



# WELCOME TO YEAR 5

## THE AMERICAS

# YEAR 5



**Acatenango**  
Claire / Roz

**Fitz Roy**  
Naomi

**Shenandoah**  
Tom

# WELCOME TO YEAR 5

## **We will discuss:**

- Timetable
- Curriculum
- Homework
- PE
- Communication
- Questions

# Year 5 Example Timetable

	8:45 – 9:05	9:10 – 10:10	10:10 – 10:45	10:45 - 11:10	11.10- 12.10	12.00 -12.30	12.30 – 12.40	12:40 1.30	1.30 – 2.30		2.30 – 3.30	
M	Team Time	English Stone Age Boy - Non-Chronological Report (Stone Age Survival Guide)	Reading Ug	B R E A K	Maths Place Value Numbers to 100,000	Maths Fluency Maths Hero	Story Time	L U N C H	Handwriti ng	R & W When am I tempted?	Art LI: To decode symbolism in cave paintings and use natural materials for mark-making	
T	Spelling Check Age Phase Assembly	English Stone Age Boy - Non-Chronological Report (Stone Age Survival Guide)	Reading Ug		Maths Place Value Numbers to 1,000,000	Maths Fluency Times Tables	Story Time		Handwriti ng	Science Air Resistance	Computing To design & write an algorithm.	
W	SLT Assembly	English Stone Age Boy - Non-Chronological Report (Stone Age Survival Guide)	Reading Ug		Maths Place Value Read and Write Numbers to 1,000,000	12.00 – 12.40pm PPA Music			1.30 – 2.30pm PPA Spanish		2.30 – 3.30pm PPA PE	
TH	Music Assembly	English Stone Age Boy - Non-Chronological Report (Stone Age Survival Guide)			Levelled Reading	ECT Time PE with Tom Coach TH	Maths Fluency Arithmetic		Story Time	Handwriting	Maths Place Value Powers of 10	PSHE Zones of Regulation Lesson 4
FR	SC Meeting Sharing Assembly	History To identify change and continuity across prehistoric periods			Maths Fluency Times Tables/G ames	Maths Place Value More or Less	Library		Story Time	Spelling/ Handwritin g	Team Time	2:30 Home Time



# Year 5 Curriculum

## Changes in Britain from the Stone Age to Iron Age



**Autumn**

## Enquiry & Fieldwork - Our Changing World



**Spring**

## International Trade



**Summer**

# Autumn Term

## Changes in Britain from the Stone Age to the Iron Age



## Vikings and Anglo Saxons



## WOW Trip: Bruce Castle



## Science

Forces

Space

## History

**Changes in Britain from the Stone Age to the Iron Age:**  
 How did life change for humans from the Stone Age to the Iron Age and how do we know?

## Computing

**Great Occupation** - Stone Age/  
 Viking themed Scratch Maze  
 game  
**E-Safety**

## Art

**Drawing**  
 Cave drawings, Graffiti  
**Artists**  
 Basquiat, Cy Twombly, Banksy

## PE and Games Fitness & Hockey Dance & Dodgeball



## R&W

What inner forces affect how we think and behave?  
 Christmas around the world

## DT

**Structures and Woodwork:**  
 Truss Bridges



## PSHE and Citizenship

**Law and order**

**RSE:** Puberty  
 Changes to male and females

## Music

Focus on Notation and score reading

Living on a prayer :  
 Rock Music

## Spanish

**Food and drink:** What do I like/don't like and why.  
**Breakfast time**  
**Types of music and instruments:** I play or would like to play; writing a rap; learning to sing La Bamba.

