

# English and Mathematics Curriculum Presentation

Years 5 and 6

The Mathematics and English Curriculum are  
on the ESJ Website

# Ely St John's Primary School

We learn and play the EJ way

[Home](#)

[Key Information](#)

[Our School](#)

[Parents](#)

[Year Groups](#)

[Curriculum](#)

[Gove](#)

## Year Groups

### Foundation Stage

- FS Blog 2019-2020
- FS Blog 2018-2019
- Foundation Topic Web
- FS Blog 2017-18
- FS Blog 2016-17

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

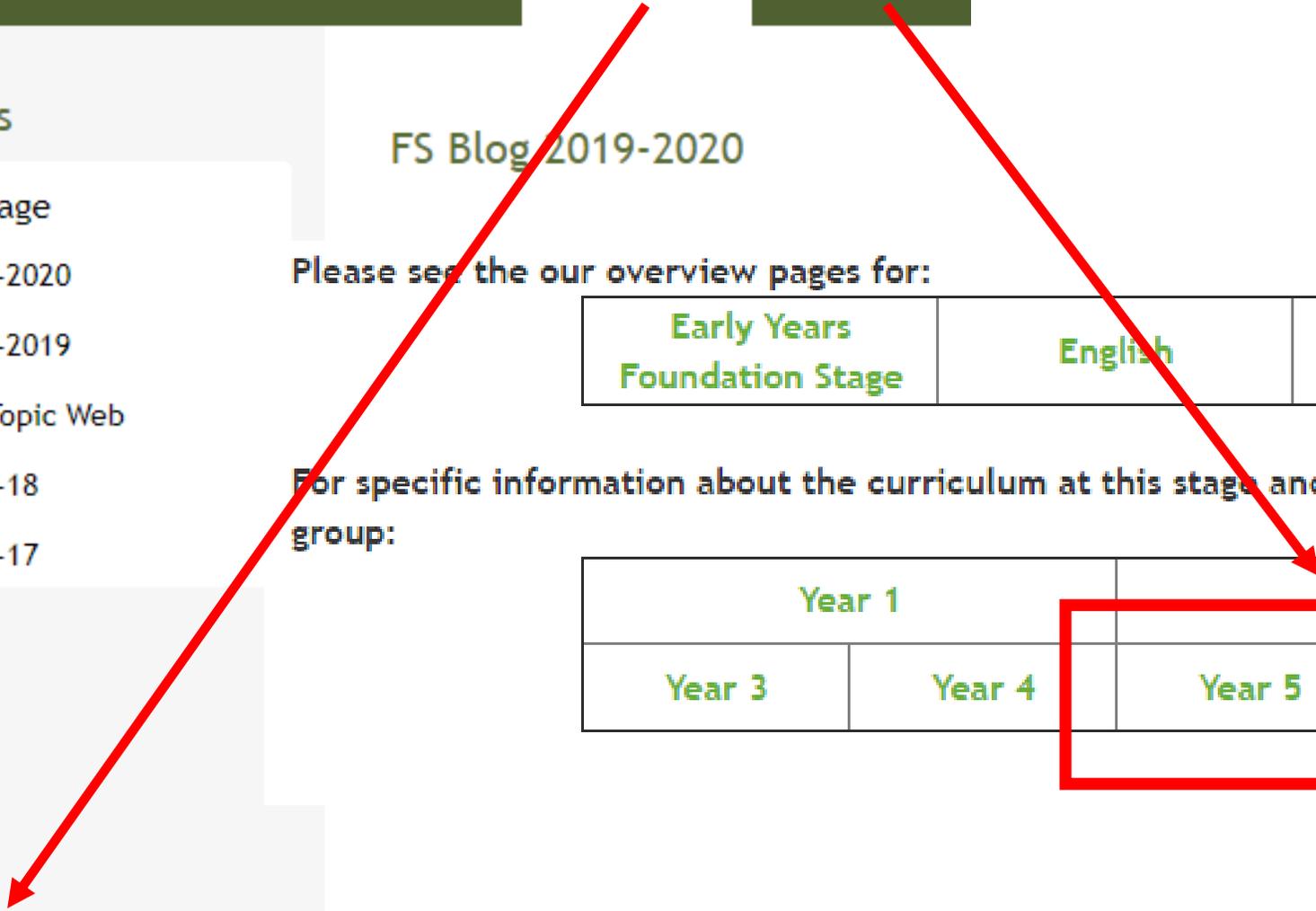
## FS Blog 2019-2020

Please see the our overview pages for:

Early Years Foundation Stage	English	Modern Foreign Languages
---------------------------------	---------	-----------------------------

For specific information about the curriculum at this stage and the following links for each year group:

Year 1		Year 2	
Year 3	Year 4	Year 5	Year 6



# Year 5

## Year Groups

### Foundation Stage

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[↪ Year 5 Blog 2019-20](#)

[↪ Year 5 Blog 2017-18](#)

[↪ Y5 English](#)

[↪ Y5 Mathematics](#)

## Year 5 Blog 2019-20

### WW2 Evacuee Day - November 2019

A fantastic day was had by all thanks to the staff at Ely Museum. The children looked fantastic in their outfits and experienced life as an evacuee. Pupils acted out the adventures of children from London. Everything was based on real events and research about children and families that came to the Ely area.



