



Year Five: Explore

Project Question:

How can we overcome challenges facing our world?

Project Values:

Courage	The ability to face fear or danger.
Aspiration	A goal, aim or ambition.
Duty	Something that people should do because it is right or fair.
Responsibility	Something it is your job or obligation to do.
Vision	What you imagine or hope for the future.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





Year Five: Maths

At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

1 Multiplication and Division (Weeks)

- Multiplying 4 digits by 1 digits
- Multiplying by a 2 digit number (area and grid methods)
- Multiplying by 2 digits using a compact written method
- Dividing by 1 digit
- Dividing with remainders.

×	20	2
10	200	20
3	60	6

We begin with grid multiplication before moving onto a short written method.

Th	H	T	O		
	3	6	7		
×		2	5		
	1	8	3	5	(367 × 5)
+	7	3	4	0	(367 × 20)
	9	1	7	5	

$$\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 53309} \end{array}$$

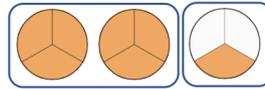
Division with remainders

Fractions:

- Finding and recognising equivalent fractions
- Converting between improper fractions and mixed numbers
- Completing fraction sequences
- Comparing and ordering fractions
- Adding and subtracting fractions
- Adding mixed numbers
- Subtracting mixed numbers
- Multiplying fractions
- Finding fractions of amounts
- Problem solving with fractions.

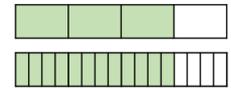
We use our multiplication knowledge to find equivalent fractions

$$\frac{3}{4} \begin{matrix} \times 4 \\ = \\ \frac{12}{16} \\ \times 4 \end{matrix}$$



$$\frac{7}{3} = 2\frac{1}{3}$$

Improper fractions and mixed numbers show us when we have a value greater than 1 whole.

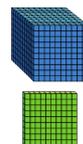


$$\frac{7}{20} + \frac{2}{5} = \frac{7}{20} + \frac{8}{20} = \frac{15}{20} = \frac{3}{4}$$

We use our multiplication knowledge to make sure the fractions have the same denominator before we add or subtract them.

Decimals and Percentages:

- Place value of decimals to 2 and 3 decimal places
- Decimals as fractions
- Rounding decimals
- Comparing and ordering decimals
- Understanding percentages
- Percentages as fractions and decimals
- Equivalence between fractions, decimals and percentages



represents 1 whole



represents 0.01



represents 0.1



represents 0.001

Percent means 'out of a hundred'

$$\frac{50}{100} = \frac{5}{10} = \frac{1}{2} = 0.5 = 50\%$$



Year Five : English

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learn-

Writing to Inform:
Science

How can mixtures and solutions be separated?

Grammar: Parenthesis



Writing to Inform:

How and why does Islamic Aid help others over come adversity?

Grammar: Conjunctions and complex sentences.



Writing to Entertain and Express:

Narrative based on **Somebody swallowed Stanley** by Sarah Roberts.

Grammar: Descriptive Devices



Writing to Express and Inform

Biographies of Greta Thunberg

Grammar: Colons and Semi-colons

Writing to Persuade:

Persuading local people to help protect and clean up our canals.

Writing to Persuade:

Advertising our re-usable bags.

Grammar: Modal verbs



Answering the Project Question:

How can we overcome challenges facing our world?

Writing to Inform:
Science

What do we know about forces?



Year Five : Explore



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Find news articles about plastic pollution.



Write it...

Create a short project or powerpoint about plastic pollution and the damage it is causing to the planet.



Draw it...

Paint or draw an image of the planet and consider all the way in which it is special. Think about how we can improve the planet and look after it. This message can be presented in your art.



Make it...

Make a container which could be used to carry ingredients instead of plastic packaging.



Visit it...

Visit the Clean Kilo (plastic free shop) in Bournville.



Memorise it...

Find out and memorise the three biggest effects of plastic pollution.