## Other dates for your diary

### Outdoor Day

Friday 13<sup>th</sup> September

**Individual Photo Day**

Tuesday 17<sup>th</sup> September

**Millfields Dog Show**

Saturday 28<sup>th</sup> September

**E-Safety Day / National Poetry Day**

Thursday 3<sup>rd</sup> October

**Parents Evening**

Tuesday 15<sup>th</sup> and Wednesday 16<sup>th</sup> October

**UKS2 Winter Concert**

Wednesday 18<sup>th</sup> December

## Themed Weeks

**Black History Month**

WB 30<sup>th</sup> September

**Black History Celebration**

Wednesday 6<sup>th</sup> November

**Anti-Bullying Week**

WB 18<sup>th</sup> November

**Maths Week England**

WB 18<sup>th</sup> November

**Assessment Week**

WB 2<sup>nd</sup> December 2024

**Christmas Events**

WB 9<sup>th</sup> December

## Dress Up Days

**Show Racism the Red Card**

Friday 25<sup>th</sup> October

**Odd Socks**

Monday 11<sup>th</sup> November

**Pyjamas (Children in Need)**

Friday 15<sup>th</sup> November

**Christmas Lunch:**

**Dress in Sparkle**

TBC

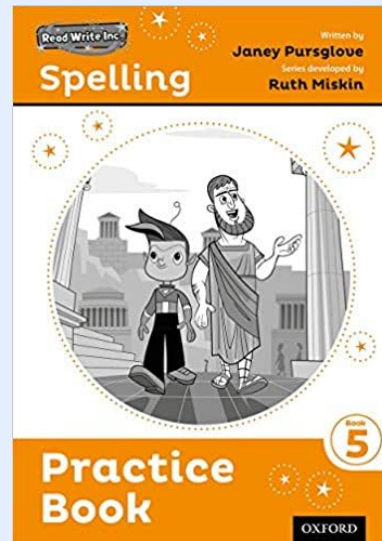
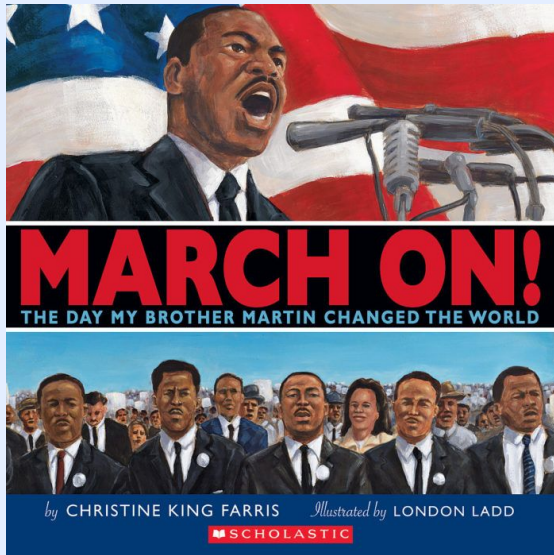
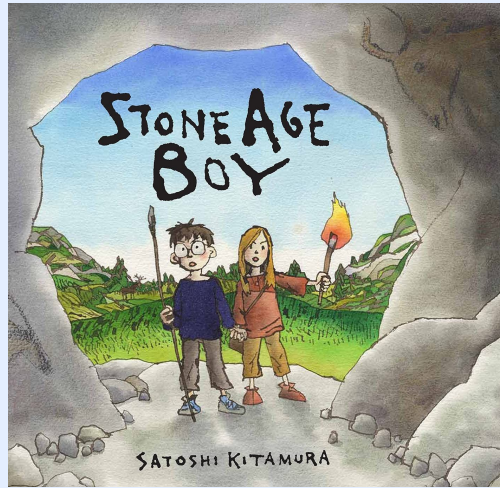
**Christmas Jumper Day**







