Worlebury St Paul's Church School

Term 1 and 2 Learning

Badgers Class

(Year 5)

Grime, Grit and Great Inventions

LOVE

Generosity
Trust

TRUST

Being Me in My World

Worlebury St Paul's Church School

Term 1: Badger Class (Year 5)

Grime, Grit and Great Inventions

Key Concept: Legacy

Big idea: Decisions we make can have a big impact on the future

Essential Questions worth asking:

- What influence have the Victorians had on our lives today?
- How have things changed since Victorian times?
- Why have some things from Victorian times remained whilst others are no longer the same?
- How can the Victorian influence be seen in Weston-super-Mare?
- Why was our local area so popular in the Victorian era?

What difference could we make to the world? (Values, Dispositions and Attitudes)

- What can we learn from the decisions of the past?
- How has Victorian life impacted ours?
- What big things are happening now that will change and shape our future?

Key Texts

- 'Street Child' Berlie Doherty
- Little Orphan Annie (Poem) James Whitcomb Riley
- Other books/resources:
- Literacy Shed – 'Victorian Diaries'

Our Context

Historical (local) - Victorian seaside town, GWR
Geographical (local area) – Victorian seaside town
In our school – How our school has changed and how education has changed.

Real Maths, English & Science Opportunities (Being a professional)

Art: **Designer / Craft maker:** Observational drawing of natural shapes and patterns to create a William Morris stylised wallpaper design.

Science: Electrical Engineer: the study, design and application of electrical systems.

English and History: Museum curator or museum education expert: collecting, recording and sharing your knowledge of the museum's collection and educating visitors to the museum.

Curriculum Outline (see Knowledge Organisers for project driver & maths)

WOW Day: What was a Victorian school like? Children experience a day in the life of a school aged pupil.
English: Fiction – Rags to Riches story based on Street Child, biography and poetry.
Science: Electricity
Maths: Number – Place value, addition and subtraction
RE: AMV Unit 3 – Why do religious books and teaching matter?
History: Victorians – the workhouses and schools
Geography: Geographical skills and human and physical geography
Art: Gestural drawing with charcoal
Music: Charanga Unit – Livin' on a Prayer
MFL: French – As-tu un animal? Do you have a pet?
PE: Dance and Netball
Computing: Systems and Searching

Penny Black Stamp

Children playing in the street

COMMUNITY

Respect
Service

RESPONS-IBILITY

Celebrating Difference

Worlebury St Paul's Church School

Term 2: Badger Class (Year 5)

Grime, Grit and Great Inventions

Key Concept: Legacy

Big idea: Decisions we make can have a big impact on the future

Essential Questions worth asking:

- What influence have the Victorians had on our lives today?
- How have things changed since Victorian times?
- Why have some things from Victorian times remained whilst others are no longer the same?
- How can the Victorian influence be seen in Weston-super-Mare?
- Why was our local area so popular in the Victorian era?

What difference could we make to the world? (Values, Dispositions and Attitudes)

- What can we learn from the inventors of the past?
- How has Victorian life impacted ours?
- What big things are happening now that will change and shape our future?

Key Texts

- 'A Christmas Carol' Charles Dickens
- DK Eyewitness Victorians
- Little Orphan Annie (Poem) James Whitcomb Riley
- Other books/resources:
- Literacy Shed – 'Victorian Diaries'

Our Context

Historical (local) - Victorian seaside town, GWR

Geographical (local area) – Victorian seaside town

In our school – How our school has changed and how education has changed.

Real Maths, English & Science Opportunities (Being a professional)

Maths/Science: Coder – develop and maintain computer programs and software systems.

Science: Lighting Technician at the Royal Opera House – set up, operate and maintain lighting equipment for large theatres

English: Content executive – writing and checking content for BBC Bitesize or other online content

DT: Designer – create a fantastic invention using your DT, science and matha kowledge

Curriculum Outline (see Knowledge Organisers for project driver & maths)

English: Non-Fiction – information text, Poetry - Rhyming poetry
Science: Electricity - uses and application
Maths: Calculation – Multiplication and Division, Fractions
RE: AMV Unit 3 – Why do religious books and teaching matter?
History: Victorians including our local history
Geography: Geographical skills and human and physical geography
Music: Charanga Unit – Classroom Jazz 1
MFL: French – La date (The date)
PE: Hockey and Gymnastics - Bridges
Computing: Video production
DT: Mechanical systems

LOVE
Generosity
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Being Me in My World

Worlebury St Paul's Church School

Victorians - Grime, Grit and Great Inventions

Project Knowledge Organiser

Key Changes and Events	
1838	Queen Victoria crowned aged 18.
1840	Queen Victoria married Prine Albert.
1842	Children under 10 can no longer work in underground mines.
1844	Children aged 8-13 can no longer work for more than 6.5 hours per day.
1856	Each county has to have its own police force.
1861	Prince Albert dies of typhoid.
1864	Children under 10 can no longer work as chimney sweeps.
1870	Schools are built for children aged 5-10.
1872	The first FA Cup final takes place.
1880	The Education Act makes schooling compulsory for all children aged 5-10.
1901	Queen Victoria dies and Edward VII becomes King.

