WELCOME TO DOLPHINS CLASS YEARS 5 AND 6

Mrs Banks
Dolphins' Class Teacher

Mr Jenkinson
Teaching Assistant

- Hello and welcome to Dolphins Class.
- I am looking forward to working with you all this year.
- If you have any concerns please contact me through Dojo or the school office.

Dolphins
Timetable Week 1

UKS2 Timetable Week 1

	8:30 – 8:45 Reg and staggered entry	8:45 – 9:10 Maths Meetings	English 9:10 – 10:15	10:15 10:30	10:30 10:45	10:45 11:00	Maths 11:00 – 12:15		12:15 – 1:00	Cross Curricular 1:00 – 1:30	2:20-2:50 Book Talk	
Monday	EML Purple polish Eng	Spelling input	English	SLT assembly	Break time	Demonstration Reading	Maths		Lunch	Book Talk	PE outdoors	
Tuesday	EML Purple polish Maths	Grammar input	English	Class Assembly			Maths			Geog OR History	RE	
Wednesday	EML Handwriting	Maths Meetings Fluency	English	Guest Speaker Assembly			Maths			PPA		
Thursday	EML Grammar practise	Maths Meetings Reasoning	English	Singing			Maths			Model	Science	
Friday	EML Handwriting	Maths Meetings Pre-teach	English	Celebration Assembly			Maths	Spelling Test		Enable	PE hall	PSHE

Dolphins Timetable Week 2

UKS2 Timetable Week 2

	8:30 – 8:45 Reg and staggered entry	8:45 – 9:10 Maths Meetings	English 9:10 – 10:15	10:15 10:30	10:30 10:45	10:45 11:00	Maths 11:00 – 12:15		12:15 – 1:00	Cross Curricular 1:00 – 2:20		2:20-2:50 Book Talk
Monday	EML Purple polish Eng	Spelling input	English	SLT assembly	Demonstration Reading	Break time	Maths		Lunch	Art OR DT		Book Talk
Tuesday	EML Purple polish Maths	Grammar input	English	Class Assembly			Maths			PE outdoors	Computing skills	Languages
Wednesday	EML Handwriting	Maths Meetings Fluency	English	Guest Speaker Assembly			Maths			PPA		
Thursday	EML Grammar practise	Maths Meetings Reasoning	English	Singing			Maths			Science		Model
Friday	EML Handwriting	Maths Meetings Pre-teach	English	Celebration Assembly			Music	Spelling Test		PSHE	PE hall	Enable

Topics

- Termly Topics
- Term 1 – Storms and Shipwrecks (Mary Stanford)
- Term 2 – Revolution (The Victorians)
- Term 3 – Frozen Kingdom (Ernest Shakleton)
- Term 4 – The life and Times of…
- Term 5 – A Child's War (WW11)
- Term 6 – Hola! (Mexico)

Year 5 Expectations for Reading

Word Reading

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Comprehension

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

I can write or give a detailed book review including reasons why I would recommend the book.

I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

I can discuss and compare events, issues and characters within a book.

I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.

I can understand what I am reading by checking the book makes sense and finding the meaning of new words.

I can ask sensible and interesting questions about the texts to help me understand them more.

I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

I can predict what might happen in increasingly complex texts by using evidence from the text.

I can talk about why authors use language, including figurative language, and the impact it has on the reader.

I can tell the difference between statements of fact and opinion.

I can find and write down facts and information from non-fiction texts.

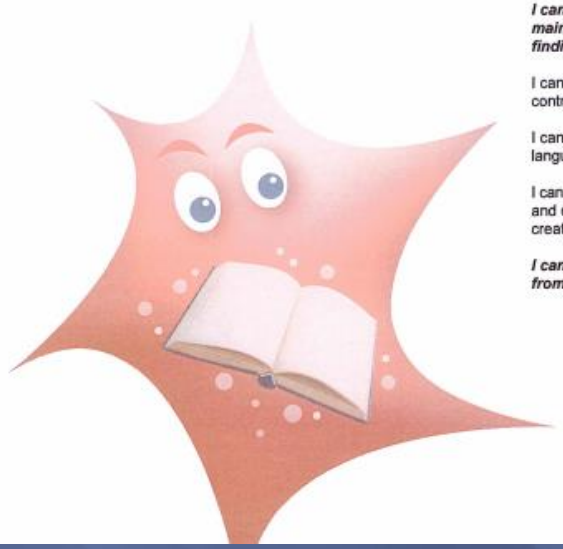
Spoken Language

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

Year 6 Expectations for Reading

Word Reading

I can read aloud and understand the meaning of the words on the Year 5/6 list.



Comprehension

I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.

I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.

I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.

I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.

