

An Introduction to Year Five (Age 9-10) - Curriculum

At IBIS we like to pride ourselves on our family atmosphere and high academic standards and in this Year 5 is no exception. Every member of the class is treated fairly and equally and actively encouraged to build up his or her self-confidence and esteem. This is achieved in a variety of ways: through their academic work and through their social contacts both with fellow pupils and members of staff.

For some academic subjects the children are ability-grouped and at other times they can sit with whom they wish within the class. No child is 'held back' due to his/her academic abilities. We have additional classroom support for EAL and timetabled time for a learning support and development teacher on a regular weekly basis. We also have a part-time classroom assistant.

Our classroom, like the rest of the school, is very well resourced with up-to-date materials and technology, for example, we have an interactive whiteboard which is used for lessons across the curriculum.

Children are expected to bring their own pens and pencils to school but exercise books and textbooks are provided. Children must also have a P.E./games kit in the appropriate school colours and bring it to school on the correct days. Please ensure that all items of the P.E. kit have the child's name on them. For Year 5 children there is a regular requirement of homework for different subjects lasting between 20 and 30 minutes per day. Homework is given out on Fridays and returned on Thursdays. Please encourage and support your child with this but feel free to approach the Year 5 teacher if there are any problems in this area. We wish this to be a positive aspect of a child's learning and not a cause of frustration or anxiety.

During the course of the year there will be various educational visits and other learning opportunities in which we expect all members of the class to participate. There will also be many opportunities for your child to become involved in extra-curricular activities at lunchtimes and after school. These are attended on a voluntary basis but are an excellent way of making new friends and integrating more fully into school life.

If there is ever a cause for concern or you just wish to 'touch base' with the class teacher, please feel free to do so. The door is always open.

Literacy

The school follows the English National Curriculum and Framework for Literacy for Year 5 which involves units of work which cover a range of text types. Within this framework word, sentence, speaking and listening and text level work is generated. The spelling journal system is used on a weekly basis to individualise a child's requirement for learning to spell effectively. Developing the ability to read is strongly emphasised and in this we have a vast range of graded and non-graded books available.

Mathematics

In a similar way to Literacy the school follows the English National Framework for Year

5. This is a carefully graded scheme that introduces new mathematical concepts during the year but also revises and reinforces basic mathematical skills at regular intervals.

Science

Science topics during the year include forces (gravity, magnetism and friction), life processes (human biology including human reproduction, growing up and growing older), the Earth, the sun and the moon, materials and how they change and forensic science. The science lessons are taught using a combination of both experimental and investigative science. The school is well-resourced in this area.

History

The History element of the curriculum forms part of integrated studies which is called our 'topic'. The other elements are Geography and some Science. During the year we study the Vikings in the first term and the ancient Greeks in the third term. Some of the key concepts covered include: awareness of the past, chronology/timelines, similarities and differences between 'then' and now, cause and effect and History from different points of view.

Geography

As stated above, Geography forms part of our topic. We study the geographical facets of our major termly topics. In addition, in the first half of the autumn term we study Extreme Earth topic which includes volcanic activity, tsunami and earthquakes. In the spring term the main topic is a study of the weather and climate.

Information Technology (I.T.)

IBIS is very well-resourced to teach this area of the curriculum effectively. We have laptops for the children to use and computers in every class and the school is linked to the Internet on broadband. We also have iPads in the school for children to use. In all classes including Year 5 there are interactive whiteboards which form part of our overall teaching strategy.

Curriculum-wise our school broadly follows the UK's scheme of work for I.T. In Year 5 we study the following areas: graphical modelling, keyboard skills and desktop publishing, analysing data and using complex Internet searches, monitoring environmental changes using sensors, an introduction to spreadsheets and control technology which includes programming using Espresso Coding.