The Victorian Era

The period of time between 1837 and 1901 when Queen Victoria reigned over Britain is known as the Victorian Era. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British Empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.

Workhouses

Workhouses were large building built for the very poor to live and work. Whole families would move in together but men, women and children were all kept separate. Food was very basic including bread, porridge (gruel), watered down milk and occasionally meat and potatoes. Jobs for men included working in the field, breaking stones and chopping wood. Jobs for women included laundry, sewing and scrubbing the floors. Children had to have 3 hours of reading, writing, arithmetic and Christian religious lessons.

Key Vocabulary	
industry	A group of companies that all produce the same thing.
Industrial Revolution	A time of major change in the way products were made.
invention	A new thing that someone has made.
migrate	Move to a different area to find work or better living conditions.
reign	To rule a country.
revolution	A big change in something.
rural	The countryside.
typhoid	A bacterial infection that can spread throughout the body.
workhouse	A building where poor people would work in exchange for food and shelter.

COMMUNITY

Respect
Service

RESPONS-IBILITY

Celebrating Difference

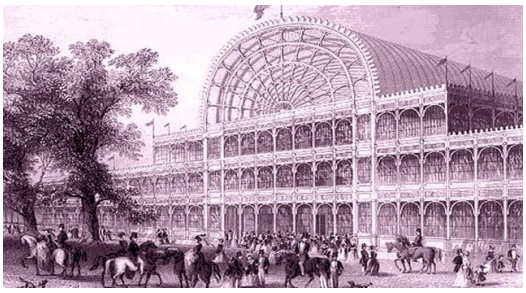
Questioning

Worlebury St Paul's Church School

Victorians - Grime, Grit and Great Inventions

Project Knowledge Organiser

Key Inventions	
1800s	Railway Network
1838	Photography
1840	Penny Black stamp
1843	Christmas cards
1852	British Pillar Post Box
1852	Flushing toilet
1863	London Underground Railway
1873	Penny Farthing Bicycle
1876	Telephone
1879	Electric lightbulb
1885	Petrol motor car
1895	X-rays



Crystal Palace held the Great Exhibition in 1851

The Industrial Revolution

This was a huge period of change in Britain between 1750 and 1900. Before the Industrial Revolution, Britain was a rural country with most people living off the land with livestock. People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make something and increased the amount that could be made and so the Industrial Revolution began.

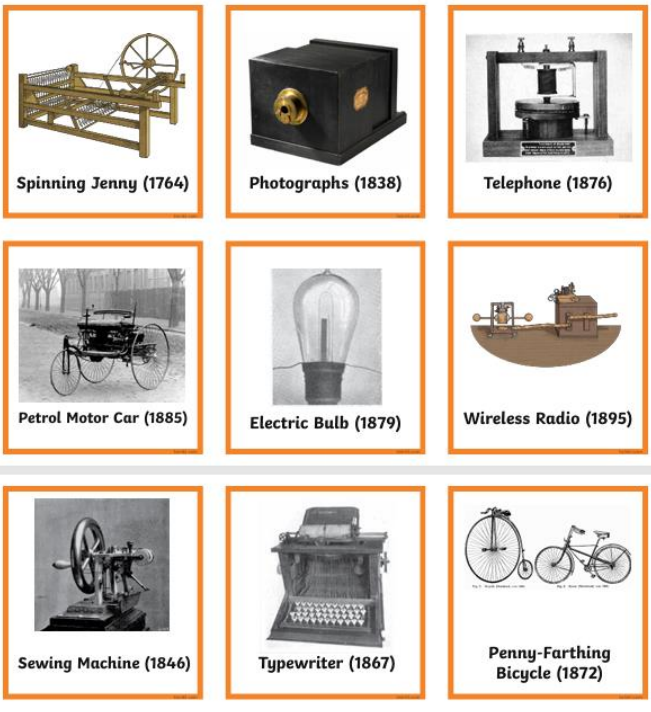
The Impact of the Industrial Revolution

During the Industrial Revolution huge factories were built and towns expanded. People would migrate to towns attracted by reliable work and pay from the factories. Houses for workers were built closer to the factories. Better transport links helped boost trade by transporting people and good quickly and cheaply across the country.

Great Inventions – The telephone

Thomas Watson, assistant to Alexander Graham Bell, tells the story of how he helped to make the first version of the telephone. Bell was an expert in sound, but had no knowledge of electricity, which Watson had. Their break-through happened by accident, while experimenting with two springs connected by a long piece of wire.

The idea was that Bell and Watson would be in different rooms - each with a spring - and when one of them waggled their spring, the spring at the other end of the wire would waggle too. However, that wasn't what happened. Instead, the sound of the spring twanging in one room travelled along the wire and could be heard at the spring in the other room. After further work on the apparatus, it became possible to hear the sound of their voices along the wire, although the sound was very muffled and the connection was only intermittent.