Friday 18<sup>th</sup> December



# English

## Reading, Writing & SPaG



Predicting 	Inferring 
<ul style="list-style-type: none"> <li>I wonder if</li> <li>I predict</li> <li>I think that</li> <li>I bet that</li> <li>I imagine</li> <li>I think * will happen</li> <li>I think I will learn</li> <li>I think it will be set out</li> <li>The next part will be about</li> </ul> <p style="text-align: right;">because</p>	<ul style="list-style-type: none"> <li>The word * tells me</li> <li>The part * tells me</li> <li>This makes me think that</li> <li>I think this <b>character</b> because</li> <li>I think the <b>setting</b> is</li> <li>I think the <b>mood</b> is</li> <li>I think the writer's viewpoint is</li> <li>I think this character's viewpoint is</li> </ul>
Asking questions ?	Evaluating 
<ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>I wonder</li> <li>Why</li> <li>How</li> <li>What if</li> <li>Why do you think</li> <li>How do you think</li> <li>How do we know</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>The word/phrase * works well because</li> <li>I like the way the author uses * it makes me think about</li> <li>I think it would have read better if</li> <li>It's very clever the way the author uses * because</li> <li>The sentence * has high impact because</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>The text is organised well because</li> <li>The presentation helps the reader because</li> <li>The structure could be improved by</li> </ul>
Clarifying 	Making connections 
<ul style="list-style-type: none"> <li>I think that means</li> <li>I didn't understand</li> <li>What does * mean?</li> <li>I need to reread this part because</li> <li>* is a tricky word so I</li> <li>I didn't understand * so I</li> <li>Let's reread because it didn't make sense.</li> </ul>	<p><b>Text to self:</b></p> <ul style="list-style-type: none"> <li>I know about this because I</li> <li>I've been to / seen</li> <li>I saw a programme about this</li> <li>I can identify with this character because</li> </ul> <p><b>Text to text:</b></p> <ul style="list-style-type: none"> <li>I think this book is a * (genre) book because</li> <li>This reminds me of * because</li> <li>This is similar to * because</li> <li>This character is similar to * because</li> </ul>
Summarising 	Text to world:
<ul style="list-style-type: none"> <li>The key idea is</li> <li>The most important ideas are * and I know that because</li> <li>This part is about</li> <li>The headline would be</li> <li>In 10 words</li> <li>The main theme is</li> </ul>	<ul style="list-style-type: none"> <li>This links to</li> <li>This is because</li> </ul>
Learning Behaviours	
<ul style="list-style-type: none"> <li>Support and actively listen to others</li> <li>Discuss and explain our ideas</li> <li>Take responsibility for your own and your group's learning.</li> </ul>	

# Maths – Year 5 Overview



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>			Number <b>Addition and subtraction</b>		Number <b>Multiplication and division A</b>			Number <b>Fractions A</b>			
Spring	Number <b>Multiplication and division B</b>			Number <b>Fractions B</b>		Number <b>Decimals and percentages</b>			Measurement <b>Perimeter and area</b>		<b>Statistics</b>	
Summer	Geometry <b>Shape</b>			Geometry <b>Position and direction</b>		Number <b>Decimals</b>			Number <b>Negative numbers</b>	Measurement <b>Converting units</b>		Measurement <b>Volume</b>