Art & Design (A & D)

Art and Design encompass several elements in the Year 5 curriculum. There are some discrete Design or Art lessons but most of the units are interlinked. Lessons usually begin by exploring and developing ideas from observation. After that we investigate and make our project and finally we evaluate and further develop or change our project if need be. We will start the year by retelling a story using textiles but we will also create still life composition paintings in the spring term and Greek containers in Term 3. Other Art & Design is incorporated in Science and topic lessons throughout the year. Some Art & Design elements will be covered as part of our Term 2 musical play: costumes, scenery and the design and making of props.

German

German is taught for five lessons a week plus one extra session per week for native German speakers which takes place before regular school begins. The children are divided into two groups according to their experience of the language and/or the choice of their future schooling.

Bilingual Studies

Bilingual studies (English/German) take place for one hour a week and cover the curriculum followed by an equivalent class in a German Grundschule in local history and geography.

Music

Music is taught by a specialist Music teacher for one lesson a week broadly following the English National Curriculum. In addition there is a music assembly one morning a week which parents are most welcome to attend. There are also regular music/drama productions staged during the course of the year and a range of extra-curricular activities for Music.

Personal, Social and Health Education

There is a separate assembly for Key Stage 2 during which a particular moral or ethical topic is introduced. Further discussion follows and during the year many other topics such as bullying, honesty, fairness and respect are discussed.

EAL (English as an Additional Language)

Support from a specialist teacher, usually in small groups, is given to children who, we feel, need extra help. The amount of help will depend upon the age of the child and his or her level of English.

Physical Education

During the course of the year a variety of activities are undertaken up to two hours a week. These include athletics, ball sports including rugby and basketball and educational gymnastics. We have at our disposal a fully-equipped gymnasium only three minutes' walk from school, our large school playground and a purpose-built open air sports arena less than 10 minutes' walk from school.

Attainment Targets for Year 5

Mathematics

At the end of Year 5 your child should be able to:

Multiply and divide any positive integer up to 10 000 by 10 or 100 and understand the effect
Order a given set of positive and negative integers
Use decimal notation for tenths and hundredths
Round a number with one or two decimal places to the nearest integer
Calculate mentally a difference such as 8006-2993
Know by heart all multiplication facts up to 10 x 10
Carry out short multiplication and division of a three-digit by a single-digit integer
Carry out long multiplication of a two-digit by a two-digit integer
Use all four operations to solve simple word problems involving numbers and quantities including time, explaining methods and reasoning
Relate fractions to division and to their decimal representative
Carry out column addition and subtraction of positive integers less than 10 000
Understand area measured in square centimetres (cm ²), understand and use the formula in words "length x breadth" for the area of a rectangle
Recognise parallel and perpendicular lines and properties of rectangles

Deutsche Mathematik

Am Ende von Year 5 sollte Ihr Kind in der Lage sein:

1. Arithmetik

den Zahlenraum bis 1 000 000 (unter bestimmten Gesichtspunkten) zu erfassen
die Größenordnung der Ergebnisse von Aufgaben im Zahlenraum bis 1 000 000 anzugeben, zu runden und dabei mit aufgabenabhängiger Genauigkeit zu schätzen
Beziehungen zwischen einzelnen Zahlen und in komplexen Zahlenfolgen zu entdecken und unter Verwendung von Fachbegriffen (z. B. ist Vorgänger/Nachfolger von) zu beschreiben
halbschriftlich und schriftlich zu addieren/zu subtrahieren sowie zu multiplizieren/zu dividieren
Rechengesetze (wie, zum Beispiel, das Kommutativgesetz) zu nutzen
schnell im Kopf Aufgaben zu lösen
alle Zahlensätze des Einmaleins automatisiert wiederzugeben und deren Umkehrungen sicher abzuleiten
mit Taschenrechner zu arbeiten