Number and Place Value — Knowledge Organiser

Key Vocabulary

- millions
- thousands
- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- round
- rounded
- negative number
- partition
- digit
- interval
- sequence
- linear sequence

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Compare and Order

equals	greater than	less than
$26 + 38 = 8 \times 8$	$23\,873 > 8256$	$901\,198 < 1\,091\,098$
Both calculations have the value 64.	The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.	The number on the right has 1 million and the number on the left has 0 millions.

smallest | 898 | 6735 | 6835 | 7019 | 9002 | 11 235 | greatest

Negative Numbers

Counting in Powers of 10

Counting in 10s

365	375	385	395	405	415

The tens increase until 9 tens becomes one more hundred and 0 tens.

Counting in 100s

2841	2941	3041	3141	3241	3341

The hundreds increase until 9 hundreds becomes one more thousand and 0 hundreds.

Counting in 10 000s

276 109	286 109	296 109	306 109

The ten thousands increase until 9 ten thousands become one more hundred thousand and 0 ten thousands.

Counting in 100 000s

2 972 151	3 072 151	3 172 151	3 272 151

The hundred thousands increase until 9 hundred thousands becomes one more million and 0 hundred thousands.

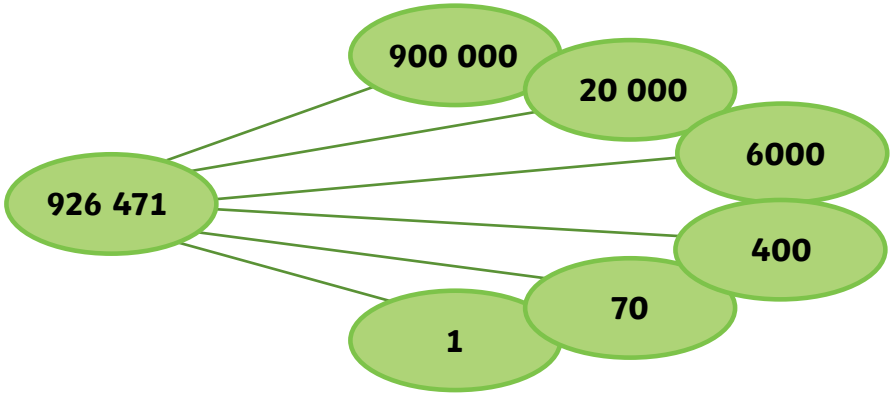
Number and Place Value — Knowledge Organiser

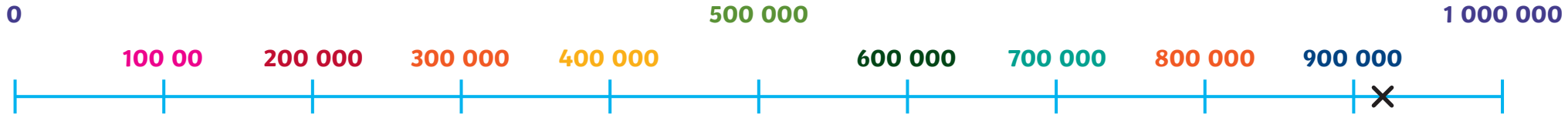
Numbers to One Million

926 471

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
9	2	6	4	7	1

nine hundred and twenty-six thousand, four hundred and seventy-one





Roman Numerals

	I = 1	II = 2	III = 3	
IV = 4	V = 5	VI = 6	VII = 7	VIII = 8
IX = 9	X = 10	XI = 11	XX = 20	XXX = 30
XL = 40	L = 50	LX = 60	LXX = 70	LXXX = 80
XC = 90	C = 100	CL = 150	CC = 200	CCC = 300
CD = 400	D = 500	DC = 600	DCC = 700	DCCC = 800
CM = 900	M = 1000	MC = 1100	MD = 1500	MM = 2000

CCXLVIII = 248 DCCLXXXIV = 784 MMXIX = 2019

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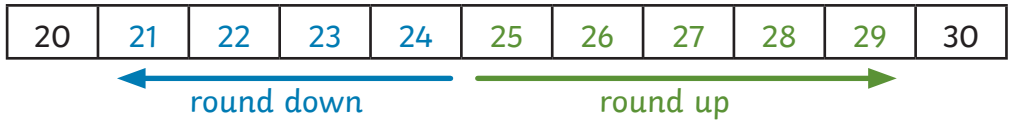
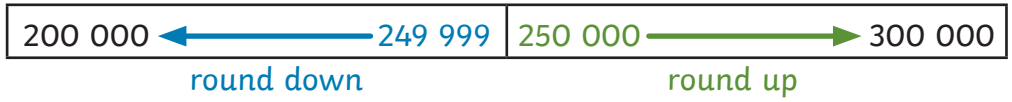
Rounding

Rounding to the nearest 10



Rounding to the nearest 1000

Rounding to the nearest 100 000



Addition and Subtraction — Knowledge Organiser

Key Vocabulary

- Add
- Total
- Make
- Plus
- Sum
- More
- Altogether
- Difference
- Subtract
- Less
- Minus
- Take away
- Column addition
- Column subtraction
- Estimate
- Inverse operation
- Number facts
- Place value
- Complex