I can understand how language, structure and presentation contribute to the meaning of a text.

I can talk about how authors use language, including figurative language, and the impact it has on the reader.

I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

I can fully explain my views with reasons and evidence from the text.

Spoken Language

I can ask specific reasoned questions to improve my understanding.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.

I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

Year 5/6 Reading

- Daily whole class reading/ story.
- Book Talk.
- Individual reading.
- Independent reading.

How you can help your child with reading.

- Listening to your child read can take many forms:

First and foremost, focus developing an enjoyment and love of reading.

Read a little at a time but often, rather than rarely but for long periods of time!

Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.

Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.

All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

Visit the local library - it's free!

Year 5/6
Common Exception Words

New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Year 5 Expectations for Writing

Spelling

- I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
- I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
- I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.
- I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.
- I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
- I can spell some words with 'silent' letters e.g. knight, psalm, solemn.
- I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
- I can use a thesaurus.

Handwriting

- I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

Composition

- ***I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.***
- I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.
- I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.
- I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.
- ***I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.***
- I can draft and write by summarising longer passages.
- I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.
- I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- ***I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.***
- I can give feedback on and improve my own writing and my classmates'.
- I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.
- ***I can mark and edit work to have the correct tense throughout.***
- I can mark and edit work to have the correct subject and verb agreement.
- I can read work looking for spelling errors and correct them using a dictionary.
- ***I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.***
- I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.

Vocabulary, Grammar & Punctuation

- ***I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.***
- I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.
- I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.
- ***I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.***
- ***I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.***
- I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- I can use brackets and can also use dashes or commas for the same purpose.
- ***I can use commas to make my writing clear to the reader.***
- I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.

Year 6 Expectations for Writing

Spelling

I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.

I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.

I can use dictionaries to check the spelling and meaning of words.

I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

I can use a thesaurus with confidence.

Handwriting

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Composition

I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.

I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.

I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

I can use grammar and vocabulary which is suited to the purpose of my writing.

I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.

I can draft and write by accurately précising longer passages.

I can use different techniques to make my writing flow and link paragraphs.

I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.

I can give reasoned feedback on mine and others' work to improve it.

I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.

I can mark and edit work to have the correct tense throughout.

I can mark and edit work to have the correct subject and verb agreement.

I can read work looking for spelling errors and correct them using a dictionary.

I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.

I can understand how words are related by meaning as synonyms and antonyms.

I can use the passive to affect the presentation of information in a sentence.

I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.

I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.

I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

I can use the colon to introduce a list and use semi-colons within lists.

I can use bullet points to list information.

I can use hyphens for clarity e.g. man eating shark or man-eating shark.

I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Year 5/6 Writing

- Taught Handwriting sessions.
- Daily English writing lessons.
- Teachers model correct writing, pencil grip and writing posture.
- Handwriting expectation in foundation subjects is equally high.

How you can help your child with writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, instuctions (for games) stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling, meaning and think of alternatives (synonyms) and opposites (antonyms)
- Allow your child to use a computer for typing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Praise and encourage, even for small successes!

Year 5 Expectations for Maths (Number)

Number and Place Value

- ***I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.***
- I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.
- ***I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.***
- I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, using negative numbers, and rounding.
- I can read Roman numerals up to 1000 and recognise years written in them.

Addition and Subtraction

- ***I can add and subtract numbers with more than 4 digits using written methods.***
- ***I can add and subtract 2 and 3 digit numbers in my head.***
- I can use rounding to check answers to calculations and determine levels of accuracy.
- ***I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.***

Multiplication and Division

- ***I can find multiples and factors of a number and can identify factors common to 2 different numbers.***
- I can use vocabulary relating to prime numbers, prime factors and composite numbers.
- I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.
- I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.
- I can mentally multiply and divide numbers using the times tables.
- I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can explain remainders.
- I can multiply and divide whole and decimal numbers by 10, 100 and 1000.
- I can identify and use square numbers and their notation.
- I can identify and use cube numbers and their notation.
- ***I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.***
- I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.
- ***I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.***

Fractions

- ***I can compare and order fractions whose denominators are all multiples of the same number.***
- I can find and name equivalent fractions of a given fraction, including tenths and hundredths.
- I can write equivalent fractions of a given fraction, including tenths and hundredths.
- I can identify mixed numbers and improper fractions and convert from one to another such as 2/5 + 4/5 = 6/5 = 1 1/5.
- I can add and subtract fractions whose denominators are all multiples of the same number.
- I can multiply fractions by whole numbers using objects and pictures.
- ***I can read and write decimal numbers as fractions such as 0.71 = 71/100.***
- I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.
- I can round numbers with two decimal places.
- ***I can read, write, order and compare numbers with up to three decimal places.***
- I can solve problems involving numbers with up to three decimal places.
- I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.
- ***I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.***

Year 5 Expectations For Maths (Shape, Space, Measure)

Measurement

I can convert between different forms of metric measurement e.g. k ilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.

