

# Helping Your Child Achieve in Y5

This booklet provides information for parents and carers on the end of year expectations for children in this year group. All the objectives will be worked on throughout the year and will be the focus of direct teaching. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

## Supporting Maths at The Willows Primary School

The overall aim is that when children leave our school they:

- have a secure knowledge of number facts and a good understanding of the four operations;
- are able to use this knowledge and understanding to carry out calculations mentally and to apply general strategies when using one-digit and two-digit numbers and particular strategies to special cases involving bigger numbers;
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- have an efficient, reliable, compact written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally;
- use a calculator effectively, using their mental skills to monitor the process, check the steps involved and decide if the numbers displayed make sense.

## Mathematics in Year 5

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000. Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs. Use known tables to derive other number facts.
- Recall prime numbers up to 19. Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply and divide 4-digits by 1-digit/ 2-digit. Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers. Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

## Y5 Addition

- Continue to use columnar addition, adding numbers with more than 4 digits.

$$\begin{array}{r}
 3 \quad 2 \quad 8 \quad 7 \quad 9 \\
 + \quad 3 \quad 5 \quad 9 \quad 8 \quad 7 \\
 \hline
 6 \quad 8 \quad 8 \quad 6 \quad 6
 \end{array}$$

- Addition of money and decimals.

$$\begin{array}{r}
 \text{£} 23.59 \\
 + \text{£} 7.55 \\
 \hline
 \text{£} 31.14
 \end{array}$$

$$\begin{array}{r}
 19.01 \\
 3.65 \\
 + 0.70 \\
 \hline
 23.36
 \end{array}$$

## Y5 Subtraction

- Continue with compact columnar subtraction, including subtraction of decimals.

$$\begin{array}{r}
 \cancel{2}^2 \cancel{1}^1 \cancel{0}^0 \cancel{8}^8 \cancel{6}^6 \\
 - \quad \quad 2 \quad 1 \quad 2 \quad 8 \\
 \hline
 2 \quad 8, \quad 9 \quad 2 \quad 8
 \end{array}$$

$$\begin{array}{r}
 \cancel{7}^7 \cancel{1}^1 \cancel{6}^6 \cancel{9}^9 \cdot \cancel{0}^0 \\
 - \quad \quad 3 \quad 7 \quad 2 \cdot 5 \\
 \hline
 6 \quad 7 \quad 9 \quad 6 \cdot 5
 \end{array}$$

- Use rounding to check answers to calculations and to determine, in the context of a problem, levels of accuracy.

## Y5 Multiplication

- Recall and use multiplication tables up to 12x12 (Including multiplying by 0 and 1).
- Continue to practise short multiplication.
- Use Grid Method to introduce long multiplication.

	10	8
10	100	80
3	30	24



		1	8	
	×	1	3	
		5	4	
	1	8	0	
	2	3	4	

## Y5 Division

- Consolidate the use of the formal written method of short division.

$$\begin{array}{r} 0663r5 \\ 8 \overline{) 5350^29} \end{array}$$

### ***Reading in Y5 - pupils need to be able to***

- ❖ Make notes on and use evidence from across a text to explain events or ideas
- ❖ Infer writers' perspectives from what is written and from what is implied
- ❖ Compare different types of narrative and information texts and identify how they are structured
- ❖ Distinguish between everyday use of words and their subject specific use
- ❖ Explore how writers use language for comic and dramatic effects
- ❖ Reflect on reading habits and preferences and plan personal reading goals
- ❖ Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- ❖ Compare how a common theme is presented in poetry, prose and other media

#### **Activities to support reading development**

- ❖ **Encourage your child to read every day, use a text type that they are interested in and are keen to read**
- ❖ **Listen to your child read as often as possible, as this develops fluency and confidence with reading aloud**
- ❖ **Encourage your child to choose a different genre**

### ***Writing in Y5 - pupils need to be able to***

#### **Plan their writing by:**

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

#### **Draft and write by:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

#### **Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Literacy text types covered in Y5 - Narrative (Myths & Legends, stories from other cultures, novels and stories by significant children's authors, detective/mystery stories, classical/older narrative), Non-Narrative (persuasive texts, leaflets, adverts, brochures, explanation texts, instructions, reports) and a range of poetry.*

## Key grammar features in Y5

- Prepositions
- Adjectives, specific descriptive language, comparative adjectives
- Exclamatory sentences, exclamation marks
- Adverbial phrases
- Varied sentence structures for effect - simple, compound and complex sentences
- Variety of punctuation
- Conjunctions
- Words and phrases to signal time sequences
- Use of dialogue, speech verbs and speech punctuation
- Similes, alliteration, metaphors, onomatopoeia, personification

### Spelling - pupils are given opportunities to:

- Develop a range of personal strategies for spelling at the point of composition and for learning new and irregular words
- Develop a range of strategies for checking and proof reading spellings after writing
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Proof-read for spelling errors

### The following areas are a focus in Y5

- Revise plurals e.g. adding -s, -es and -ies
- Revise apostrophe for contraction.
- Use of the hyphen e.g. co-ordinate, co-operate
- Words containing the letter-string -ough.
- Words ending in -able and -ably, -ible and -ibly.
- Words with 'silent' letters e.g. knight, psalm, solemn
- Words with the /i:/ sound spelt ei after c.e.g receive, ceiling.
- Words with unusual spellings e.g. bruise, guarantee, queue, immediately, vehicle, yacht

### Homophones

e.g. isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed.  
altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel.  
cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose

## Useful Terms

### Conjunction

A conjunction is a word or phrase that links clauses or sentences.

- e.g. addition *also, furthermore, moreover*  
opposition *however, nevertheless, on the other hand*  
reinforcing *besides, anyway, after all*  
explaining *for example, in other words, that is to say*  
listing *first(ly), first of all, finally*  
indicating result *therefore, consequently, as a result*  
indicating time *just then, meanwhile, later*

### Sentences

A sentence can be **simple, compound or complex**.

A **simple sentence** consists of one **clause**: *It was late.*

A **compound sentence** has two or more clauses joined by *and, or, but* or *so*. The clauses are of equal weight (they are both main clauses): *It was late but I wasn't tired.*

A **complex sentence** consists of a main clause which itself includes one or more subordinate clauses: *Although it was late, I wasn't tired.*

(The subordinate clause beginning with *although* is underlined and is used to add more detail into the sentence)

### Clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*)

**Simile** - comparing one thing with another using words "like" or "as" e.g. as cold as ice

**Metaphor** - comparing two things by saying that one thing is the other (not using the words like or as) e.g. the morning was a blanket of warmth wrapped around me.

**Personification** - describing non-human things in a human way e.g. The tree waved its arms in the wild wind.

**Alliteration** - using the same sound at the beginning of words - five friendly fish

**Onomatopoeia** - when the sound of the word reflects its meaning e.g. zoom

### Adverbials

A word or group of words that explain "when", "how" or "where" the action takes place.

They can come before or after a verb e.g. "when" - The train **finally** left the station,

"how" - The boy ran **quickly** through the field, "where" - The children ran **outside**.

Adverbials can also be used to compare the way in which actions are done e.g. Fiona painted **more carefully** than Tom.