decide how mixtures can be separated including processes such as filtering, sieving and evaporation.

Forces

- Children in Year 5 may learn about how gravity works in relation to the Earth and space.
- They may also look into how mechanisms such as levers and pulleys enable a smaller force to have a greater effect.
- Finally, children might be taught the effects of air resistance, friction between moving surfaces and water resistance.

Earth and Space

- Children might learn about the movement of the Moon in relation to the Sun, the movement of the Earth (or other planets) in relation to the Sun.
- Please note that Pluto has been reclassified as a 'dwarf planet' and children should be reminded never to look directly at the Sun.
- Finally, children may be taught how the Earth's rotation affects day and night and movement of the Sun across the sky.

Art and Design

Working Process

- Children may be encouraged to use sketch books to record ideas. They might also have the opportunity to learn about a great designer, architect or artist from history.

Drawing

- In Art and Design in Year 5, children may learn how to produce detailed sketches and drawings. Children may be introduced to the concept of perspective, working on different scales. Your child may have the opportunity to work on a variety of textured surfaces and investigate the direction of light shining on an object.

Painting

- Children might also investigate different paint textures, selecting the best brush type/size and technique. They may also experiment with using colour to express feelings or moods.

Textiles

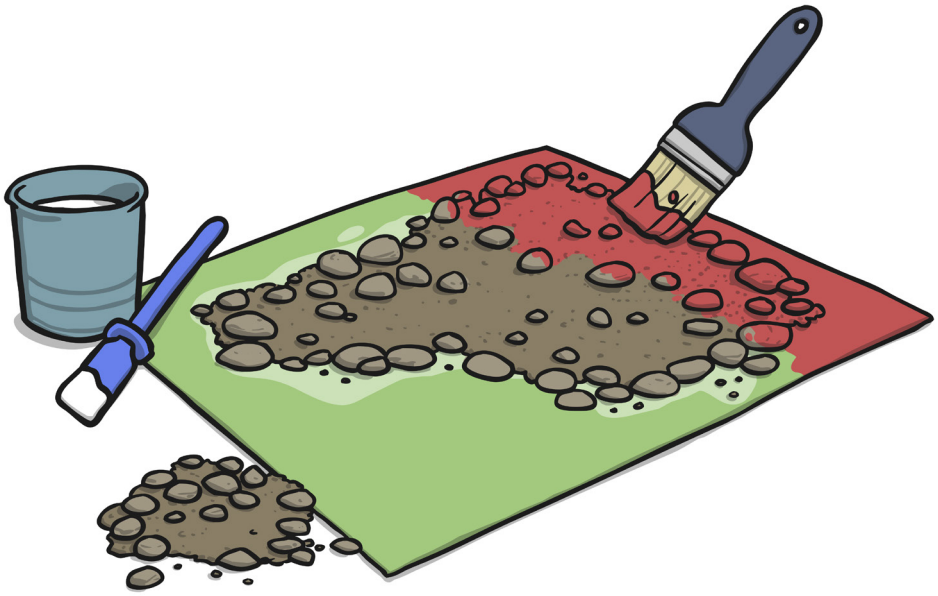
- Regarding textiles, children may learn about how different fabrics are created.

Printing

- This year your child might design prints for a specific purpose, e.g wallpaper or Christmas wrapping paper.

Evaluation

- Finally, children will be encouraged to say what they like and dislike about their own work and that of their classmates.



Computing

E-Safety

- E-Safety is a very important aspect of Computing in which children learn how to keep themselves safe online as well as being respectful of others.
- Children in Year 5 may learn about the importance of selecting a secure password and appropriate nickname instead of using their own name.
- They might be reminded to never give out their password or personal information online and to tell an adult if they ever have a worry. Your child might already be aware, but may be reminded that there should be a limit to the amount of time they spend on the internet.
- Children may also begin to learn about how to protect laptops, I-Pads and other devices from viruses.

Working Online

- Children in Year 5 may be taught how to search safely on the internet and consider the accuracy and reliability of the website/information carefully.
- They might be shown how to identify the author of the webpage and may be taught how to know which websites to trust when downloading.
- Finally, children might learn how to describe the ways in which websites advertise their products.

Data

- Children may be taught how to use a spreadsheet and databases to collect and organise data. They may also learn how to search a database for the information they need and be reminded to check for mistakes in data.

Word Processing

- In Year 5, children may work on how to use photo, sound and text editing tools in order to produce the best possible work and review their own work and that of others, suggesting possible improvements.

Programming

- Regarding programming, Year 5 children may be taught how to break up a problem into smaller parts in order to design an algorithm (method of solving a problem) for an outcome and use this to write a program.
- They need reminding to check their programming as they go, de-bugging (solving) any possible problems.

Design and Technology

Children in Year 5 may be encouraged to design, make and evaluate a product which could be used in one of a few different contexts such as within the home or at school.

Design

- In this year group, children might be expected to research similar products to the one they are expected to design, make and evaluate. From this, they will develop a list of criteria which their product must meet, being mindful of the audience. Children may then be encouraged to generate ideas together, communicating ideas through annotated sketches or models.
- At some point with Key Stage 2, children will understand how key individuals and events in DT have helped to shape our world, e.g the invention of the motor car, microwave and computer.

Make

- Children may learn how to use a range of tools and methods with accuracy, in order to create their product and produce a high quality finish.
- Children will select the right materials or ingredients for the purpose of what they want to achieve.

Evaluate

- Once completed, children will evaluate their finished product saying what they like, dislike and what could be improved in relation to the design criteria.
- Your child will also be encouraged to evaluate the products of others considering the original criteria, suggesting possible improvements.

