Years 5 & 6

Blakeney Class

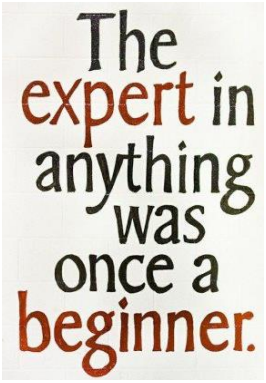
Cromer Class

Winterton Class

In years 5 & 6 we encourage the children to take personal responsibility for their own behaviour and their learning. By the time they leave year 6, we hope that they are well positioned to continue learning at their new High School.

Many of our subjects are taught discretely but we take the opportunity to make cross curricular links wherever possible. In year 5/6 we work on a 2 year programme of topics, which is outlined on the following pages. Our topics usually begin with a 'Wow' day where we engage the children in their learning.

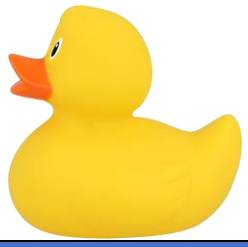
Within this booklet we have also outlined the minimum requirements for both the end of year 5 and year 6 for Reading, Writing and Maths. These are based on the national curriculum expectations. During your child's lessons we focus on these objectives, however, any additional support you can provide outside of school to enable your child to meet these is greatly valued.



Topic Guide for Years 5 & 6

Autumn Year A – Do we shape the world or does the world shape us?

We jump straight into our geography topic which centres on the issue of plastic pollution and bath ducks! Children work as oceanographers acquiring skills to answer questions about our impact on the planet, how that actually impacts on us and what we can do about it. In the second half of the term, children think about how the history of migration has shaped our nation and identity, from historical times to the present day. This unit is a wonderful opportunity to celebrate the diverse nature of our nation.



Spring Year A – The Butterfly Effect / Ancients Got Talent

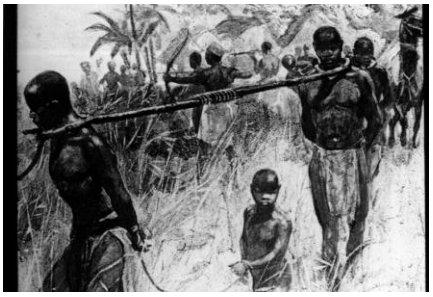
Children begin this unit by learning about 'the butterfly effect' – how small, seemingly insignificant actions on one side of the planet can have huge impacts on the other. Children develop their awareness of climate change and the role that we play in creating extreme weather events. They also consider the important actions that they can take to reverse this situation and have a positive impact on our planet. We then move on, in the second half of the term, to 'Ancients Got Talent', with a look back in time at the important contributions of the Ancient Civilisations which emerged in Egypt, Sumer, the Indus Valley and China. We not only learn where they developed but also consider the similarities and differences between them and how they contribute to a broadly based chronological understanding of the past.

Summer Year A – Extreme Measures!

During the summer term, children will size up some of the most extreme features and events in our world. The children start by exploring the extreme nature of our planet with a geography unit called River Deep, Mountain High. In this unit, children learn about the most amazing aspects of our physical geography, including: climate zones, biomes and vegetation belts, amazing rivers, awe-inspiring mountains as well as volcanoes and earthquakes. In the second half of the summer term, we all hop into our time machine for a journey back in time when we investigate significant moments in our past when dramatic change occurred. From the Stone Age to the Iron Age, from the British Empire to the Industrial Revolution. We also stop off to meet significant figures who played an important role during the Age of Revolution.

Autumn Year B – The Journey to Humanity

The school year begins with a geography unit that focuses on issues related to animal welfare, especially animals in the wild. Through this unit, children learn about how attitudes to caring for animals and preventing cruelty has changed over the years, in order to gain an appreciation for how far we have come as a species. We look at illegal wildlife trade, nature conservation and the impact of deforestation, considering what can be done now, and going forward, to improve animal welfare. In the second part of the term, we look at how far we've come in terms of our treatment and attitude to each other; this will essentially be a study in the evolution of humanity and compassion. We start by examining past ideas which created the conditions for colonialism and empire before moving on to the more sensitive issue of slavery. Learning will be situated in its historical context and understood as a product of the time and prevailing ideologies, while at the same time showing that not everyone supported this practice, thus leading the way towards abolition. Significant figures in the struggle to end slavery will be examined.



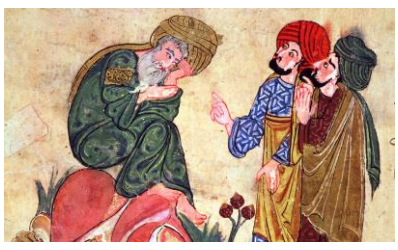
Spring Year B – Our Impact Near and Far

Our first unit provides scope for covering a large number of geography objectives through the comparison of locations and places, as well as human and physical features. Children practice by looking at our local area and apply a wide range of geography skills in the process.

This term the children learn about the ripple effect and that what we do as individuals can have a huge impact on the other side of the globe. We begin with a tour around the supermarket, talking about what we buy, where it is made and whether we think it is good or bad for the environment. We then travel to Borneo, Indonesia to discover how and why palm oil is produced and the wide variety of products it is used for. We look at the devastation caused to rainforest habitats and the impact on orangutans and gain some understanding for how the small decisions we make every day can have a positive or negative impact on the world depending on the choice being is made.