# Maths

## Small steps

Step 1

Roman numerals to 1,000

Step 2

Numbers to 10,000

Step 3

Numbers to 100,000

Step 4

Numbers to 1,000,000

Step 5

Read and write numbers to 1,000,000

Step 6

Powers of 10

Step 7

10/100/1,000/10,000/100,000 more or less

Step 8

Partition numbers to 1,000,000

## End of Y4 Expectation

# Maths

<b>1x</b> $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	<b>2x</b> $1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	<b>3x</b> $1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	<b>4x</b> $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$
<b>5x</b> $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	<b>6x</b> $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$	<b>7x</b> $1 \times 7 = 7$ $2 \times 7 = 14$ $3 \times 7 = 21$ $4 \times 7 = 28$ $5 \times 7 = 35$ $6 \times 7 = 42$ $7 \times 7 = 49$ $8 \times 7 = 56$ $9 \times 7 = 63$ $10 \times 7 = 70$ $11 \times 7 = 77$ $12 \times 7 = 84$	<b>8x</b> $1 \times 8 = 8$ $2 \times 8 = 16$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 8 = 40$ $6 \times 8 = 48$ $7 \times 8 = 56$ $8 \times 8 = 64$ $9 \times 8 = 72$ $10 \times 8 = 80$ $11 \times 8 = 88$ $12 \times 8 = 96$
<b>9x</b> $1 \times 9 = 9$ $2 \times 9 = 18$ $3 \times 9 = 27$ $4 \times 9 = 36$ $5 \times 9 = 45$ $6 \times 9 = 54$ $7 \times 9 = 63$ $8 \times 9 = 72$ $9 \times 9 = 81$ $10 \times 9 = 90$ $11 \times 9 = 99$ $12 \times 9 = 108$	<b>10x</b> $1 \times 10 = 10$ $2 \times 10 = 20$ $3 \times 10 = 30$ $4 \times 10 = 40$ $5 \times 10 = 50$ $6 \times 10 = 60$ $7 \times 10 = 70$ $8 \times 10 = 80$ $9 \times 10 = 90$ $10 \times 10 = 100$ $11 \times 10 = 110$ $12 \times 10 = 120$	<b>11x</b> $1 \times 11 = 11$ $2 \times 11 = 22$ $3 \times 11 = 33$ $4 \times 11 = 44$ $5 \times 11 = 55$ $6 \times 11 = 66$ $7 \times 11 = 77$ $8 \times 11 = 88$ $9 \times 11 = 99$ $10 \times 11 = 110$ $11 \times 11 = 121$ $12 \times 11 = 132$	<b>12x</b> $1 \times 12 = 12$ $2 \times 12 = 24$ $3 \times 12 = 36$ $4 \times 12 = 48$ $5 \times 12 = 60$ $6 \times 12 = 72$ $7 \times 12 = 84$ $8 \times 12 = 96$ $9 \times 12 = 108$ $10 \times 12 = 120$ $11 \times 12 = 132$ $12 \times 12 = 144$

**TIMES TABLES  
ROCKSTARS**

3x
$1 \times 3 = 3$
$2 \times 3 = 6$
$3 \times 3 = 9$
$4 \times 3 = 12$
$5 \times 3 = 15$
$6 \times 3 = 18$
$7 \times 3 = 21$
$8 \times 3 = 24$
$9 \times 3 = 27$
$10 \times 3 = 30$
$11 \times 3 = 33$
$12 \times 3 = 36$

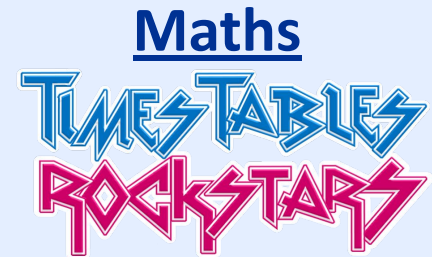
6x
$1 \times 6 = 6$
$2 \times 6 = 12$
$3 \times 6 = 18$
$4 \times 6 = 24$
$5 \times 6 = 30$
$6 \times 6 = 36$
$7 \times 6 = 42$
$8 \times 6 = 48$
$9 \times 6 = 54$
$10 \times 6 = 60$
$11 \times 6 = 66$
$12 \times 6 = 72$

9x
$1 \times 9 = 9$
$2 \times 9 = 18$
$3 \times 9 = 27$
$4 \times 9 = 36$
$5 \times 9 = 45$
$6 \times 9 = 54$
$7 \times 9 = 63$
$8 \times 9 = 72$
$9 \times 9 = 81$
$10 \times 9 = 90$
$11 \times 9 = 99$
$12 \times 9 = 108$





# Year 5 Homework



## Reading



## Spelling



Claire Drucquer posted a new assignment: Week 2 Homework

Posted 15 Sept ► 18 students

**Spelling Rule: Adding the prefixes (il, un, im, and dis)**

Unkind  
Disobey  
Impractical  
Impatient  
Illiterate  
Illegal

# Year 5 Homework

To be completed by the end of each term.



