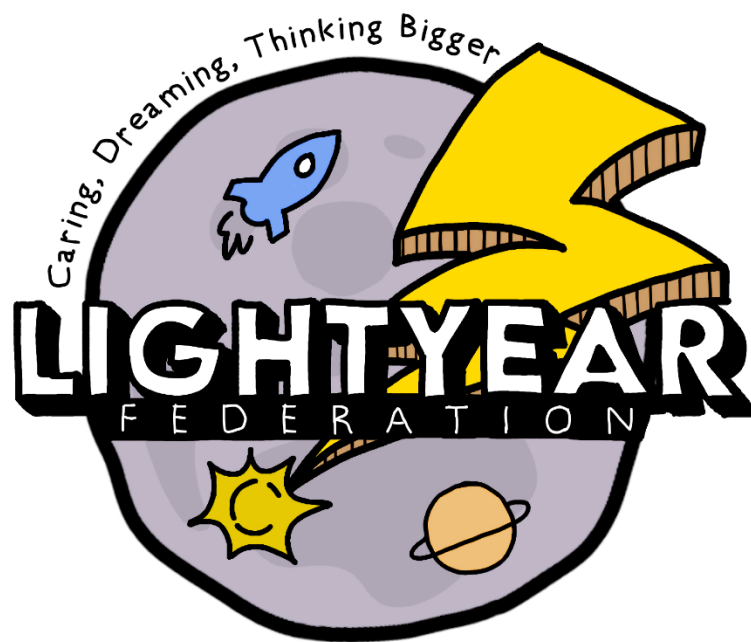


Parental Guide to Year 5 Learning



We hope you and your child find this simplified summary guide useful. We have taken some examples of learning that we would typically expect a child in **Year 5** to demonstrate if they are achieving at an age appropriate level by the end of the year.

This guide is not a complete summary or test of all learning in any area and it should be expected that every child is an individual and learns at varying rates at different times with individual challenges and strengths in all areas of learning. This guide should help you as parents understand what a child in **Year 5** will typically read, write and calculate independently. If your child seems confident in these areas, or you would like to know how to support your child, please do speak to your child's teacher.

Parental Guide to Year 5 Learning

Reading

Accelerated reader uses ZPD's (Zone of Proximal Development) to give a difficulty range of books that your child can pick from. They are tested each term to give them a new ZPD and the following are expected ranges that your child should be in for their year group:

	Year 2	Year 3	Year 4	Year 5	Year 6
Suggested ZPD	0.5 - 3.0	2.0 - 4.0	2.5 - 5.0	3.0 - 5.0	3.0 - 6.0

Below are a few sentences that **Year 5** children should be able to read by the end of the year independently:

Taken from: Middleworld by JP Voekel

Max's mother said he was a picky eater. But she was from Venice, Italy, where the local specialty was boiled tripe. Tripe! The stomach lining of a cow! Why would anyone eat tripe in the country that invented pizza?

Taken from: Viking Boy by Tony Bradman

Gunnar ran to his parents' curtained-off chamber and raised the lid of the chest that stood at the end of their bed. It contained many things - clothes and furs, the best bowls and goblets. But lying on top was the sword Father had used as a young Viking, and in Miklagard as a soldier of the Greek Emperor's guard. It was in a wooden scabbard lined inside with sheep's fleece, the oily wool keeping the metal free from rust. An ivory hilt bound with age-darkened leather was topped off by a round pommel inlaid with gold and silver. The blade had a shallow groove running from hilt to tip, and was razor-sharp on both edges.

By the end of the year, a **Year 5** child should be answering this sort of question about what they have read:

Explain

Do you think the reader is supposed to like Kensuke?

to the readers liking him
 I think yes and no because he is setting so many rules and not saying why but then he can't explain to the boy because he doesn't speak English.

Predict

Predict what you think might happen in this book and why.

I think a big wave hit the boat and the dog and the boy fell because they are both in the water and there are waves. I also think that there is an island because on the picture it looks like grass and mud.

MICHAEL MORPURGO
 From the author of WAR HORSE
 KENSUKE'S KINGDOM

I think that if the boy is Kensuke he will be King of all the animals on the island.

I think the boy was out fishing because there is not much else to do on a boat.

Vocabulary

Find the meaning of the words using a dictionary and then put the words into your own sentence.

W	D	S
Cockpit	The place where the captain sits	I was sat in the cockpit
Knots	A unit of measurement for ships	We when went around 100 knots
Gale	A heavy strong gust of wind	I was knocked over by a gale.

Parental Guide to Year 5 Learning

Writing

Below are some examples of age expected **Year 5** writing from our children. You can see how their handwriting, spelling and sentence structure is developing:

Interesting Facts

The Boonen was last sighted back in 1989 by Dr. Boover Dona Arania. Although it was sighted quite a long time ago, The Boonen is only 6 years old in age. The Boonen is mostly known for travelling around in its bubble. When The Boonen is in its bubble, it doesn't stay in there for long because The Boonen only has 5 minutes of air.

On the ground you could make a plan but it's most likely to blow away. As soon as possible if you have a map with on the back. You should do this because if you don't do it you might forget but if you do do it you will get more survival chances. Make sure to check your kit.

Most archaeologists would argue that the artefacts could decay and turn into dust if they stay in their tombs too long. Therefore, they could get damaged if they are not in the museums.