2. Geometrie

mit Zirkel und Geodreieck zu arbeiten

ebene Figuren (z. B. Sechseck) und geometrische Körper (z.B. Pyramide) zu untersuchen, zu erkennen und zu benennen, nach geometrischen Eigenschaften zu sortieren und Fachbegriffe zu ihrer Beschreibung zu verwenden

den Flächeninhalt ebener Figuren und deren Umfang zu bestimmen und zu vergleichen

maßstabsgetreu zu vergrößern oder zu verkleinern

komplexere ebene Figuren auf Achsensymmetrie zu überprüfen und Symmetrieeigenschaften wie Längentreue und Abstandstreue zur Begründung heranzuziehen

3. Sachaufgaben

Größen (Längen, Zeitspannen, Gewichte und Rauminhalte) mit geeigneten Messgeräten zu messen, zu vergleichen und zu ordnen

Einheiten für Längen (mm, km), Zeitspannen (s, min, h), Gewichte (g, kg, t) und Volumina (ml, l) zu verwenden und Größenangaben in unterschiedlichen Schreibweisen darzustellen

im Alltag gebräuchliche Bruchzahlen bei Größenangaben zu nutzen und in kleinere Einheiten umzuwandeln (z. B. $1/4$ l = 250 ml)

zu realen oder simulierten Situationen und zu Sachaufgaben mathematische Fragen und Aufgabenstellungen zu formulieren und zu lösen

selbstständig Bearbeitungshilfen wie z.B. Tabellen zur Lösung von Sachaufgaben zu nutzen

Literacy

At the end of Year 5 your child should be able to:

1. Speaking and Listening

Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences

Listen, understand and respond to detailed texts

Make contributions relevant to the topic and take turns in discussion

Qualify or justify what they think after listening to others

Deal with opposing points of view appropriately

2. Reading

Read and interpret both fiction and non-fiction texts on a par with their chronological age

Read with enjoyment and be able to evaluate and justify their preferences with some guidance

Select appropriate material from a range of sources and adjust reading strategies for different texts and purposes

Be fully engaged and take an active role in guided reading sessions

3. Writing

Know, understand and write in a range of genres and be familiar with the ways that narratives are structured through basic literary ideas of setting, character and plot

Use complex punctuation consistently
Extend their knowledge of parts of speech
Use independent spelling strategies and know the basic rules that govern spelling
Write fluently with an established style of joined writing showing awareness of presentation skills
Plan, draft, revise and edit own writing with assistance
Use a range of connectives and sentence openers in creative writing

German as a Foreign Language

At the end of Year 5 your child should be able to:

1. Listening

Understand and respond to longer instructions and narrative texts
Identify and understand specific details in familiar and unfamiliar language
Have an increasing range of comprehension

2. Speaking

Initiate conversation on familiar and new topics
Give a short presentation on everyday activities and interests in the past tense
Speak confidently with a good range of vocabulary
Use conjunctions in more complex sentences
Participate orally in class
Use grammatically correct speaking patterns according to the level of Year 5

3. Reading

Read longer texts fluently
Read with accurate pronunciation and intonation
Read with expression
Deal with longer passages of comprehension with complex structure

4. Writing

Write familiar sentences and short texts from memory
Complete exercises independently
Write with correct spellings
Use vocabulary appropriate to topic
Use grammatically correct writing patterns according to the level of Year 5

Deutsch als Muttersprache

Am Ende von Year 5 sollte Ihr Kind in der Lage sein:

1. Sprachgebrauch

Anderen verstehend zuzuhören und dies durch sprachliche und nichtsprachliche Mittel zu zeigen

Zu einem bestimmten Thema strukturiert zu sprechen, weiter zu denken und eine eigene Meinung dazu zu äußern

Eigene Gefühle zu äußern und die anderer SchülerInnen zu verstehen und respektvoll darauf zu reagieren
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2. Lesen (Umgang mit Texten)

Längere, schriftlich gegebene Arbeitsanweisungen zu verstehen und zügig auszuführen

Längere Texte unterschiedlicher Art (Sachtexte, Prosa, Zeitungsartikel, Gedichte) zu lesen, zu verstehen und zu unterscheiden