I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²), square metres (m²), and estimate the area of irregular shapes.

I can estimate volume by using 1cm³ blocks to build cuboids (including cubes), and capacity by using water and different containers.

I can solve problems where I need to convert between units of time.

I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, and scaling.

Properties of Shape

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees.

I can draw given angles and measure them in degrees.

I can identify angles at a point and one whole turn.

I can identify angles at a point on a straight line and 1/2 a turn (total 180°).

I can identify other multiples of 90°.

I can use the properties of rectangles to find related facts, missing lengths and missing angles.

I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.

Position & Direction

I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed.

Statistics

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.

Year 6 Expectations for Maths (Number)

Number & Place Value

I can read, write, order and compare numbers up to at least 10,000,000 (ten million) and say the value of each digit.

I can round any number to a required degree of accuracy.

I can use negative numbers in context when looking at temperature or money, counting in jumps forwards and backwards through 0.

I can solve number and practical problems that involve ordering and comparing numbers up to 10,000,000 (ten million) rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

Addition & Subtraction

I can mentally calculate using a mix of the four operations.

I can solve problems with more than one step and operation and explain why I used them.

I can solve addition and subtraction word and practical problems.

I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.

Multiplication & Division

I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.

I can mentally calculate using a mix of the four operations and increasingly large numbers.

I can identify common factors, multiples and prime numbers.

I can use the order of importance of the four operations when answering questions.

I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explaining why they were suitable.

I can solve problems involving addition, subtraction, multiplication and division.

I can use estimating to check answers and problem solving.

Fractions

I can use common factors and multiples to simplify fractions and express fractions in the same denomination.

I can compare and order fractions including those bigger than 2.

I can add and subtract fractions with different denominators and mixed numbers.

I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as 1/4 x 1/2 = 1/8.

I can divide proper fractions by whole numbers such as 1/3 ÷ 2 = 1/6.

I can link a fraction with division and work out decimal fractions such as 0.378 is 3/8 as a simple fraction.

I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000.

I can multiply numbers less than 10 with up to 2 decimal places by whole numbers.

I can use written division methods for numbers with up to 2 decimal places.

I can solve problems which require answers to be rounded to specified degrees of accuracy.

I can use equivalences between simple fractions, decimals and percentages to help me solve problems.

Year 6 Expectations for Maths (Shape, Space, Measure)

Measurement

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to.

I can use, read, write and convert between standard units. I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to the three decimal places.

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 to find the areas or volumes of shapes.

I can calculate the areas of parallelograms and triangles.

I can calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm^3), and cubic metres (m^3). I can extend this to other units e.g. mm^3 and km^3.

Properties of Shape

I can draw 2-D shapes using dimensions and angles I am given.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons.

I can illustrate and name parts of circles, including radius, diameter and circumference. I know that the diameter is twice the radius.

I can recognise angles where they meet at a point, are on a straight line or are vertically opposite. I can then find any missing angles.

Position & Direction

I can describe positions in all four quadrants on a full coordinate graph.

I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Statistics

I can interpret and construct pie charts and line graphs. I can use these to solve problems.

I can calculate and interpret the mean as an average.

Ratio & Proportion

I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers.

I can solve problems involving the calculation of percentages. I can also use percentages for comparisons.

I can solve problems involving shapes where the scale factor is known or can be found.

I can solve problems involving unequal sharing and grouping. I can use my knowledge of fractions and multiples to do this.

Algebra

I can use simple formulae.

I can create and describe linear number sequences.

I can record missing number problems algebraically.

I can find pairs of numbers which complete an equation with two unknowns.

I can create a list of possibilities of the combination of two variables.

How you can help your child

- Daily practise of times tables and number bonds (including decimals)
- Encourage correct number formation.
- To ask your child questions that get them thinking mathematically.

End of KS2 SATs
Where and When

- The SATs tests will take place during the month of May.
- The tests will be carried out in the children's classrooms.
- The aim is to keep the children as relaxed as possible. By working in their own classrooms, they are in a secure, familiar environment that they are used to.
- Further information will be sent out nearer the time.

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How you can help your child.

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Support your child to attend any additional tutoring sessions.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning and brings a drink and snack.

Homework

- Homework is set weekly.
- Ten spellings weekly – use strategies that we will be teaching the children through the year.
- A maths sheet.
- TT Rockstars/Purple Mash (logins have been sent home in homework books)
- Daily Reading