



مدرسة الإبداع
العلمي الدولية

INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

BAHRAIN

البحرين

SCHOOL READINESS PACK

Year 5



What will my child do in Year 5?

1. Maths

In maths, there is an emphasis on fractions, decimals, and percentages in this year. There is also an expectation that they will know all of the written methods for addition, subtraction, multiplication, and division. Further focus will be placed on problem solving and your child will be given more opportunities to apply their knowledge to a range of challenges.

2. English

For English, new punctuation is introduced (such as hyphens, semi-colons, and colons). There is a greater emphasis on grammar features too (for example, modal verbs like would, could, might, and must). Your child will also be encouraged to edit and adapt their work – developing their skills further in the craft of writing for a range of audiences and purposes.

3. A broadening curriculum

There are some fantastic topics this year and there will be significant focus on understanding their role in the society through specialist study of History, Geography, Civilizations, Arts and computing. Students in year 5 and 6 also begin to participate in school wide enrichment events such as Business and Enterprise days and community and charity events.

How can I help my child in Year 5?

Just like in school, give them some independence and responsibility for their learning at home. Here are a few ways you can start giving them some responsibility at home:

Make them pack their own bag for school so that they get into the habit of thinking for themselves about what they need for that day.

Allow them to make mistakes. If they forget their homework, make them tell the teacher themselves (they learn more quickly from their mistake and they are taking responsibility for it too).

Get into the routine of doing homework at a set time each week if possible. By all means help them, but make sure they make their own decisions about presentation, for example.

Below are the UK National Curriculum Standards your child is expected to achieve before entering Year 5:

Number and Place Value	Addition and Subtraction
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. <input type="checkbox"/> Count backwards through zero to include negative numbers. <input type="checkbox"/> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). <input type="checkbox"/> Order and compare numbers beyond 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Round any number to the nearest 10, 100 or 1000. <input type="checkbox"/> Solve number and practical problems that involve all of the above and with increasingly large positive numbers. <input type="checkbox"/> Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <input type="checkbox"/> Estimate and use inverse operations to check answers to a calculation. <input type="checkbox"/> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Measures	Geometry – Properties of Shapes
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convert between different units of measure [for example, kilometre to metre; hour to minute]. <input type="checkbox"/> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. <input type="checkbox"/> Find the area of rectilinear shapes by counting squares. <input type="checkbox"/> Estimate, compare and calculate different measures, including money in pounds and pence. <input type="checkbox"/> Read, write and convert time between analogue and digital 12- and 24-hour clocks. <input type="checkbox"/> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. <input type="checkbox"/> Identify acute and obtuse angles and compare and order angles up to two right angles by size. <input type="checkbox"/> Identify lines of symmetry in 2-D shapes presented in different orientations. <input type="checkbox"/> Complete a simple symmetric figure with respect to a specific line of symmetry.

Word Reading
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.
- Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Below are some questions/ tasks/ stories your child should be read/ complete before entering into Year 5:

1. Give the missing numbers in these sequences.

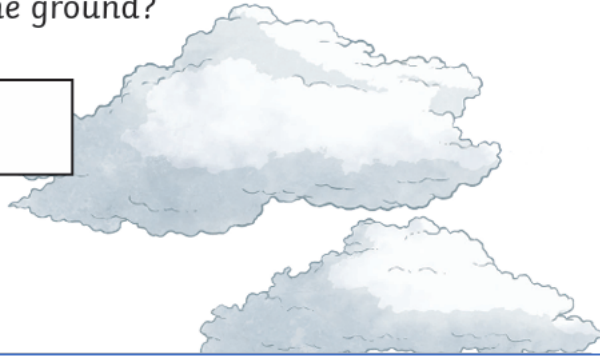
6, 12, 18, , 30, ,

14, 21, 28, , , 49,

, , 72, , 54, , 36

Different clouds are found in the sky at different heights. A cirrus cloud would be found 7755m from the ground while a cumulus cloud would be found 1981m from the ground.

How much higher is a cirrus cloud than a cumulus cloud from the ground?



What a Stunt!

Millions of people visit Niagara Falls in America every year. Most people come to watch 5800 cubic metres of water plunge over the Falls every second and crash into the gorge 53 metres below. However, some people have come to try some amazing and dangerous stunts. Some of these adventurers crossed above the Falls in unusual ways. Other adventurers got into the river and went over the Falls in strange containers. One person even went over the Falls in a 2-metre rubber ball!



1 How can we tell Niagara Falls is a popular place to visit?

2 How high is the waterfall at Niagara Falls?

The record for stunts over the Falls is held by ‘The Great Blondin’. In the mid-1800s, he walked over the Falls on a tightrope several times. The tightrope was strung across the gorge and the turbulent water far below. Rather than simply walking across, Blondin stopped halfway and did a back somersault. For his next crossing, he rode a bicycle. On one crossing, he stopped in the middle and cooked an omelette. Another time, he crossed the gorge with his hands and feet tied together. The last time he crossed, he carried a man on his back.