# Year 6

Foundation Stage

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

↳ Year 6 Blog

↳ PGL Gallery

↳ Y6 Blog 2016-17

↳ Y6 English

↳ Y6 Spellings

↳ Y6 Mathematics

## YEAR 6 BLOG 2019-20

### Autumn Term 2019

#### Year 6 Coasts

At the end of September, Year 6 children went on a day out to Hunstanton to look at the cliffs and coastal features. It was a wet and windy experience but we fully appreciated the delights of the coastal town and the ways in which the sea attacks the land. It was great to walk along the beach and see the erosion by the sea in action.

On our return we followed up our visit in several ways. One way was to use pastel to represent the sea. Year 6z used Henry Moore's Silver Sea picture as a starting point and, in particular, used the way he sets the horizon with a clear highlight in the distance. Here are some of our efforts.



# The Mathematics and English Curriculum are on the ESJ Website

- Year 6 English

[https://www.elystjohns.cambs.sch.uk/website/y6\\_english/238652](https://www.elystjohns.cambs.sch.uk/website/y6_english/238652)

- Year 5 Mathematics

[https://www.elystjohns.cambs.sch.uk/website/y5\\_mathematics/232946](https://www.elystjohns.cambs.sch.uk/website/y5_mathematics/232946)

# Mathematics Curriculum

The national curriculum for **mathematics aims** to ensure that all pupils

become **fluent** in the fundamentals of mathematics;

**reason mathematically;**

and can **solve problems** by applying their mathematics to a variety of routine and non-routine problems.

# Fluency can be...

- Calculations  $\times \div + -$ 
  - Counting
- Times table facts
  - Naming shapes
- Properties of shape
- Converting measures
- Fractions, decimals and percentages

# Fluency in counting

If we know how to count up in threes

3, 6, 9, 12, 15, 18...

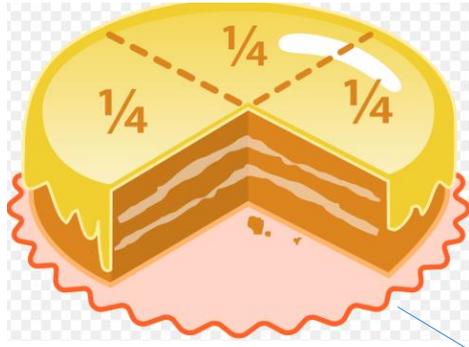
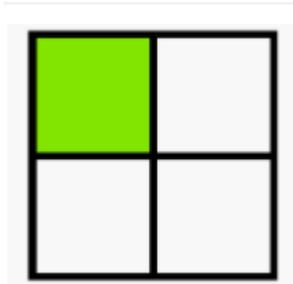
Then we can use this knowledge to count up in 30s, 0.3s and 300s

30, 60, 90, 120, 150, 180

0.3, 0.6, 0.9, 1.2, 1.5, 1.8

300, 600, 900, 1200, 1500, 1800

# Making connections with fractions



$\frac{1}{4}$

$\frac{25}{100}$

0.25

25%

# Fluency - Arithmetic

To have methods which solve these calculations accurately and efficiently

$$8 \times 33 =$$

$$40 + 1,000 =$$

$$45\% \text{ of } 460 =$$

$$2.7 + 3.014 =$$

$$\boxed{\phantom{00000}} = 4,500 + 600$$

$$50 + (36 \div 6) =$$

Calculations	<b>Addition</b>	<b>Subtraction</b>	<b>Multiplication</b>	<b>Division</b>
<b>Year 5</b>	<p>add fractions with the same denominator and denominators that are multiples of the same number</p> <p>add whole numbers with more than 4 digits, including using informal written methods (Any Order Addition and number lines)</p>	<p>subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>subtract whole numbers with more than 4 digits, including using informal written methods (Any Order Addition and number lines)</p>	<p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method</p> <p>multiply whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>divide numbers up to 4 digits by a one-digit number using a formal written method (Short Division) and interpret remainders appropriately for the context</p> <p>divide whole numbers and those involving decimals by 10, 100 and 1000</p>

Calculations	Addition	Subtraction	Multiplication	Division
Year 6	<p>solve addition and multi-step problems in contexts, deciding which operations and methods to use and why (including columnar addition and subtraction).</p> <p>add fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>	<p>solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why (including columnar addition and subtraction).</p> <p>subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>	<p>multiply multi-digit numbers up to 4 digits by a one-digit or two-digit whole number using the formal written methods of short and long multiplication</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>1/4 \times 1/2 = 1/8</math> ]</p> <p>identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers</p>	<p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>divide proper fractions by whole numbers [for example, <math>1/3 \div 2 = 1/6</math> ]</p> <p>identify the value of each digit in numbers given to three decimal places and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to two decimal places</p>

<http://www.iseemaths.com/visual-supports/>

# Fluency - more examples

- Knowing that a right angle is 90 degrees
- Knowing the name of different 2D and 3D shapes
- Knowing the properties of shapes
- Converting from one measurement to another
- Counting on and back in fractions, decimals, mixed numbers and whole numbers
- Knowing your times tables

Your child has a login for these sites

Parents

Year Groups

Curriculum

Governors

## Weblinks

[Click here for our Purple Mash login page.](#)

[Click here to go to KidRex, a child safe search engine.](#)

[Click here for Times Table Rockstars!](#)

## Purplemash

- Good for many things. Has apps for times tables and spellings.