## Home Learning Project

### Year 5 Autumn Term The Iron Age to Stone Age



#### Your project this term!

Dear parents, carers and children,

This term we have been learning about [The Stone Age to the Iron Age](#). After half-term we will move on to learning about the Vikings and The Saxons. We would like children to choose **at least one** of the activities in this booklet to complete over the rest of the term. If you are feeling particularly creative you can come up with your own project idea linked to The Stone Age and Iron Age, The Saxons or The Vikings.

The children will be asked to present their work to the class and to share what they have learned. Your child may also choose to include photographs, a labelled diagram or some writing about the task they have chosen.

Please speak to the class teacher if you have any questions. Visiting The British Museum, Museum of London or Natural History Museum would also really enrich their learning experiences.

We will be sharing our projects during the week beginning [Monday 16th December](#).

Please have your project ready to present to the class.

#### National Curriculum Objectives

##### History

- To represent eras of prehistory chronologically
- To identify change and continuity across prehistoric periods
- To extract information and evidence from sources and find out what artefacts from prehistoric Britain tell us about how people lived
- To extract and interpret information from sources to find out about what life was like in the Mesolithic stone age
- To develop an understanding of how the introduction of farming changed how humans lived
- To use sources to draw conclusions ; in the context of a Skara Brae investigation
- To learn about events within and beyond living memory

Children will be invited to bring their project into school towards the end of term to share their learning.

## Model Makers & Designers

- Prehistoric dwellers built shelters using materials they had gathered. Gather some natural materials and build a model shelter
- Create your own model sculpture of 'Cheddar Man'
- Find out more about Stone Age villages and design your own model village.
- Make a shoebox diorama of a Stone Age site e.g. Skara Brae or Stone Henge.



## Marvellous Mathematicians

- Could these drawings represent counting things? What might 'stone age' people count?



Research Stone Age counting and make up your own way of recording counting.



## Remarkable Researchers

- Research the animals that were alive during the Stone Age; present your findings in a report
- Visit a museum e.g. The British Museum, The Museum of London, The Grant Museum of Zoology and Comparative Anatomy or The Natural History Museum. Take photos and create a poster showing what you learned.
- Where was Hackney in The Stone Age? Did it exist? What was the land like? Do a deep archive research project—how much can you find out?



- Record a podcast discussing an aspect of The Stone Age.
- Make a video animation linked to the Stone Age using a film like 'Early Man' or 'The Croods'.



## Map Challenges

- Make a map of the world showing how the world has changed from the Stone Age to now.
- Find out where different cave paintings have been found and identify this on the map.
- Focus on the maps of invasion to Britain from the Anglo Saxons and Vikings.

## Wonderful Writers

- Imagine you have been transported to the Stone Age. Write an adventure story.
- Write a Stone Age survival guide; what can we eat? How do we hunt? How do you make fire?
- Write a historical report about the findings of 'cheddar man'
- Write a non-chronological report about the life of a person living in any of the time periods: Stone Age, The Anglo Saxons or the Vikings.
- Write a war based story/poem.
- Research & create fact file on key Kings tools or weapons of the Anglo Saxons or the Vikings e.g. You could present your work in writing, as a poster or in a Power-Point presentation.



## Get Cooking!

- Research stone age recipes, such as stewed fruit, Stone Age Oat cakes, Stone Age Bread or Palaeolithic Biscuits. Photograph the meal and write out the recipe. Write a review of the dish.
- During the Stone Age, as farming developed, they had meat, eggs, fruit and some vegetables. Research what food could have been available and create your very own Stone Age menu.





# PE Days and PE Kit

Year 5 Classes have **PE** on:

**Wednesday & Thursday**

Please ensure that your child comes to school wearing their **PE kit** on these days.