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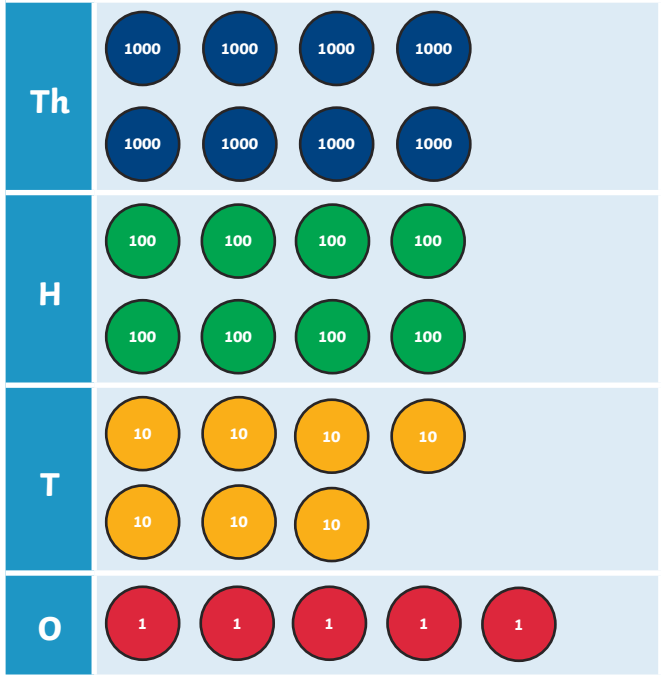
Addition

Place Value Grid: 3274 + 5601 = 8875



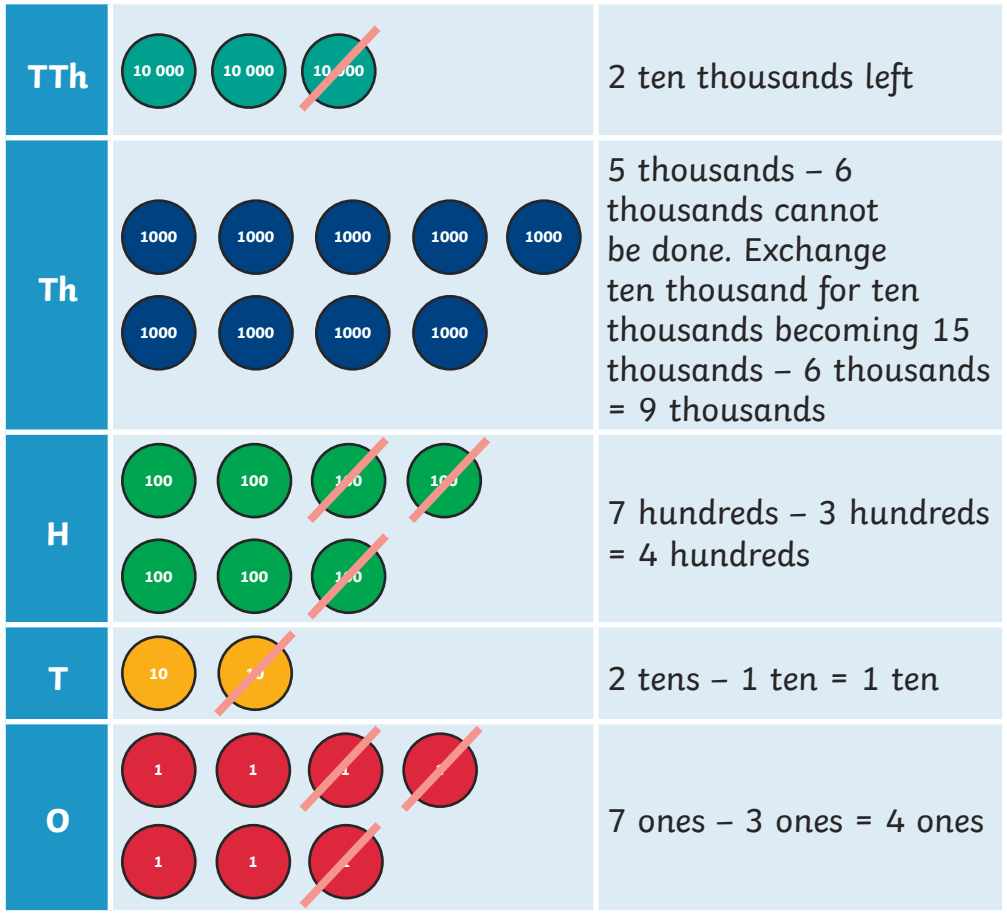
Column Method

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands and/or as required.

```
  45864
+ 23497
  69361
  1 1 1
```

Subtraction

Place Value Grid: 35 727 – 6313 = 29 414



Column Method

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

```
  6 13 1
  35742
- 3476
  32266
```

Addition and Subtraction — Knowledge Organiser

Estimate and Approximate

Rounding to Estimate

41 635 + 7386 = 49 021

Round to ten:

41 630 + 7380 = 49 010

41 630 + 7390 = 49 020

41 640 + 7390 = 49 030

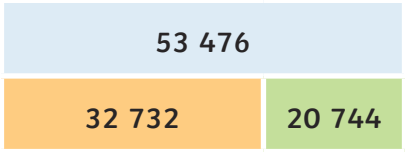
Rounding is not as accurate when both numbers are rounded up. A better estimate comes from "rounding" one down and one up.

