

Curriculum Information

Year 5 2025-2026



Classroom Routines, Staff and Timetable

- Class teacher: Miss Cotton
- Support Staff: Mrs Metcalfe, Miss Fox, Mrs Rooney, Mrs Pheasey, Miss Smith, Mrs Parker.
- PE Kit/ Uniform expectations
- PE Days – Tuesday & Thursday
- Library change – Tuesday
- Swimming – After February half term.



Curriculum and Age Related Expectations

Reading - Year 5 (End of year expectations)		Writing - Year 5 (End of year expectations)	
Word reading	I can tell you the meaning of new words.	Transcription	I can spell words with additional prefix and suffixes.
	I can read words that I have never seen before.		I can write lots of words that sound the same but are spelt differently- accept/except, whose/who's.
	I can re-read and read ahead to check for meaning.		I can check words in a dictionary.
Comprehension			I can spell word families based on common words.
	I can discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books.		I can spell commonly misspelt words.
	I can read and understand differently structured texts including non-fiction texts.		I can identify the root of words in unfamiliar longer words.
	I can identify and discuss themes and conventions in stories.		I can join up letters and understand which letters should be joined up.
	I can recite poetry from memory – narrative verse, haiku.		I can write in cursive handwriting smoothly and legibly.
	I can prepare poems and plays for performance.	Composition	I can compose a variety of sentence structures.
	I can check for sense when exploring unfamiliar words, and figurative phrases.		I can draft my work orally and on paper.
	I can tell you how the language, structure and presentation add to the meaning of a text.		I can begin to open paragraphs with topic sentences.
	I can infer meanings and begin to find evidence in the text.		I can create settings, characters and a plot for a story.
	I can predict what might happen from details stated and implied.		I can evaluate and edit my work, checking for spelling and vocabulary errors.
	I can identify organisational features of different text types		I can use the correct nouns and pronouns.
	I can explain why different text types are organised in a certain way.		I can write sentences that have more than one clause.
	I can find and record information from non-fiction.		I can use fronted adverbials- 'Later that day, I went home.'
	I can talk about books I have read at school and at home.		I can use expanded noun phrases- 'The strict teacher with curly hair.'
	I can retell you a story that I have read before out loud.		I can use other punctuation in direct speech correctly including a comma.
I can join in with classroom discussions.	I can use adverbs, conjunctions and prepositions to express time and cause.		
	I can use apostrophes to mark plural possession.		
	I can use a comma after fronted adverbials.		
	I can evaluate and edit my work, checking for spelling and vocabulary errors.		

Curriculum and Age Related Expectations

National Curriculum Summary: Mathematics Year 5

Place Value (PV)	Addition and Subtraction (AS)	Multiplication and Division (MD)
<p>Read, write, order & compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers 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, 1 000, 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>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two 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 1- or 2-digit number using a formal written method.</p> <p>Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared and cubed.</p>
<p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Fractions (F)</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.</p> <p>Add and subtract fractions with the same denominator and multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions (e.g. $0.72 = \frac{72}{100}$).</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p>	<p>Geometry (G)</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees.</p> <p>Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90°.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>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.</p>
<p>Measures (M)</p> <p>Convert between different units of metric measure (e.g. km & m; cm & m; cm & mm; g & kg; l & ml). Understand and use approximate equivalences between metric and imperial units (e.g. inches, pounds & pints).</p> <p>Measure & calculate the perimeter of composite rectilinear shapes in cm/m.</p> <p>Calculate the area of rectangles using standard units, square cm/m and estimate the area of irregular shapes.</p> <p>Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water).</p> <p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p>	<p>Statistics (S)</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	

Handwriting

abcdefghijklmnopqrstuvwxyz

xyz

Cursive script

Pen Licence



Support given to get to ARE

- Extra reading practise 1-1 or in small groups
- Additional spelling support
- Additional guided groups for Maths and English



Challenging beyond ARE

- Reading activities/challenges
- Further reasoning activities
- Application across the curriculum



Spellings

- New spellings will be set on a Tuesday and assessed on a Monday.
- Activity to introduce rule and practise.
- SPELLING SHED – online games



Homework

- Reading- 20 mins 4 times per week, talk about the text 2 to 3 times a week
- TT Rockstars – 3 x 15 mins weekly
- Spellings- set weekly (Tuesday-Monday)



Reading at home

- Will be communicated through reading journals.
- Book band colours – how will my child move on?
- The types of questions you could be asking at home...



Useful Questions

Upper Key Stage 2

- What did that character mean when they said 'X'?
- Are the character's actions a surprise or what you expected?
- Why is that character surprised/scared/excited/angry?
- Explain the character's actions or reactions to events in the story?
- What clues are there in the story to show that that character is happy/angry/sad/excited etc?
- What do you think this character thinks or another character? Why?
- How did the writer make you think this?
- Has the writer been successful in creating a setting/mood/character/theme? What else could they have done?
- Choose a passage from the text describing a particular event and question the children on the atmosphere before and after the event.
- Describe different character's reactions to the same event?
- Who is the 'voice' in the text?
- Which character does the writer want you to like or dislike? How have they done this?
- What do you think will happen because of a character's actions/dialogue/thoughts?

Science



- Forces
- Space
- Global warming
- Properties of materials
- Animals including humans
- Life cycles
- Reversible and irreversible changes
- Reproduction

Topic

- Whitby (Geography)
- Inspirational Women (History)
- Rivers (Geography)
- Mountains (Geography)
- Crime and Punishment (History)
- Saltaire (History)



Trips/ Visitors/ Theme Days

- Over the year we plan to enhance learning in a number of different occasions with trips, visitors and theme/ dressing up days. Where possible we try to give 4 weeks notice, for example
- *Autumn Term – Whitby & Bronte Parsonage (£10)*
- *Summer Term – Ripon Museums (£30) & Saltaire (£5)*

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Contact

Before or after school for a quick chat or to pass on information.

Alternatively telephone the office to make an appointment or email

year5@hardenprimaryacademy.co.uk