Technical Knowledge

- Children will apply their knowledge of how to stiffen, strengthen and make structures more stable when making a product.
- They may also have the opportunity to use gears, pulleys, linkages, levers and cams.
- In addition to this, they might extend their science work on electricity to create products with electrical systems which may incorporate bulbs, switches, buzzers and/or motors.
- Finally, children may use computing to control their products.

Cooking and Nutrition

- The new curriculum has a renewed emphasis on cookery and healthy cooking will be covered in both Key Stage 1 and 2.
- This year, your child may be taught to understand the importance of a healthy, balanced diet and apply this to designing and making a dish or snack using a range of cooking techniques.
- Children might learn about seasonality, learning where and how different ingredients are grown, reared, caught and processed.

Geography

Location Knowledge

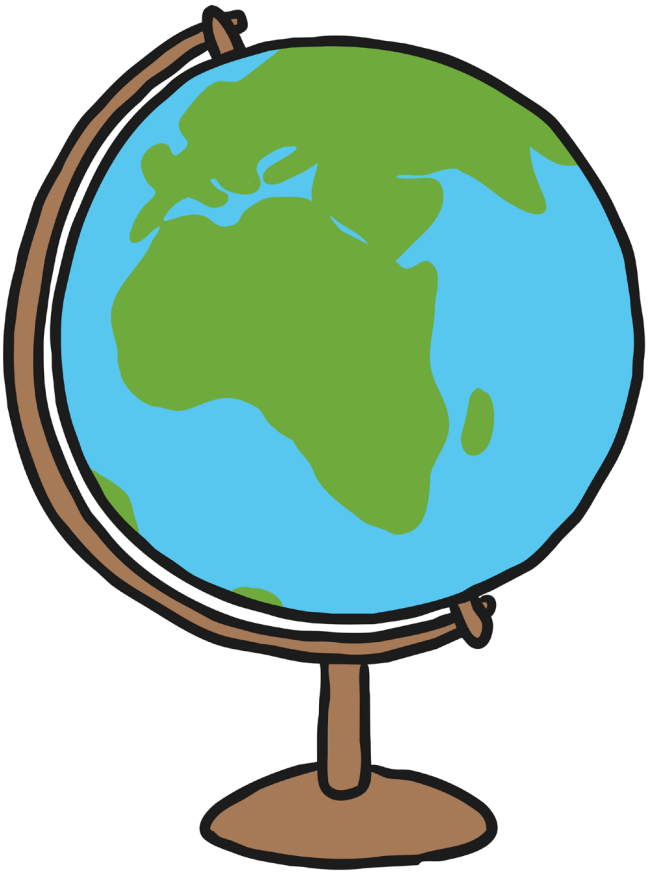
- Children may learn to locate countries within North America, including major cities, learning about key human and physical features.
- They might also learn about the Arctic and Antarctic, Prime/Greenwich Meridian and time zones.

Place Knowledge

- Children may study features of a region of North America through studying its human (man-made) and physical (natural) geography in comparison to a region of the UK.

Human and Physical Geography

- Children might learn about the economic activity of North America including trade links and distribution of natural resources including water, minerals, energy and food around the world.



Geographical Skills and Fieldwork

- In Year 5, your child might be given the opportunity to use globes, maps, atlases and/or computer mapping in order to locate places within North America, and their human and physical features.
- Your child may also learn to use the eight points of a compass, four and six figure grid references and map symbols (including using Ordnance Survey maps).

History

Children may learn about Anglo-Saxons and Scots, Ancient Egypt and take part in a study of an aspect or theme in British History beyond 1066, e.g World War 2.

Music

- Your child might be encouraged to improvise melodies and rhythms, performing from notation or memory.
- They may also explore, analyse, compare and refer to musical devices such as dynamics (volume), pitch (high/low sounds), tempo (speed) and timbre (quality of the sound), listening to different music and considering how it can reflect place, time and culture.
- Either in groups or as individuals, they may have the opportunity to compose, taking into account some of the previously mentioned devices and beginning to form notations in order to record their work.
- Before the performance, children may be asked to consider how venue can affect the quality of the sound. As they work, they will be encouraged to make improvements.
- Over the course of Key Stage 2, children will research different styles and periods of music, including great composers.

Physical Education

Games

- Children are encouraged to take part in competitive game play, further developing their attacking and defending skills to make sure your child uses these skills consistently. They may also develop their use of tactics within a specific activity.
- Children may be questioned on the impact that warming up has on our bodies and performance.
- They might also be encouraged to evaluate their own work and that of other teams or individuals, suggesting possible improvements.

Outdoor and Adventurous Activities

- Children love a treasure hunt and orienteering is a great activity to get children working together as a team, following instructions carefully and solving problems such as getting back on track if they take the wrong turn.

Dance

- This year, children may be to explore and improvise different styles of dance working either individually or as part of a group.
- They may get the opportunity to choreograph dances using a mixture of different styles.
- Children may be taught how to perform expressively.
- By Year 5, they may be asked to devise their own warm up and cool down and lead the rest of the class, understanding why this is so important.
- Again, as in the other areas of Physical Education, children will be asked to evaluate their own work throughout the activity, and the work of others.

Gymnastics

- Children in Year 5 may be taught how to perform shapes, actions and balances confidently.
- They might have the opportunity to create sequences in which they will carefully select the skills that they have been taught.
- Children will be taught to understand the importance of warming up and do this thoroughly before every session, understanding the impact it can have on a performance.
- They may discuss the effects which physical activity can have on your health and evaluate their own work and that of others.

Athletics

- Improving the quality and consistency of skills across a number of events such as hurdling, sprinting, long jump or high jump may be the focus this year.
- They may be taught a number of new techniques in order to select the one which leads to their best performance.
- Children might be questioned on the principles of warming up and why exercise is good for us.
- Children may be encouraged to evaluate their own performances and those of others, suggesting possible improvements.