Estimating on a Number Line

The arrow is about $\frac{3}{4}$ of the way across the line so it is 40 000.

Inverse Operations

Use the inverse to check:



To check 53 476 – 32 732 = 20 744 use 32 732 + 20 744 = 53 476

Start with a number, subtract 409 and double. I end with 6264.

To find the starting number use the inverse: halve, then add 409. Half of 6264 = 3132. 3132 + 409 = 3541. The starting number was 3541.

Multistep Problems

Using a Bar Model

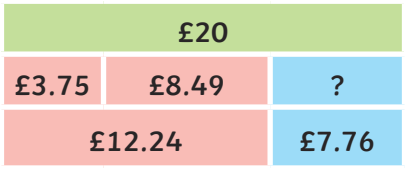
The sum of two numbers is 25 567.

The difference is 1875.

Subtract 1875 from 25 567 = 23 692.

Halve 23 692 to find smaller number = 11 846.

Add 1875 to find larger number = 13 721.



£20 is used to buy 2 books costing £3.75 and £8.49.

How much change is given?

£3.75 + £8.49 = £12.24

£20.00 - £12.24 = £7.76

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Multiplication and Division — Knowledge Organiser

Key Vocabulary

- multiply
- groups of
- lots of
- times
- divide
- share
- remainder
- factor
- multiple
- product

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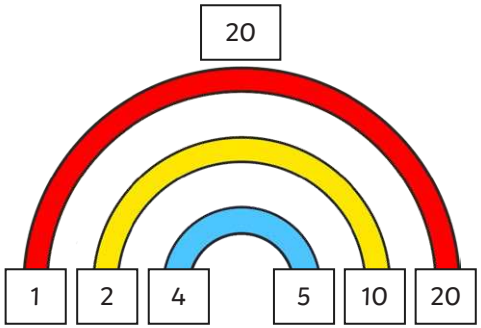
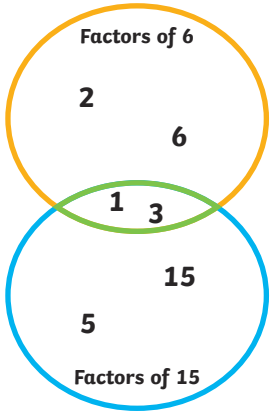
Factors

A factor is a number that divides into another number exactly, without leaving a remainder.



A common factor is a factor of 2 or more numbers.



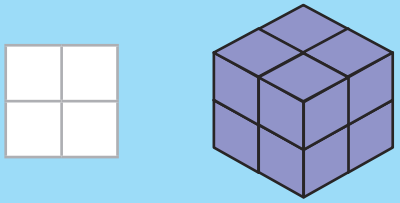
The factors of 20 are 1, 2, 4, 5, 10 and 20.

The factor pairs are:
1 and 20
2 and 10
4 and 5

Prime Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Squared[2] and Cubed[3] Numbers

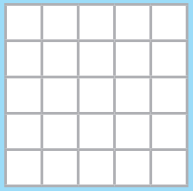


$2^2 = 4$

$2 \times 2 = 4$

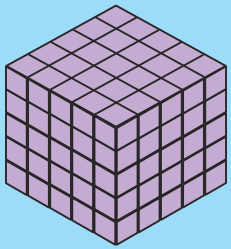
$2^3 = 8$

$2 \times 2 \times 2 = 8$



$5^2 = 25$

$5 \times 5 = 25$



$5^3 = 125$

$5 \times 5 \times 5 = 125$

Related Calculations

$8 \times 9 = 72$

$80 \times 9 = 720$

$9 \times 8 = 72$

$90 \times 8 = 720$

$72 \div 9 = 8$

$720 \div 9 = 80$

$72 \div 8 = 9$

$720 \div 8 = 90$

Multiplication and Division

Knowledge Organiser

Short Multiplication

$2543 \times 7 = 17\,801$

	2	5	4	3
×				7
1	**7**	**8**	**0**	**1**
1	3	3	(2)	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$2543 \times 67 = 170\,381$

		2	5	4	3
	×			**6**	7
	1 (1)	7 (3)	8 (3)	0 (2)	1
1 (1)	5 (3)	2 (2)	5 (1)	8	(0)
1	**7**	**0**	**3**	**8**	**1**
	1	1			

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Division

$136 \div 4 = 34$

		3	**4**
4	1	3	6
−	1	2	0 → **30** × 4
		1	6
	−	1	6 → **4** × 4
			0

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Short Division

		3	**8**
4	1	$^{1}5$	(3)2

15 ÷ 4 = 3 remainder 3

Remember to regroup any remainders and move them into the next column.

		4	**5**	**5**	**r**	**3**
5	2	2	$^{2}7$	$^{2}8$		

28 ÷ 5 = 5 remainder 3

If your calculation has a remainder, remember to record it in the answer using the letter **r**.