William Hunt crossed the Falls on a tightrope in 1860. He tried to out-do The Great Blondin by carrying a washing machine on his back. Washing machines in those days worked by hand. Halfway across, Hunt stopped, lowered a bucket into the gorge to collect water, pulled the bucket up, and poured the water into the machine. Then he did a load of laundry!

3 Look at the sentence: *The tightrope was strung across the gorge and the turbulent water far below.* What does the word ‘turbulent’ mean? Tick **one** box.

Cold Calm Rough Deep

Annie Taylor tried a different sort of stunt. In 1901, the 63-year-old school teacher went over the Falls in an oak barrel. First, her assistants strapped her in and then closed the barrel tightly. They took the barrel out by boat and dropped it into the river above the Falls. Before long, the barrel shot over the Falls. It was pulled from the water 17 minutes later and, amazingly, Taylor was alive. Dazed, she climbed out of the barrel with a bleeding head. “No one ought ever do that again,” she said. Her stunt made her famous for a while, but when she tried to make money giving talks about her adventure, she was not successful.

Blondin, Hunt and Taylor were lucky. Other stunt artists have died at the Falls. Today there are rules to stop risky stunts that are dangerous to the people who do them, and to the people who have to rescue them. Niagara Falls is amazing enough without them!

4 Blondin crossed the Falls on a tightrope doing different stunts. Which stunts did he do? Tick **two** boxes.

He crossed with his hands and feet tied together.

He crossed riding a bicycle.

He crossed carrying a washing machine.

He crossed carrying a dog.

5 Why did William Hunt choose to cross Niagara Falls carrying a washing machine on his back?

6 Look at the paragraph beginning: *Annie Taylor tried ...*
 Which of these sub-headings would make a good heading for this paragraph? Tick **one** box.

The Great
 Blondin

Washing on
 a tightrope

The daredevil
 school teacher

The amazing
 Niagara Falls

7 The author writes that Annie Taylor's barrel 'shot over the falls'.
 Why is 'shot' a good choice of word?

8 Name **two** different containers people have used to go over
 Niagara Falls.

9 When Annie Taylor climbed out of the barrel she said, "*No one
 ought ever do that again.*" Why do you think she felt no one else
 should do this?

10 Look at the final paragraph. Which **one word**, other than
 'dangerous', is used to describe the stunts?

Year 5 Baseline Spelling

Assessment Checklist



	Word	✓		Word	✓
1	category		21	stationary	
2	sphere		22	pause	
3	forty		23	delicious	
4	knight		24	conscious	
5	develop		25	identify	
6	multiply		26	attractive	
7	membership		27	restaurant	
8	sincere		28	silliness	
9	leisure		29	amateur	
10	wrapper		30	ancient	
11	vehicle		31	criticise	
12	bought		32	solidify	
13	overtired		33	curiosity	
14	familiar		34	dictionary	
15	secretary		35	equipment	
16	soldier		36	activate	
17	carelessness		37	definite	
18	possibility		38	Wednesday	
19	recycle		39	yacht	
20	everywhere		40	afford	



Year 5 and 6 Statutory Spellings

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

1. Tick one box in each row to show whether the apostrophe is used for a contracted form or possession.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Can we go to Jack's house?		
Fred's going to the park today.		
The dog's running around the field.		
Sam hid Mia's book.		

2. Circle the correct verb form in each underlined pair to complete the sentences below.

We were / was going to the beach later.

I did / done my jobs before going out to play.

I were / was really pleased with my presents.

3. Underline the noun phrases in the sentences below.

The scary, green monster roared loudly.

The large, black dog with sharp teeth barked ferociously.

White, fluffy clouds floated gently above us.

4. Replace the underlined words in the sentence below with a suitable pronoun.

Last week, Sam visited his grandparents and his grandparents took Sam to the safari park.

↓

↓

5. Tick the TWO sentences that contain a fronted adverbial.

The world was due to end in exactly ten days time.

After a while, the clouds cleared and the sun began to shine.

Last week, my friends came round for a sleep over.

The glass smashed into a thousand pieces.

6. Which sentence is punctuated correctly?

Tick ONE

Jack shouted "watch out for that car!"

Jack shouted, "Watch out for that car!"

"Jack shouted, watch out for that car!"

Jack shouted, "Watch out for that car"!

7. Rewrite the following sentence with the apostrophe in the correct place.

Each of the cats kennels had been given a good clean.

8. Insert a comma in the correct place in the sentence below.

Suddenly the bell rang out across the playground.

9. What is the word class of the underlined word in the sentence below?

That cake was really tasty.

Tick ONE

noun

determiner

adjective