**PLEASE LABEL  
ALL CLOTHING**

# Important Dates

**Millfields Dog Show**

Saturday 28<sup>th</sup> September

**E-Safety Day / National Poetry Day**

Thursday 3<sup>rd</sup> October

**Parents Evening**

Tuesday 15<sup>th</sup> and Wednesday 16<sup>th</sup> October



# Important Dates

## Dress Up Days

**Show Racism the Red Card**

Friday 25<sup>th</sup> October

**Odd Socks**

Monday 11<sup>th</sup> November

**Pyjamas (Children in Need)**

Friday 15<sup>th</sup> November

**Christmas Lunch:**

**Dress in Sparkle**

*TBC*

**Christmas Jumper Day**

Friday 18<sup>th</sup> December





# Important Dates

## Themed Weeks

### **Black History Month**

WB 30<sup>th</sup> September

### **Black History Celebration**

Wednesday 6<sup>th</sup> November

### **Anti-Bullying Week**

WB 18<sup>th</sup> November

### **Maths Week England**

WB 18<sup>th</sup> November

### **Assessment Week**

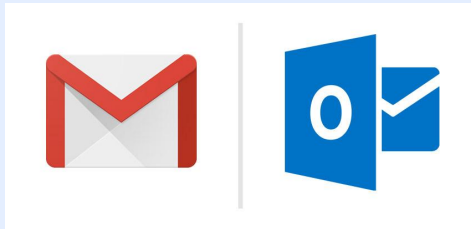
WB 2<sup>nd</sup> December 2024

### **Christmas Events**

WB 9<sup>th</sup> December



# Communication



<http://www.millfields.hackney.sch.uk/>



## Millfields Mag

FRIDAY 28TH JUNE 2019  
*VIERNES 28 DE JUNIO DE 2019*

[www.millfields.hackney.sch.uk](http://www.millfields.hackney.sch.uk) E-mail: [info@millfields.hackney.sch.uk](mailto:info@millfields.hackney.sch.uk)





**Millfields Musical Magnificence**








It has been another busy week at Millfields, especially for all our cycling community! Lots of the Year 5 children have been taking part in Bikeability lessons — learning how to have a road-worthy bike and how to ride safely on the roads. Well done to all the children who successfully completed the course. Yesterday, 36 of the Year 5 children also took part in Bike Around the Borough — an event that takes place every year! Hundreds of Hackney school children take to the roads for a mass ride around the borough, organised by the Council to provide a chance for students to practice the skills they've learned through national standards cycle training and to help them see how easy it is to travel around Hackney by bike. The riders started at Hackney Downs, travelling from there to Clisold Park, before heading on to London Fields, past Hackney Town Hall and back to Hackney Downs. Then today, many of our Cycling Team have taken part in a sponsored cycle ride — they did the last 10 miles of a 50 mile ride and have so far raised an amazing £1,750. Thanks to all the families and friends who have donated. They had beautiful weather today and cycled up the towpath to Ware. They hope to reach their target of £1950 by the end of today in order to raise money for World Bicycle Relief that will provide 20 bikes for children to ride to school in poorer countries across the world. If you can and would like to help, please click on the link: <https://www.justgiving.com/Millfields50miles>. Thank you so much to parents, Paul and Nicky, who organised the whole thing and to all the parents and staff

### Important Dates

**Summer Fair**  
Saturday 29th June

**Sports Week**  
1st—5th July

**Safety Awareness Week**  
8th—12th July

**London Day**  
18th July

**First day of Autumn Term**  
Weds 4th September

### Attendance

**Week beg: 17th June**

Our school target: 96.5%

Last week: 95.1 %

Winning classes:

KS1 Brown (98.3%)

KS2 Macintosh (99.1%)

**Well done!**

**Tuck Shop**



[swatson@millfields.hackney.sch.uk](mailto:swatson@millfields.hackney.sch.uk)

Assistant Head/Phase Lead for Upper Key Stage 2



[kfry@millfields.hackney.sch.uk](mailto:kfry@millfields.hackney.sch.uk)

SENCO - Special educational needs coordinator



[iudeaja@millfields.hackney.sch.uk](mailto:iudeaja@millfields.hackney.sch.uk)

Extended School Manager/Clubs





# Questions