Fractions — Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- whole
- equivalent
- mixed number
- improper fraction
- simplest form
- multiple
- common denominator
- common numerator

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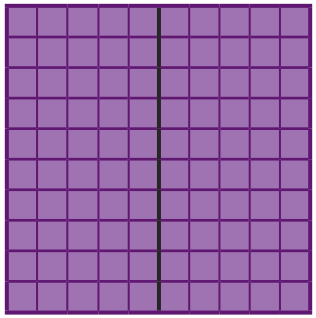
Equivalent Fractions

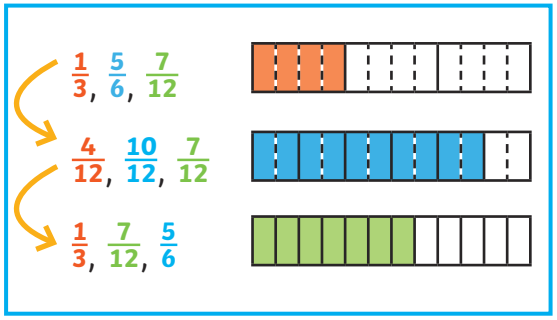
To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.

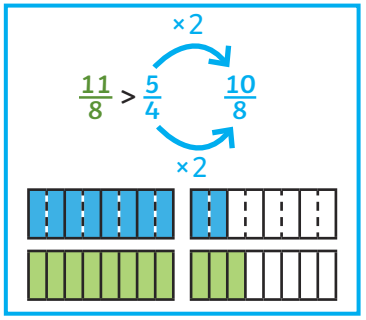


$\frac{1}{2} = \frac{5}{10} = \frac{50}{100}$ (×5, ×10; ×5, ×10)

Compare and Order Fractions

We can compare and order fractions by using common denominators.





Mixed Numbers

Mixed numbers contain a whole number and a fraction.

whole → $2\frac{1}{4}$ ← fraction

Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$\frac{5}{3}$

Convert an Improper Fraction to a Mixed Number

$\frac{9}{4}$

$9 \div 4 = 2r1$ → $2\frac{1}{4}$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

Convert a Mixed Number to an Improper Fraction

Multiply the whole by the denominator to make an improper fraction.

$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$

Add the fractions together.

Fractions of Quantities

To find a fraction of a number, divide by the denominator and multiply by numerator.

To find quarters of 20:

20			
5	5	5	5

$\frac{1}{4}$ of 20 = 5 $\frac{2}{4}$ of 20 = 10 $\frac{3}{4}$ of 20 = 15 $\frac{4}{4}$ of 20 = 20

To find eighths of 56:

56							
7	7	7	7	7	7	7	7

$\frac{1}{8}$ of 56 = 7 $\frac{2}{8}$ of 56 = 14 $\frac{3}{8}$ of 56 = 21 $\frac{4}{8}$ of 56 = 28

$\frac{5}{8}$ of 56 = 35 $\frac{6}{8}$ of 56 = 42 $\frac{7}{8}$ of 56 = 49 $\frac{8}{8}$ of 56 = 56

Fractions — Knowledge Organiser

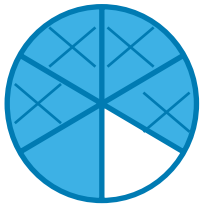
Adding and Subtracting Fractions

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

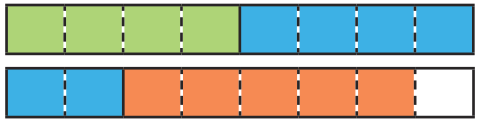
$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$



To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

Add Fractions When the Total is Greater Than 1

$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$



Add Mixed Numbers

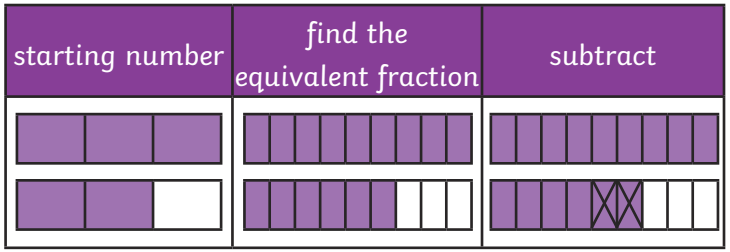
$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$

$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$

Subtract From a Mixed Number

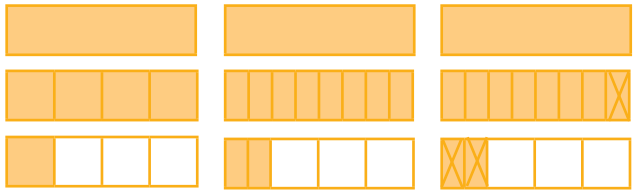
$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$

starting number	find the equivalent fraction	subtract



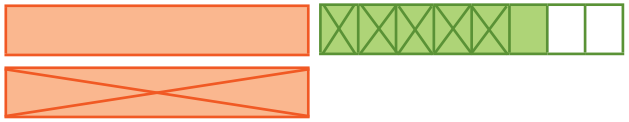
Subtract from a Mixed Number - Breaking the Whole