Summer Year B – Did Aladdin meet the Vikings?

Children will investigate the question: *Did the Vikings meet Aladdin?* In this unit, children acquire a deeper chronological understanding of what was happening in Britain around AD 900 by comparing it with what was happening in Baghdad at a time when Islamic society was having a major impact on the world.



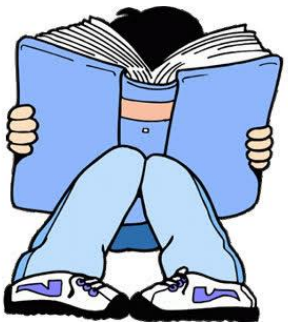
End of Year 5 and 6 Reading Expectations

Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Comprehension:

- I maintain a positive attitude to reading by reading and discussing a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can recommend books to my peers.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can check a book makes sense by exploring the meaning of words.
- I can predict what might happen in a book.
- I can summarise main ideas.
- I can discuss and evaluate how authors use language.
- I can distinguish between fact and fiction.
- I can retrieve information from a text.
- I can talk about books I have read and provide justifications for my views.



End of Year 5 and 6 Writing Expectations

Spelling:

- I understand the rules for adding prefixes and suffixes. • I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly misspelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting:

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition:

- I can plan my writing by identifying audience and purpose.
- I can note down and develop ideas.
- I can think about how characters are formed.
- I can draft and write pieces of text by choosing the appropriate vocabulary understanding how my choices can change and improve meaning.
- I can describe settings, characters and atmosphere.
- I can summarise longer pieces of text
- I can use cohesive devices and other organisational techniques.
- I can evaluate and edit my work.

Grammar:

- I can use passive and active voice and the subjunctive form in formal writing.
- I can use expanded noun phrases
- I can use modal verbs
- I can use relative clauses.

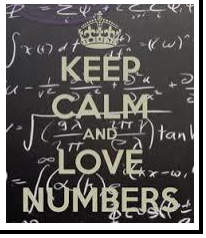
Punctuation:

- I can use commas and hyphens to avoid ambiguity.
- I can use brackets, dashes and commas to give more information.
- I can use colons to introduce a list.
- I can use semi-colons, colons or dashes to mark clauses.

End of Year 5 Maths Expectations

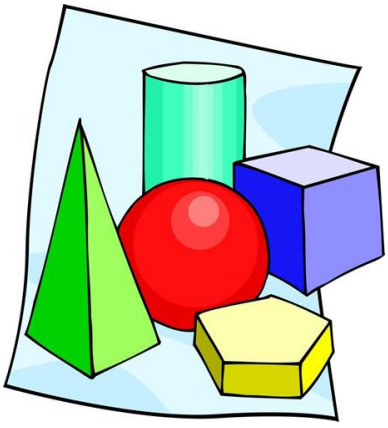
Number:

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to 1,000,000 and determine the value of each digit.
- I can interpret negative numbers in context.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- I can solve number and practical problems.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I recognise and use thousandths and relate then to tenths, hundredths and decimals equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read and write decimal numbers as fractions.
- I recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I can identify, name and write equivalent fractions of a given fraction.
- I can multiply and divide numbers mentally drawing on known facts up to 12 x 12.
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation 2 and 3.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.



Measurement and Geometry:

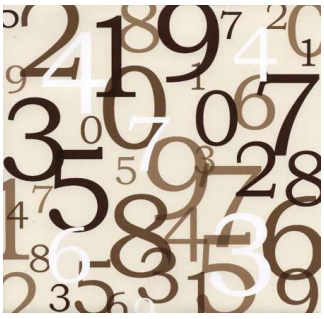
- I know that angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees.
- I can convert between different units of metric measures and estimate volume and capacity.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the areas of squares and rectangles including using standards units (cm2 and m2).
- I can solve comparison, sum and difference problems using information presented in a line graph.
- I can complete, read and interpret information in tables, including timetables.
- I can solve problems involving converting between units of time.
- I can use all four operations to solve problems including measure using decimal notation, including scaling.
- I can identify 3D shapes, including cubes and other cuboids from 2D representations.
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can 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.



End of Year 6 Maths Expectations

Number

- I can read, write and compare numbers up to 10,000,000 and determine the value of each digit.
- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number and practical problems.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded.
- I can use common factors to simplify fractions.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I can identify common factors, common multiples and prime numbers.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can compare and order fractions including > 1
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- I can multiply one-digit numbers with up to two decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to two decimal places.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.



Ratio and Proportion:

- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra:

- I can use simple formulae
- I can generate and describe linear number sequences.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.
- I can enumerate all possibilities of combinations of two variables.

Measurement and Geometry:

- I can solve problems involving the calculation and conversion of units of measure using decimal notation up to three decimal places where appropriate.
- I can convert between miles and kilometres.
- I can recognise that shapes with the same areas can have different perimeters and vice versa.
- I can recognise when it is possible to use formulae for area and volumes of shapes.
- I can recognise, describe and build simple 3D shapes, including their nets.
- I can draw 2D shapes using given dimensions and angles.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.
- I can interpret the mean as an average.
- I can describe positions on the full coordinate grid (four quadrants)
- I can draw and translate simple shapes on the coordinate plane, and reflect them in the area.