Fremde und komplexere Texte fließend und Sinn betont vorzulesen

3. Schreiben einschließlich Rechtschreibung

Eigene Texte unterschiedlicher Art (erzählend, informierend) verständlich zu verfassen
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Eigene Texte nach Fehlern und unterschiedlichem Satzbau zu überprüfen und zu überarbeiten

Texte handschriftlich und mit neuen Medien zu gestalten

Unterschiedliche Übungsangebote zu Grammatik und Rechtschreibung selbstständig zu nutzen
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Grammatikalisch richtige Wort- und Satzformen und komplexere Satzmuster zu verwenden
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4. Sprache untersuchen

Die eingeführten Satzglieder (Subjekt, Prädikat, Objekt) zu erkennen, mit Fachausdrücken zu benennen und richtig zu benutzen
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Texte auf ihren Sprachstil hin zu untersuchen und einen gehobenen Sprachstil zu erkennen
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Die Regeln der wörtlichen Rede korrekt anzuwenden

Science

At the end of Year 5 your child should be able to:

Plan different scientific enquiry to answer questions using the following skills: research using secondary data, recognising and controlling variables when necessary, taking measurements, recording data and results, reporting and presenting findings including conclusions and also surveying and recording data using graphs
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Identify scientific evidence that has been used to support or refute ideas or arguments

Use simple models to explain scientific ideas

Record data and results using appropriate diagrams, tables and/or graphs, report and
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present findings including conclusions, causal relationships and explanations
Take measurements using proper equipment with increasing accuracy and precision and record data and results
Research different kinds of science activities and relevant scientists and to share them with others
Describe the movement of the Earth and other planets relative to the Sun in the solar system as well as the movement of the moon relative to Earth
Use the idea of the Earth's rotation to explain day and night
Compare and group together everyday materials on the basis of their properties
Know that some materials will dissolve in liquid to form a solution
Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating
Explain that some changes result in the formation of new materials and this kind of change is not usually reversible
Describe the life processes of reproduction in some plants and animals
Describe the differences in the life cycles of an insect, a frog, a bird and a mammal
Explain that unsupported objects fall towards the Earth because the force of gravity acting between the Earth and the falling object
Identify the effects of air resistance, friction and water resistance that act between moving surfaces
Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Describe the changes humans develop to old age
Understand different systems within the human body such as the circulatory system and the reproductive system

Sachunterricht

Am Ende von Year 5 sollte Ihr Kind in der Lage sein:

Rasch Zusammenhänge zu erkennen und auch Einzelheiten im Gedächtnis zu behalten
Sinnvolle Vorschläge zur Lösung sachlicher Probleme einzubringen
Ihr Sachheft sauber und ansprechend zu gestalten
Veränderungen der belebten und unbelebten Natur zu untersuchen und zu beschreiben
Strukturen des Lebensraumes der Region/des Landes zu untersuchen, zu beschreiben und zu vergleichen
Sich in Bedürfnisse, Gefühle und Interessen anderer zu versetzen
Mit/in Medien zu recherchieren und die Informationen für eine Präsentation zu nutzen

History

At the end of Year 5 your child should be able to:

Interpret and comment on timelines
Organise historical events into chronological order

Display historical knowledge and understanding of the periods of history covered
Be aware that there are different ways of interpreting the past depending on the origin of the source
Organise thoughts and ideas clearly and work independently using a variety of sources
Communicate an understanding of history orally, visually or in a written form

Geography

At the end of Year 5 your child should be able to:

Recognise the map of Europe and the location of the most important countries, cities, seas, lakes, rivers and mountains
Identify the Scandinavian countries and Greece
Show knowledge of the great routes of exploration and countries the Vikings visited, conquered and settled in

Show a basic understanding of the cycles of the seasons
Show an understanding of how a weather system operates
Identify the important characteristics of how earth movements affect our world
Understand how mountain environments affect the weather and human activities

Information Technology

At the end of Year 5 your child should be able to:

Use multimedia and digital equipment such as iPads, camcorders, cameras, green screen technology
Use many of the basic tools on the program's toolbar including cut & paste
Print images from clipart to enhance or illustrate a piece of work, e.g. a story they have written
Show an understanding of which font types, colours and sizes of fonts are only suitable for titles and headings and which are suitable for body text
Begin to develop a 'feel' for the keyboard and the position of many letters and know the uses for some of the F Keys such as F3 (is usually utilised by many programs as a save option). They should also be able to type with more than two fingers and have some success with touch typing.
Use an object-based graphics package to create, combine and manipulate objects and explore possibilities
Create, use, interrogate a database and prepare and print out graphs from it and use it to answer questions relating to the data
Use IT in order to interpret, check and question data and recognise that poor quality information leads to unreliable results
Use a simple spreadsheet to carry out calculations
Understand that one can connect a sensor to a computer in order to monitor environmental conditions and changes, i.e. a temperature sensor
Understand some of the basics of coding

Design and produce a simple app

Art and Design

At the end of Year 5 your child should be able to:

Develop their techniques including control and use of materials
Develop their creativity and experimentation
Evaluate work as it develops
Show an increasing awareness of different art, craft and design
Use labelled sketches, diagrams and illustrations when planning a design
Create sketch books to record their observations
Review and revisit their ideas and observations in the sketch book
Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
Recognise and talk about great artists, architects and designers in history

1. Talking Textiles

Question and make thoughtful observations about starting points for their work
Collect visual and other information to help them develop their ideas
Investigate and combine visual and tactile qualities of materials and processes and match these qualities to the purpose of the work
Compare ideas, methods and approaches in their own and others' work
Adapt their work according to their views and describe how they would develop it further

2. Vikings

Be aware that there are different techniques which create different effects on paintings
Recognise hatching, cross contour, cross hatching, random lines, stippling and ink wash
Use pen and ink techniques and apply these to create effects on a watercolour painting
Compare ideas, methods and approaches in their own and others' work
Design and make a Viking mask

3. Objects and Meanings in Still Life Paintings

Collect visual and other information to help them develop their ideas
Question and make thoughtful observations about starting points for their work
Explore ideas for a still life arrangement
Select and record from first hand observation
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
Apply their experience of materials and processes, developing their control of tools and techniques for painting

Adapt their work according to their views and describe how they might develop it further

4. Containers

Collect visual and other information to help them develop their ideas

Explore ideas for container forms

Design and make a container form

Apply their experience of materials and processes, developing their control of tools and techniques by creating and decorating a clay container form

Music

At the end of Year 5 your child should be able to:

1. Performing

Perform rhythm patterns from symbols using body percussion and untuned percussion instruments

Perform short melodic patterns with control

Perform loud and quiet sounds when singing and playing rhythm patterns

Maintain vocals independently and perform long notes when singing

Perform a chord on tuned percussion instruments

2. Listening

Show recognition of a steady beat through movement

Perform a simple rhythmic pattern when listening to recorded extracts

Recognise loud/quiet parts in musical extracts

Respond to a steady beat as it gets faster

Identify specific instruments in extracts of music

Identify the difference between vocal and instrumental music

3. Appraising

Talk about and express views about different styles of musical extracts

Work cooperatively as a member of a group

Begin to develop the ability to use his/her own vocabulary when talking about music

P.E.

At the end of Year 5 your child should be able to:

Games

Move body mass with speed requirements and elevation for maximum distance and height

Maintain balance during and after movements

Move unsupported objects without implements dynamically and with accuracy

Perform individually against others with attention to dodging and placing of objects

Participate in games which involve dodging with and without a ball - interchanging, attack on broad front

Play a team game where teamwork is important for both the batting (kicking) team and the fielding team
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Gymnastics

Execute movements and take up positions which require balance and stability without the use of apparatus
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Experiment with new movement possibilities and different positions by varying the movement factor - spaces (axes)

Design a movement combination with a partner using a theme
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Practice individually once the choice of activities is made known
