



BURY CATHOLIC PREPARATORY SCHOOL

YEAR 5 Curriculum Booklet

2015 - 2016



Opening hearts and minds

WELCOME TO YEAR 5/6

Welcome to Year 5/6! This curriculum booklet is designed to provide you with information about what and how your child will be learning this year. During your child's time in Year 5/6, they will undertake a range of learning experiences, enabling them to become confident and enthusiastic learners.

CURRICULUM

We follow the New National Curriculum and take a topic themed approach to foundation subjects, incorporating history, geography, art, design technology and where applicable science, ICT, English and Mathematics into our Creative Curriculum where we learn about whole themed topics. This enables us to combine skills and extend the learning experience, and where possible to maximise individual pupil interest within each topic. All lessons are differentiated and delivered in a manner designed to engage and involve children to promote a passion for learning. Your child will have plenty of opportunities to work both independently and collaboratively with their peers.

As a Catholic School we follow the scheme, 'The Way, the Truth and the Life' and RE is taught through timetabled lessons and assemblies. In the spring term a week will be dedicated to learning about another world religion, in Year 5/6 this will be Buddhism. A week will also be dedicated to our adopted charity, Mission Together, where the children have the opportunity to learn about the children we can help around the world.

During the summer term we will be following a whole school study theme of 'We are Britain', during which we will be delighted to host a visit from the ever popular duo, 'Travelling by Tuba'. We will once again be working in partnership with the Fusilier Museum.

The children will continue to receive specialist teaching for French, dance and music. In Year 5/6 the children will participate in weekly PE lessons, including gymnastics and dance. Games lessons will take place in the sports hall at Bury Church of England High School for the autumn and spring terms, and at Bury Athletic track during the summer term.

GAMES TIMETABLE

Autumn Term

- Hockey and Tag Rugby

Spring Term

- Tag Rugby and Basketball

Summer Term

- Athletics and Rounders

PE kits should be kept in school all term, with named PE kits and correct size pumps. Games kits, trainers and waterproof coats should be worn to school each Friday.

EXTRA-CURRICULAR

Mr & Mrs Maycraft continue to offer private guitar tuition, delivered during the school day, at a time agreed with the class teacher.

Year 5/6 will have opportunities to participate in the following confirmed clubs during the year (times and dates to be confirmed):

- Running and Football Clubs
- Choir
- Art Club
- Zumba

Additional clubs will also be offered, information to follow at a later date.

HOMEWORK

We encourage a good homework routine. In Year 5/6 your child will have a homework diary, which will be completed on a weekly basis. This will help them,

and you, to keep up-to-date with what homework is due each week and any important messages. Please sign your child's diary each week. Homework will usually consist of weekly spellings to learn, times table practice, a maths homework (this is usually on-line so please speak to your teacher if you have problems accessing these homework and an alternative will be provided), and Learning Logs. Year 6 children preparing for external examinations will have specific homework to support their preparation during the Autumn and Spring terms. On occasion, additional written tasks or homework may be given. All homework is due in the following school day unless otherwise stated. It is expected that all children will read to an adult at home daily. It is crucial that your child continues to read aloud and discuss what they are reading with an adult to support their continued development - reading fluidly with expression and aiding their comprehension skills. To assist you with discussing reading with your child a 'reading stems' sheet will be provided, which has discussion starters to enable more critical thinking. As your child progresses through the reading scheme the books will increase in content and themes. It is important that they do not read a whole book per sitting as this will not allow your child time to consider, predict and make inferences about what they are reading. I will check the reading record on a daily basis and set reading for each day. Please sign your child's reading record daily and add any comments as necessary.

GENERAL

Our positive behaviour system, Good to be Green, continues to be developed. Good behaviour is rewarded with termly progression on our Evergreen Tree (located in the library). Outstanding behaviour for being an 'Evergreen', receiving no warning or consequence cards, is accredited with a bronze, silver then gold leaf as the three academic terms progress.

Healthy Tuck shop is offered at play times and, as part of our healthy schools policy, we ask that parents try to ensure that packed lunches are healthy and do not contain chocolate or fizzy drinks. Please also be aware that there are children in school with nut allergies so we have a 'no nuts' policy. We would like to take this opportunity to remind you that children are not permitted to wear jewellery other than a wrist watch and stud earrings. Long hair should be tied up. Please ensure that your child has a blue painting apron in school all year for 'messy' activities.

ASSESSMENT AND REPORTING

Formal assessments take place throughout the year. These assessments allow us to track individual pupil progress and create personal targets to ensure each child continues to make progress. These results will be reported to parents at the end of each term in the form of a Target Letter. During the autumn term children also carry out on-line summative assessments, and Year 6 children complete NFER assessments. From this academic year we will be tracking pupil progress using the nationally recognised Target Tracker.

There are two parents' evenings per year, the first in the autumn and a second in the spring terms. Three Target letters are issued throughout the year and a final comprehensive written report is given at the end of the summer term. However, teachers are usually available before and after school for brief chats or, should you have any particular concerns, or require an extended conversation, this can be organised by appointment via the school office or you can email me directly at: year3@burycatholicprepschool.co.uk

Many thanks for your continued support. I very much look forward to the year ahead!

Miss Farrow

<p>English We shall be writing a biography for Champollion; diary entries and play scripts about the discovery of Tutankhamun's tomb; 'Pharaoh Fact Files'; the Egyptian creation story; a comic strip to illustrate the myth of Isis and Osiris</p>	<p>Mathematics We shall be making 3D models of pyramids using 2D nets; working out some calculations using Ancient Egyptian numbers; making a simple water clock.</p>	<p>Science We shall be conducting a pyramid building enquiry focusing on frictional force; learning about the Ancient Egyptian farming year and constructing a shaduf conducting water resistance tests on model reed boats!</p>
<p>History We shall be placing the Ancient Egyptian civilisation on a world history timeline and comparing aspects to Britain at the same time. We shall learn about Egyptian scripts, the Rosetta Stone and Champollion; the Egyptologist Howard Carter; the dynasties of Ancient Egypt; early burials in Ancient Egypt and mummification; mythology; daily life, work, school and leisure.</p>	<p>Year 5/6</p> <p>Autumn Term</p> <p>Ancient Civilisations: The Egyptians!</p>	<p>Geography We shall study the location of Ancient Egypt; the Fertile Crescent; the terrain and climate of Egypt; the Nile and its importance</p> <p>Design Technology We shall be designing, building and decorating Ancient Egyptian chariots; constructing amazing pyramids containing multi chambers; planning, making and evaluating an Ancient Egyptian headdress; discovering the diet of Ancient Egyptians and preparing some Ancient Egyptian food for a feast</p>
<p>RE We shall find out about Ancient Egyptian gods and goddesses galore and how the Ancient Egyptians carried out their worship of them; investigate the main sections of an Egyptian temple and the duties carried out by priests and priestesses</p>	<p>Art We shall be making observational drawings; describing the Ancient Egyptian style of depicting people, and drawing and painting figures in this style; creating a wax relief of the funerary mask of Tutankhamun; making a model of a mummy; decorating our fabulous 3D pyramids; drawing and painting an Ancient Egyptian house and garden; sculpting a model temple.</p>	<p>ICT We will be using the Internet (search engines and pre-selected list of addresses and links) to research information. We will be viewing and analysing videos and completing online activities and tasks including a Hieroglyph writing challenge, an interactive map quiz, a jigsaw making activity, preparation of a mummy and an online challenge to pass through the Underworld...unscathed!</p>

YEAR 5/6 LEARNING LOG – AUTUMN TERM

Topic: The Egyptians Please choose **eight** of the activities from the boxes below and present them in your learning log

<p>Produce a large scale 3D map/model of Egypt and the Nile on a wooden board or piece of heavy card</p>	<p>Make your own double crown, and create a set of instructions so that others can do the same (you could include photographs which tell</p>	<p>Draw a figure in the style of the Ancient Egyptians and colour it with bright colours: red, yellow, blue green, black and white</p>
<p>Construct your own Senet game, including an instruction sheet and the rules of the game!</p>	<p>Design a fashion board/page or booklet showing the latest items in Ancient Egyptian fashion for men & women!</p>	<p>Create a Powerpoint presentation entitled 'The Gods and Goddesses of Ancient Egypt'.</p>
<p>Create a <u>pamphlet</u> to present all the information needed to take a historical holiday in Egypt</p>	<p>'Lego Challenge'! Build a six layer Step Pyramid just like the Pharaoh Zoser's, using Lego</p>	<p>Sculpt your own Sphynx using clay or salt dough.</p>
<p>Reproduce your own replica of the Painted Box, first object to be taken from King Tut's tomb</p>	<p>Construct an Ancient Egyptian tomb (perhaps from a shoebox?) with wall decorations</p>	<p>Exploring Egyptologists! Choose one famous Egyptologist. Create a scrapbook poster</p>
<p>Research the Ancient Egyptian creation story and then retell your favourite version.</p>	<p>Design a poster/fact file to list the range of activities carried out by Ancient Egyptian women or jobs by the men</p>	<p>A BLANK CANVAS! This one's for you! Choose your own research idea</p>

Remember to present your work in your own words and as beautifully and neatly as you can.

I will be collecting your learning logs in **every Monday** and your completed Romans work must be in school **the week of 9th December**

YEAR 5/6 TOPIC WEB – SPRING TERM

<p>English We shall recreate diary from 1851; recreate characters from past and imagine their experiences; create newspaper articles on the Paris Expo; explore & respond to the world of the fictional character 'Madeline'; create headings and fact-boxes to add detail to plans for Paris.</p>	<p>Art We shall solve clues to explore famous Parisian museums and art collections; investigate the Art Nouveau movement and the work of Alfonse Mucha; create an advertising product in the Art Nouveau style; recreate the workshops of famous French fashion designers; sketch own design.</p>	<p>Design Technology We shall explore structure of the Tour Eiffel and how it was made; design and create a 'Tour Eiffel' using suitable materials; generate ideas for own Art Nouveau inspired packaging; use range of materials to create a quality product; Design and make a catwalk outfit using only junk materials</p>
<p>History We shall explore reasons for radical changes to Paris in 1850s; find out about the Paris Exposition of 1855 and its impact; Use knowledge of Paris Expo and that time period to create newspaper; explore historical reasons for building the Tour Eiffel; find out more about designer of Eiffel Tower and his plans; use a range of sources to discover history of the museums; discover chronology and influences of Art Nouveau movement; discover history of 'haute couture' and its key designers.</p>	<p>Year 5/6 Spring Term PARIS!</p>	<p>Geography We'll use atlases etc to locate Paris & consider how to get there; get to know Paris further through map work and use of panoramic views; compare old & new maps of Paris, & discuss reasons for change; explore impact of plans of Louis Napoleon & Haussmann; explore the Parisian setting of the story of Madeline; locate key sights; explore modern Paris through detective work using maps/plans; consider French President's plans for a modern Paris; use knowledge of Paris to suggest future changes to the city.</p>
<p>Music We will be listening and responding to traditional French accordion music, considering how time and place can influence the way music is created and heard.</p>	<p>ICT We will be using the Internet (search engines and pre-selected list of addresses) to find out more about Paris and throughout our topic to enhance our knowledge and inform our work</p>	<p>Modern Foreign Language We will create a vocabulary bank of geographical/mapping terms. We shall use our French lessons to further enhance our topic work by using and extending our present knowledge of French and considering the experience of other people</p>

YEAR 5/6 LEARNING LOG – SPRING TERM

Topic: Paris Please choose **six** of the activities from the boxes below and present them in your learning log

<p>Create a large 3D map of Paris on a wooden board or piece of heavy card. Mark the major landmarks</p>	<p>Produce a model of one of the major Paris landmarks - here are so many to choose from...the Arc de Triomphe, Paris Opera, Les Invalides.....on and on the list goes!</p>	<p>Write a 'Top 10' of places to visit in Paris - can you present it as a travel brochure. Tell your reader about the things to look out for at each of the places.</p>
<p>Explore historical reasons for building the Tour Eiffel. Create a Powerpoint telling the story of the fascinating tower</p>	<p>Discover the history of 'haute couture' and its key designers. Choose a designer and write a biography!</p>	<p>Create an advertising product in the Art Nouveau style. It could be a perfume bottle, biscuit tin, champagne bottle - let your imagination run wild!</p>
<p>Explore the work of Alfonse Mucha and practise sketching natural forms based on his style. Produce a painting in his style</p>	<p>Take inspiration from Paris fashion shows & sketch your own fashion design. As an extra challenge, can you make the design for a doll...or for yourself!</p>	<p>A BLANK CANVAS! This one's for you! Choose your own research idea</p>

Remember to present your work in your own words and as beautifully and neatly as you can.

I will be collecting your learning logs in every Monday and your completed Paris work must be in school the week of 14th March

YEAR 5/6 TOPIC WEB – SUMMER TERM

<p>English We shall create a newspaper article on the Trojan Horse; use drama to bring the story of the Trojan Horse to life; impersonate a character from Ancient Greece & read and recite a poem to an audience; create dramatic speeches for the Olympic opening ceremony.</p>	<p>Science We shall study the differences between materials and how they are used in building; experiment to test the hardness of rocks; use clay to create a column; consider the use of stone as a building material for columns in Ancient Greek temples</p>	<p>RE We shall study the role of the Priest & the significance of temples in Ancient Greece; investigate the significance of temples in Ancient Greece.</p>
<p>Art We shall research, design & make a 2D representation of the plan of an Ancient Greek house; appraise the work of Ancient Greek potters; employ collage & printing techniques to explore Greek pottery; create a model of a temple, using a plan as a starting point</p>	<p>Year 5/6</p> <p>Summer Term</p> <p>Meet the Greeks!</p>	<p>ICT We will be using the Internet throughout our topic to enhance our knowledge and inform our work; create & publish a “Menu” for a feast in Ancient Greece; research Olympians & create an ‘information playing card’ for one of ancient Greece’s top gods!</p>
<p>History We shall correctly sequence periods in history including Ancient Greece; Develop an understanding of city states and the need for democratic rule.; Find out about how the Spartans lived and fought in Ancient Greece; Find out about how the Athenians lived and fought in Ancient Greece.; Compare attitudes, beliefs and ideas of Athenians and Spartans in Ancient Greece; understand the styles of housing that existed in Ancient Greece; understand the foods available for people in Ancient Greece Explore education in Ancient Greece; Compare & contrast</p>	<p>Design and Technology We shall taste & describe flavour of olives & products made from olives; compare Ancient Greek temples to modern buildings built in the same style; understand changes in building methods through Ancient Greek period.; create structures (columns) & test them, comparing impact of design on the strength of finished product</p>	<p>Geography We shall develop an understanding of the physical geography of Greece; use maps to correctly identify Ancient Greek city states; identify conditions needed to grow olives, the climate of Greece, & the use of olives as a food source throughout Greek history.</p> <p>Mathematics We shall use place value and counting on and back to sequence periods of time on a timeline</p>

YEAR 5/6 LEARNING LOG – SUMMER TERM

Topic: Ancient Greece Please choose **six** of the activities from the boxes below and present them in your learning log

<p>Design a <u>poster</u> to list a set of rules for Ancient Greek women to follow!</p>	<p>Create a Hoplite soldier figure, a Spartan or an Athenian, for example using simple paper construction</p>	<p>Create a large 3D map of Ancient Greece on a wooden board or piece of heavy card</p>
<p>Using simple, authentic materials make a simple reproduction model of an Ancient Greek toy for a new museum exhibition!</p>	<p>Create a fashion page showing the latest items in Greek fashion for men & women!</p>	<p>Create a Powerpoint presentation that demonstrate similarities & differences in the lives of chn from Britain & Modern</p>
<p>It's off to Greece! Create a <u>pamphlet</u> to present all the information needed to take a holiday in Greece</p>	<p>You've touched down in Greece & started your trip to this exciting country! Create a 'Travel Diary' that reflectS the itinerary of your trip to Greece</p>	<p>Create your own theatre mask. Remember that your mask needs to be seen from a distance, so expressions need to be greatly</p>
<p>Design an olive leaf crown; create an Olympic torch; write a victory ode. Put together a whole Olympic package!</p>	<p>Hercules - Disney Animation! Design 'heroic' merchandise for the mighty Hercules!</p>	<p>Greek Geeks! Choose one famous thinker to research in more detail. Create a scrapbook poster for the Greek thinker .</p>

Remember to present your work in your own words and as beautifully and neatly as you can.

I will be collecting your learning logs in every Monday and your completed Greek work must be in school the week of 4th July

Y5 END OF YEAR EXPECTATIONS

This section contains the skills based, end of year expectations for each year group. At Bury Catholic Preparatory School we aim for every child to fulfil their full potential, by tailoring learning to meet individual needs. Every child is different and will be successful in different areas, however the information below shows the national expectation for each year group. Please use these to support your child's learning.

READING	WRITING	MATHEMATICS
<p>Comprehension</p> <p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</p> <p>I can write or give a detailed book review including reasons why I would recommend the book.</p> <p>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>I can discuss and compare events, issues and characters within a book.</p> <p>I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting</p>	<p>Writing</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p> <p>I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.</p>	<p>Number and Place Value</p> <p>I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.</p> <p>I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.</p> <p>I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.</p> <p>I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.</p> <p>I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, using negative numbers, and rounding.</p> <p>I can read Roman numerals up to 1000 and recognise years written in them.</p> <p style="text-align: center;">Addition and Subtraction</p> <p>I can add and subtract numbers with more than 4 digits using written methods.</p> <p>I can add and subtract 2 and 3 digit numbers in my head.</p>

<p>to listen to and make the meaning clear.</p> <p>I can understand what I am reading by checking the book makes sense and finding the meaning of new words.</p> <p>I can ask sensible and interesting questions about the texts to help me understand them more.</p> <p>I can explain characters' feelings, thoughts or reasons for their actions.</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I can talk about why authors use language, including figurative language, and the impact it has on the reader.</p> <p>I can tell the difference between statements of fact and opinion.</p> <p>I can find and write down facts and information from non-fiction texts.</p> <p>Spoken Language</p> <p>I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can prepare poems and plays to read aloud and to perform,</p>	<p>I can draft and write by summarising longer passages.</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</p> <p>I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> <p>I can give feedback on and improve my own writing and my classmates'.</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</p> <p>I can mark and edit work to have the correct tense throughout.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.</p> <p>I can perform my own work to a group with some confidence,</p>	<p>I can use rounding to check answers to calculations and determine levels of accuracy.</p> <p>I can solve addition and subtraction problems needing more than one step and can work.</p> <p>Multiplication and Division</p> <p>I can find multiples and factors of a number and can identify factors common to 2 different numbers.</p> <p>I can use vocabulary relating to prime numbers, prime factors and composite numbers.</p> <p>I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.</p> <p>I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.</p> <p>I can mentally multiply and divide numbers using the times tables.</p> <p>I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can explain remainders.</p> <p>I can multiply and divide whole and decimal numbers by 10, 100 and 1000.</p> <p>I can identify and use square and cube numbers and their notations.</p> <p>I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.</p>
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<p>showing understanding through intonation, tone and volume.</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>I can ask questions to improve my understanding.</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>I can pronounce mathematical vocabulary correctly.</p> <p>I can know and use the vocabulary of prime numbers,</p>	<p>changing the tone and volume of my voice to make the meaning clear.</p> <p>Vocabulary, Punctuation and Grammar</p> <p>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</p> <p>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.</p> <p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> <p>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</p> <p>I can use brackets and can also use dashes or commas for the same purpose.</p> <p>I can use commas to make my writing clear to the reader.</p> <p>I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash.</p>	<p>I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.</p> <p>I can solve problems involving multiplication and division</p> <p>Fractions</p> <p>I can compare and order fractions whose denominators are all multiples of the same number.</p> <p>I can find, name and write equivalent fractions of a given fraction, including tenths and hundredths.</p> <p>I can identify mixed numbers and improper fractions and convert from one to another such as $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$.</p> <p>I can add and subtract fractions whose denominators are all multiples of the same number.</p> <p>I can multiply fractions</p> <p>I can read and write decimal numbers as fractions such as $0.71 = 71/100$.</p> <p>I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.</p> <p>I can round numbers with two decimal places.</p> <p>I can read, write, order and compare numbers with up to three decimal places.</p>
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<p>prime factors and composite numbers.</p> <p>I can use and understand the terms factor, multiple and prime, square and cube numbers.</p> <p>I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time.</p>	<p>Cohesion, ambiguity.</p> <p>Spelling</p> <p>I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</p> <p>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</p> <p>I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</p> <p>I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> <p>Handwriting</p> <p>I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>I can solve problems involving numbers with up to three decimal places.</p> <p>I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.</p> <p>I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions</p> <p>Measurements</p> <p>I can convert between different forms of metric measurement e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.</p> <p>I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.</p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²), square metres (m²), and estimate the area of irregular shapes.</p> <p>I can estimate volume by using 1cm³ blocks to build cuboids (including cubes), and capacity by using water and different containers.</p>
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	<p>I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</p>	<p>I can solve problems where I need to convert between units of time.</p> <p>I can use all four operations to solve problems involving measure such as length, mass, volume, money.</p> <p>Properties of Shape</p> <p>I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>I can estimate and compare acute, obtuse and reflex angles and I know that angles are measured in degrees.</p> <p>I can draw given angles and measure them in degrees and I can identify angles at a point and one whole turn.</p> <p>I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).</p> <p>I can identify other multiples of 90°.</p> <p>I can use the properties of rectangles to find related facts, missing lengths and missing angles.</p> <p>Position and Direction</p> <p>I can identify, describe and represent the position of a shape following a reflection or translation.</p> <p>I can use mathematical vocabulary to explain this and I know that the shape has not changed.</p> <p>Statistics</p> <p>I can solve comparison, sum and difference problems using information presented in a line graph.</p>
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		I can complete, read and interpret information in tables, including timetables.
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TERM DATES

AUTUMN TERM 2015

Term begins	Wednesday 02nd September 2015
Half Term	School closes Friday 16th October 2015 School opens Monday 02nd November 2015
Term ends	Friday 18th December 2015

SPRING TERM 2016

Term begins	Tuesday 05th January 2016
Half Term	School closes Thursday 11th February 2016 School opens Monday 22nd February 2016
Term ends	Thursday 24th March 2016

SUMMER TERM 2016

Term begins	Monday 11th April 2016
May Day Holiday	Monday 02nd May 2016
Half Term	School closes Friday 27th May 2016 School opens Monday 06th June 2016
Term ends	Thursday 14th July 2016

AUTUMN TERM 2016

Term begins	Monday 05th September 2016
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DIARY DATES

SEPTEMBER 2015

3 rd	Yr6 street dance-games kit required
4 th	Baby Ballet for Nursery and Reception begins today
Week beg. 7th	Running/Football club to be confirmed
9th	Netball <i>details to follow</i>
14th	Welcome Evening for parents in Nursery and Reception 7.00 p.m. <i>inc. assessment presentation</i>
23rd	Yr2 visit to Manchester Fire Museum
28th	Assessment presentation for parents Yrs 1-6 3.30 p.m. <i>details to follow</i>

OCTOBER

5th	Christmas cards will be available to order from today
7th	Harvest Festival 9.05 a.m.
8th	Parents' Evening
13th	Science Day
15th	OPEN DAY 1.30- 7.30 p.m. Yr5/6 and Choir involvement

NOVEMBER

16th	Anti bullying Week KS2 to see Beauty and the Beast at St Gabriel's RC High School <i>details to follow</i>
17th	Yr4 class assembly
18th	Anti bullying talk 'Power of 1' for KS1/2
30th	Rising Stars

DECEMBER

1st	Choir singing at Manchester cathedral in aid of Med-iqip
5th	PTFA Christmas Disco
7th	Nursery Nativity 2.00 p.m.
9th	Reception/KS1 Christmas production 1.30 p.m.
10th	KS1 Christmas production 7.00 p.m.
15th	<i>Mass to be confirmed</i>
	Nursery/Reception Christmas party – <i>children wear their own clothes</i>
16th	School Pantomime 'Aladdin' separate Infant/Junior performances
	Reports go home
18th	Seven Lessons and Carols 9.05 a.m.

FEBRUARY

9th	Safer Internet Day- <i>more information to follow</i>
10 th	Year 3 class assembly
Thursday 11th	School closes

MARCH

5th	PTFA Easter Fair
7th	Rising Stars
10th	Yr6 assembly to launch Book Week
14th	Book Week
23rd	Easter Mass <i>to be confirmed</i>
24th	Stations of the Cross

APRIL

12th	Yrs3/4 visit to Tatton Park (Saxon/Viking day)
14th	Parents' Evening
18th	'We Are Britain' whole school study
20th	Yr1 class assembly
27th	Travelling by Tuba

MAY

11th	Robinwood Yrs 5/6
23rd	Art study week

JUNE

8th	New Entrants' morning
9th	Art Exhibition
16th	Yr2 class assembly
23rd	Transition to Year 1 meeting for parents 6.30 p.m.
20th	Rising Stars
27th	Mission Together Week- <i>details to follow</i>

JULY

1st	Sports' Day
8th	Reports go home
13th	Mass 9.05 a.m. <i>to be confirmed</i>
14th	Final assembly led by Years 5/6
	School closes for the summer break 3.30 p.m.



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