$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$



Subtract Two Mixed Numbers

$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$

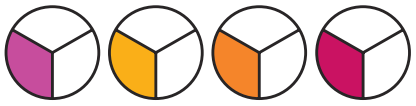


$2 - 1 = 1$

$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$

Multiply Unit Fractions by an Integer

$\frac{1}{3} \times 5 = \frac{5}{3}$



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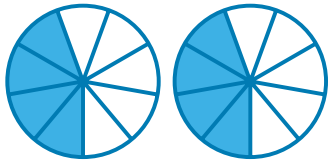
Multiply Non-Unit Fractions by an Integer



$2 \times \frac{4}{9} = \frac{8}{9}$

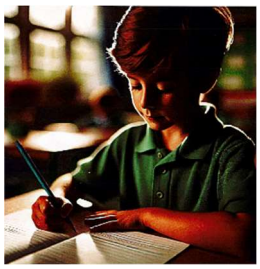
Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Use repeated addition.

$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$



Y5 Writing Expectations

By the end of Year 5, children are expected to:

- ✓ Write longer, more detailed pieces – organising ideas clearly.
- ✓ Use paragraphs effectively – with openings that show a change of topic or time.
- ✓ Expand vocabulary – using adventurous and precise words.
- ✓ Use grammar confidently – including:
  - Correct verb tenses (past, present)
  - Relative clauses (e.g. The boy, who was tired, sat down)
  - Modal verbs (could, might, should) and adverbs to show possibility (perhaps, surely).
- ✓ Punctuate accurately, including:
  - Full stops, commas, question marks, exclamation marks
  - Speech marks for dialogue, with commas and punctuation inside
  - Apostrophes for possession and contraction
  - Brackets and dashes for extra information
- ✓ Spell accurately – including words with prefixes and suffixes (im-, dis-, -able, -tion) - plus challenging words from the Year 5/6 list.
- ✓ Handwriting should be joined, fluent and legible – so that it can be read easily.
- ✓ Link ideas across paragraphs – using time adverbs (later, soon) and linking words (however, meanwhile, therefore).
- ✓ Write for different purposes – stories, reports, instructions, persuasive writing, poetry.
- ✓ Edit and improve work – spotting spelling or punctuation errors and improving word choices.

How you can help at home

- ❖ Encourage daily reading to broaden vocabulary.
- ❖ Talk about new words and their meanings.
- ❖ Have discussions together about a variety of topics and interests
- ❖ Let your child write for fun – stories, shopping lists, notes or letters.
- ❖ Help them practise challenging spellings and punctuation.
- ❖ Ask them to read their writing aloud – it helps spot mistakes and improve flow.

Medium Term Plan - Stage 5

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words ending in '-tious' and '-ious'**	**Step 7: Words ending in '-ant'**	**Step 13: Words ending in '-able', where the 'e' from the root word remains**	**Step 19: Words with 'ie' after 'c'**	**Step 25: Words that are homophones or near homophones**	**Step 31: Words with hyphens**
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	**Step 2: Words ending in '-cious'**	**Step 8: Words ending in '-ance' and '-ancy'**	**Step 14: Words that are adverbs of time**	**Step 20: Words where 'ei' can make an /ee/ sound**	**Step 26: Words that are homophones**	**Step 32: Challenge Words**
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	**Step 3: Words ending in '-cial'**	**Step 9: Words ending in '-ent' and '-ence'**	**Step 15: Words with suffixes where the base word ends in 'fer'**	**Step 21: Words where 'ough' makes an /or/ sound**	**Step 27: Words that are homophones**	**Step 33: Revision Words**
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	**Step 4: Words ending in '-tial'**	**Step 10: Words ending in '-able' and '-ible'**	**Step 16: Words with 'silent' first letters**	**Step 22: Words containing 'ough'**	**Step 28: Words that are homophones or near homophones**	**Step 34: Revision Words**
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	**Step 5: Words ending in '-cial' and '-tial'**	**Step 11: Words ending in '-ably' and '-ibly'**	**Step 17: Words with 'silent' letters**	**Step 23: Adverbs of possibility and frequency**	**Step 29: Words that are homophones or near homophones**	**Step 35: Revision Words**
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Challenge Words**	**Step 36: Revision Words**
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Year 5 and 6 Statutory Spellings

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

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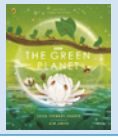
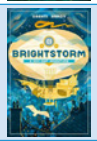
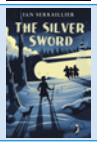
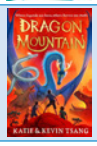
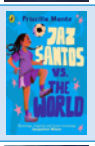
50 Recommended Reads for ...

Year 5

(ages 9-10)

Which ones have you read?

Books for Topics

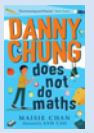
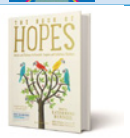
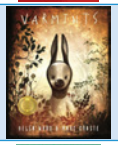
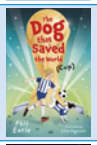
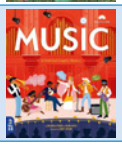
	☐ **Tilly And The Bookwanderers** Anna James		☐ **Chocolate Milk, X-ray Specs & Me!** Bethany Walker and Jack Noel
	☐ **A Case Of Grave Danger** Sophie Cleverly		☐ **The Green Planet** Leisa Stewart-Sharpe and Kim Smith
	☐ **The Last Bear** Hannah Gold		☐ **The Dam** David Almond and Levi Pinfold
	☐ **New kid** Jerry Craft		☐ **Football School** Alex Bellos
	☐ **The Wolves of Willoughby Chase** Joan Aiken		☐ **Twitch** M G Leonard
	☐ **Diary of a Wimpy Kid** Jeff Kinney		☐ **Brightstorm** Vashti Hardy
	☐ **Percy Jackson and the lightning thief** Rick Riordan		☐ **Kid Normal** Greg James and Chris Smith
	☐ **The Silver Sword** Ian Serraillier		☐ **Iguana Boy Saves The World With A Triple Cheese Pizza** James Bishop and Rikin Parekh
	☐ **Roller Girl** Victoria Jamieson		☐ **Rumblestar** Abi Elphinstone
	☐ **The Bacteria Book** Steve Mould		☐ **Dragon Mountain** Katie and Kevin Tsang
	☐ **The Hatmakers** Tamzin Merchant		☐ **The Luckiest Kid in the World** Danny Wallace and Gemma Correll
	☐ **Jaz Santos vs The World** Priscilla Mante		☐ **Bright Bursts Of Colour** Matt Goodfellow
	☐ **Secrets of a Sun King** Emma Carroll		☐ **The House With Chicken Legs** Sophie Anderson

50 Recommended Reads for ...

Year 5

(ages 9-10)

Books for Topics

	☐ **The Haunting of Aveline Jones** Phil Hickes		☐ **On Your Marks, Get Set, Gold!** Scott Allen and Antoine Corbineau
	☐ **The Secret of the Treasure Keepers** A M Howell		☐ **Bunny vs Monkey** Jamie Smart
	☐ **The Book Of Not Entirely Useful Advice** A F Harrold		☐ **The Cooking Club Detectives** Ewa Jozefkowicz
	☐ **I Stole My Genius Sister's Brain** Jo Simmons		☐ **Danny Chung does not do maths** Maisie Chan
	☐ **The Book of Hopes**		☐ **Cookie! ...and the Most Annoying Boy in the World** Konnie Huq
	☐ **Epic Adventures** Sam Sedgman and Sam Brewster		☐ **Varmints** Helen Ward
	☐ **The Great (food) Bank Heist** Onjali Q Rauf		☐ **Asha & The Spirit Bird** Jasbinder Bilan
	☐ **The dog that Saved the World (Cup)** Phil Earle		☐ **Amazon River** Sangma Francis and Romolo D'Hipolito
	☐ **Arctic Star** Tom Palmer		☐ **FACTopia!** Kate Hale and Andy Smith
	☐ **Ella on the Outside** Cath Howe		☐ **Being Me** Liz Brownlee, Matt Goodfellow and Laura Mucha
	☐ **Herstory** Katherine Halligan and Sarah Walsh		☐ **Old Enough to Save the Planet** Loll Kirby and Adelina Lirius
	☐ **My Life As A Cat** Carlie Sorosiak		☐ **Music** Susan Hayes, Nicholas O'Neill and Ruby Taylor

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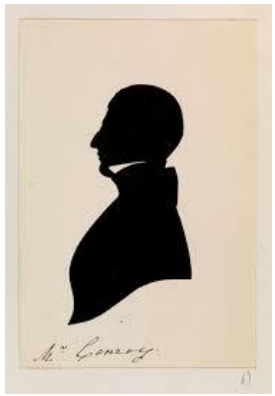
SCAN ME

Scan the QR code to visit the list online

Badger Class Year 5 – Project Home Learning for Terms 1 and 2

Grime, Grit and Great Inventions

Please complete as many of these as you would like and share your wonderful learning on your Class Dojo page.

Sketch a portrait of Queen Victoria 	Research a Victorian invention. Then deliver to your family a Dragon's Den style pitch for your chosen Victorian invention. You could record it and share it with the class. 	Create a silhouette self-portrait. . 	Look at the name of the street that you and your family live on. Use the internet to research how old the street is, are there any Victorian buildings near you?
Design a poster to convince Victorian children to visit Weston-super-Mare for a holiday. Why do you think they should come? What was here in the Victorian era that they would enjoy? 	Poorer Victorian children often had some awful jobs and working conditions. Can you research a Victorian job role and then write an advert for a child to fill it. 	Research some games played by Victorian children. Have a go at teaching them to and playing them with your family. 	Have a go at some Victorian cooking. Have a look at this website for ideas- https://www.allrecipes.com/gallery/victorian-recipes

WORLEBURY ST PAUL'S CHURCH SCHOOL

'A Courageous Community built on Love, Care, Joy and Peace'