Below are just some of the words that **Year 5** children would usually be able to spell correctly and independently if learning at an age expected level:

ambitious	abundancy	incredible	deceive
guest/guessed	although	co-ordinate	compliment

Parental Guide to Year 5 Learning

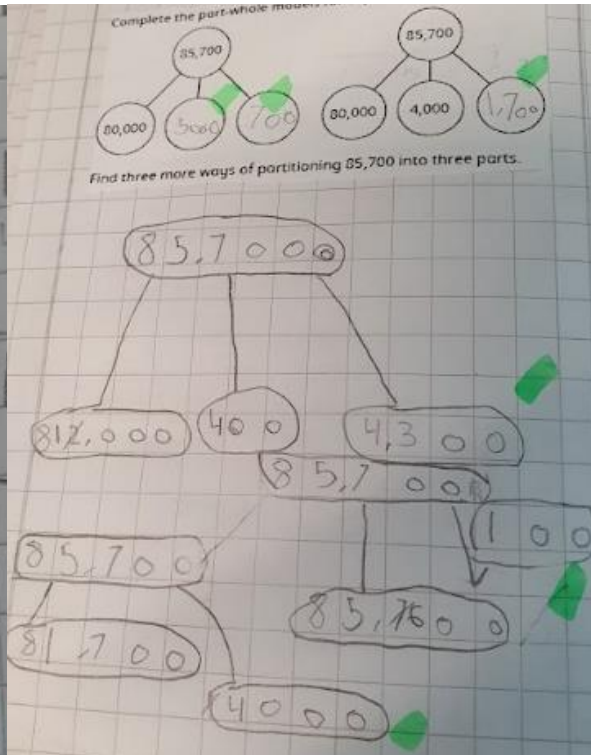
Mathematics

Year 5 children study a wide range of topics in Maths but the examples show just some of the understanding we would like to see a Year 5 child able to demonstrate by the end of the year:

$$\begin{array}{r} 63,800 \\ + 2,002 \\ \hline 65,802 \end{array}$$

$$\begin{array}{r} 9999 \\ + 8712 \\ \hline 18,711 \\ 1111 \end{array}$$

$$\begin{array}{r} 313,500 \\ + 89,019 \\ \hline 4,402,519 \end{array}$$

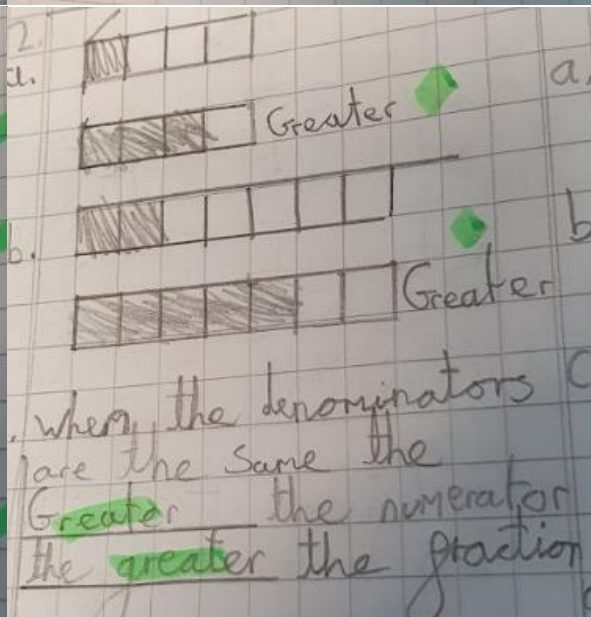


$$\begin{array}{r} 4 \overline{) 7542} \\ 7542 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 2514 \\ 4 \overline{) 7542} \\ 7542 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 133 \\ 4 \overline{) 532} \\ 532 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 91 \\ \times 55 \\ \hline 455 \\ 4550 \\ \hline 5005 \end{array}$$



Parental Guide to Year 5 Learning

Lifeskills

Children spend every day learning across a broad range of curriculum subjects, more information of which you can find on our websites, in our weekly briefings or by asking to speak to a member of staff.

The Lightyear Federation, believe there are also key **Life Skills** that play an equally important role in child development and we have prioritised these for the children of **Greatstone Primary School** and **Repton Manor Primary School** as part of their school experience.

Some of the areas below are taught explicitly, but also many are taught by yourselves as families or through day-to-day school life. It may be that children learn these skills through school experiences, friendships, life events or from their communities. We recognise the importance of these areas on a child's overall development and we know that they can often be as crucial as learning to read, write and use numbers.

The areas we consider in our Life Skills Curriculum are:

- Emotional and Social (Mental Wealth, Social Skills & Relationships)
- Personal Care
- Understanding the World
- Personal Safety

Parental Guide to Year 5 Learning

Personal Safety

- I can describe some of the communities in which I am involved and describe how I collaborate with others positively.
- I can describe ways technology can affect healthy sleep and can describe some of the issues.
- I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).
- I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).

Social and Emotional Skills

- I can make decisions based on what I think is right and wrong. (moral compass)
- I understand the word resilient and show that I try my best.
- I can take part in a debate, listen carefully to other opinions and explain my own opinion.
- I can take responsibility for my behaviours and recognise the benefits and costs to me personally.

Personal Care

- I know when/if I might need to apply deodorant.
- I can identify e.g. eczema, asthma, head lice, verrucas, starting my period etc. and how to deal with those situations.
- I have some basic first aid awareness and know how to deal with a medical emergency.
- I know what my mind/body needs in different circumstances. (water, exercise etc.)

Understanding the World

- I am beginning to understand/take an interest in politics in our country.
- I can name crimes that are against the law and can explain why they are wrong.
- I have an understanding of current affairs and can engage in a conversation about them.
- I can help prepare food for a meal.