## TTRockstars

- Times table practice



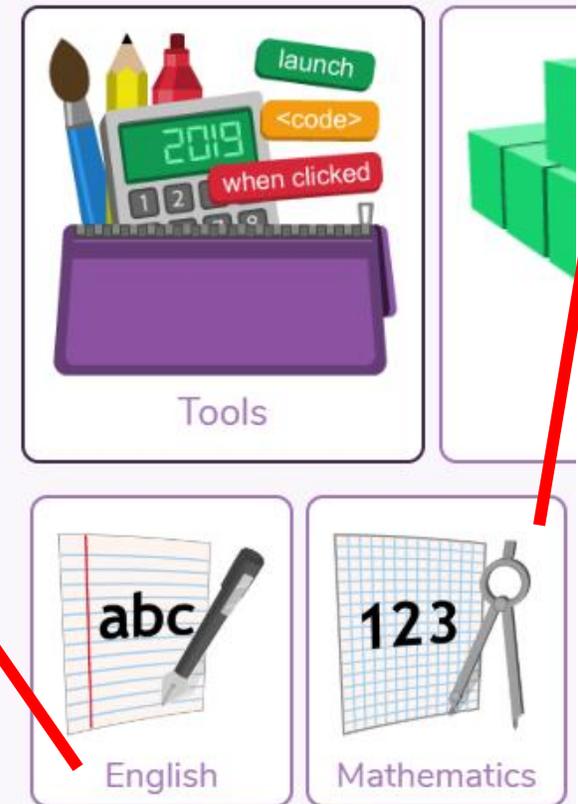
### SPAG:



### Times Tables:



### Home

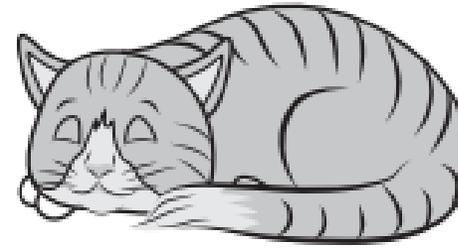


# Problem solving and Reasoning (example)

18

A cat sleeps for **12 hours** each day.

**50%** of its life is spent asleep.



Write the missing percentage.

A koala sleeps for **18 hours** each day.

%

of its life is spent asleep.



1 mark

# Reasoning

- First encountering a new challenge
- A range of starting points is possible
- There are different strategies to solve a problem
- There is missing information
- Selecting a problem-solving skill
- There is more than one solution

# Problem Solving

- Working systematically
- Trial and improvement
  - Logical thinking
  - Spotting patterns
    - Visualising
- Working backwards

# Reading - types of questions in the tests

2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases	2h make comparisons within the text

## Billy's Tower

Reading is more than just reading the words,  
it's how we interact with the text too.

Billy...

Who is Billy?

We don't know, so we bring our own knowledge to the text.

Billy was howling...

Who is Billy?

Billy was howling because his whole day had been spoilt.

Who is Billy?

How old is the character?

Has his whole day been spoilt?

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave.

What does the word 'work' mean in this sentence?

What has broken his work?

Where do you think he is?

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the tower that was left. "Never mind," she said. "Let's get back for tea. You can build some more towers tomorrow."

How old is Billy? Have you changed your mind, or are you even more convinced?

Where are they?

Why are they there?

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the tower that was left. "Never mind," she said. "Let's get back for tea. You can build some more towers tomorrow."

"Don't want tomorrow... I want today!" shouted Billy

Prediction: what might Mum say next????

# Spelling, Punctuation and Grammar: S.P.A.G.

Spelling lists from the ESJ website (Year 5 and 6 lists are the same) + spelling strategy sheet

[https://www.elystjohns.cambs.sch.uk/website/y6\\_spellings/232958](https://www.elystjohns.cambs.sch.uk/website/y6_spellings/232958)

Grammar and punctuation information from the ESJ website

[https://www.elystjohns.cambs.sch.uk/website/english\\_appendix\\_2\\_vocabulary\\_grammar\\_and\\_punctuation/238831](https://www.elystjohns.cambs.sch.uk/website/english_appendix_2_vocabulary_grammar_and_punctuation/238831)

# Some useful websites for grammar

- <https://www.theschoolrun.com/english/grammar>
- <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
- <https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

# Writing

- Teacher assessment
- National standards
- Moderated within school
- 1 in 4 schools are moderated externally - Local Authority
- SPAG results don't count towards writing assessment
- Children can be working at the

expected if their spelling isn't strong, but they can use a dictionary to make corrections.

## Three main assessments:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth