

Netherton Necessities



Number, Reading, Writing

YEAR 5

Netherton Necessities for Year 5

The Netherton Necessities are the key skills that have been identified as priority skills for each child in Numeracy and Literacy in each year group. They are skills set out in the 2014 National Curriculum for schools.

We know that if a child is working at their age expected levels they will have secured all of these skills by the end of the year and may well be achieving more.

It is important that these skills have not just been covered, but are securely understood and known by the children. These are the key skills that will be the bedrock of the work they do in Year 6.

We will be learning these in school, but please find any and every opportunity to teach, practise and consolidate these skills at home.

Find interesting and exciting ways to do it; if your child likes singing, then encourage them to learn tables or number facts to the tune of their favourite songs. Write interesting stories or create a blog...

Time spent on these areas will not be time wasted. Please try to ensure that these skills are available at the tip of the tongue – by doing so your child will grow in confidence, know success and will be greatly helped in their learning.

Thank You.

Year 5

Netherton Necessities Number Key Skills and Knowledge

Place Value

- Read, write, order and compare numbers to 1 000 000 and know value of each digit.
- Count forwards and backwards in powers of ten (10, 100, 1000, 10 000, 100 000) for any number up to 1 000 000
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Understand negative numbers in simple contexts (e.g. weather, temperatures, bank accounts) and be able to count forwards and backwards across zero
- Recognise and predict number sequences including those involving fractions and decimals (e.g. 2, 2.5, 3, 3.5)
- Solve number and practical problems involving any of the above skills/knowledge
- Read Roman numerals up to 1000 and recognise years written in Roman numerals

Number – Addition and Subtraction

- Add and subtract mentally pairs of increasingly large numbers e.g. $12\,462 - 2300 = 10\,162$
- Add and subtract numbers with more than four digits using formal written methods (columns)
- Use rounding to support estimates and check calculations in problem solving
- Solve addition and subtraction multi-step problems, choosing the appropriate rules and order of operations

Number – Multiplication and Division

- Identify multiples and factors, including finding all the factor pairs of a number and common factors of two numbers
- Understand the use of prime numbers, prime factors and non-prime (composite) numbers
- Establish whether any number up to 100 is prime and recall all prime numbers below 20
- Use short multiplication for four-digit numbers by numbers up to 12 and long multiplication by two-digit numbers greater than 12
- Multiply and divide numbers mentally using known facts
- Use short division ('bus shelter' method) to divide up to four-digit numbers by a one-digit number, including the use of remainders which can be shown in different ways, depending on the question
- Multiply and divide whole numbers and those involving decimals by 10, 100, 1000 e.g. when converting metric measures
- Recognise and use square and cube numbers and the way these are written (2) and (3)
- Apply number facts and the four rules frequently to solve a range of problems

- Understand the notion of the equals sign as a balance to find missing numbers e.g. $13 + 24 = 12 + 25$ or $33 = 5 \times 6.6$

Fractions

- Compare and order, add and subtract fractions whose denominators are all multiples of the same number e.g. $\frac{11}{24}$, $\frac{5}{12}$, $\frac{7}{8}$
- Identify, name and write equivalent fractions represented in diagrams/pictures, including tenths and hundredths
- Recognise and convert between mixed numbers and improper fractions (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)
- Multiply fractions and mixed numbers by whole numbers, using objects or diagrams to help
- Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$
- Recognise and use thousandths
- Round to whole numbers and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Use the % sign and write percentages as decimals and fractions
- Know the fractional/decimal equivalents for 50%, 25% and 75% and those for any multiple of 10 or 20 per cent
- Mentally add and subtract tenths and one-digit whole numbers and tenths (e.g. $2.7 + 4.8$)
- Recognise complements of 1 e.g. $0.83 + 0.17 = 1$
- Solve problems involving decimals and percentages e.g. Find a common percentage of a given amount/number e.g. 60% of £25 by relating to common fractions and decimals

Year 5 and 6	Netherton Necessities Reading
	<p data-bbox="315 268 510 295">Reading words</p> <ul data-bbox="360 312 2074 375" style="list-style-type: none"><li data-bbox="360 312 2074 375">• Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of words they meet (Y5 +Y6 Wordlist) <p data-bbox="315 389 521 416">Comprehension</p> <ul data-bbox="360 434 2063 794" style="list-style-type: none"><li data-bbox="360 434 2063 496">• Listen to and discuss a wide range of books, including myths and legends, traditional stories, modern fiction and fiction from our literacy heritage and books from other cultures and traditions<li data-bbox="360 510 1167 537">• Recommend books to their peers, explaining their choices<li data-bbox="360 552 909 579">• Learn a wider range of poetry by heart<li data-bbox="360 593 1697 620">• Prepare poems and play scripts to read aloud, making the meaning clear through their performance<li data-bbox="360 635 2000 697">• Understand what they read by asking questions, predicting, summarising key ideas within paragraphs, recognising the way language and structure is used and justifying their ideas by reference to the text<li data-bbox="360 711 887 738">• Distinguish between fact and opinion<li data-bbox="360 753 1144 780">• Retrieve, record and present information from non-fiction

Year 5 and 6	Netherton Necessities Writing		
	Spelling and Handwriting	Composition	Vocabulary, Grammar, Punctuation
	<p>Spelling</p> <ul style="list-style-type: none"> • Use a further prefixes and suffixes and understand the rules for adding them to roots • Spell some words with silent letters e.g. knight, psalm, solemn • Spell a wider range of words that are often misspelt • Spell the words listed in the Y5+6 Word List • Use a dictionary to check spellings and meanings, locating a word by up to the first four letters • Use a thesaurus <p>Handwriting</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use as appropriate to purpose • Choosing the best writing tool for the task 	<ul style="list-style-type: none"> • Have a sense of audience in planning the form and style of writing • Consider how authors develop characters and settings • Précising (summarising) longer passages • Use devices to emphasise meaning e.g. sub-headings, underlining, bullet points • Evaluate and edit writing to enhance the effects and clarify meaning • Ensure that tenses agree throughout the piece • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and that of writing • Proof read for punctuation errors • Perform own compositions so that the meaning is clear 	<ul style="list-style-type: none"> • Recognise vocabulary and structures appropriate for formal speech and writing • Use passive and perfect forms of verbs e.g. was eaten by, has eaten • Use modal verbs to show possibilities e.g. can draw, may decide, should cook • Use relative clause beginning with who, which, when, whose, that • Use commas to clarify meaning and avoid confusions • Use hyphens to avoid ambiguity • Use brackets, dashes or commas to indicate additional information (in parenthesis) • Use semi-colons, colons or dashes to separate clauses • Use a colon to introduce a list • Punctuate bullet points consistently • Understand the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Word Lists

First 100 words

the	was	that	what	not	do	look	get	put	if
and	you	with	there	then	me	don't	just	could	help
a	they	all	out	were	down	come	now	house	Mrs
to	on	we	this	go	dad	will	came	old	called
said	she	can	have	little	big	into	oh	too	here
in	is	are	went	as	when	back	about	by	off
he	for	up	be	no	it's	from	got	day	asked
I	at	had	like	mum	see	children	their	made	saw
of	his	my	some	one	looked	him	people	time	make
it	but	her	so	them	very	Mr	your	I'm	an

Next 200 words

water	away	good	want	over	how	did	man	going	where
would	or	took	school	think	home	who	didn't	ran	know
bear	can't	again	cat	long	things	new	after	wanted	eat
everyone	our	two	has	yes	play	take	thought	dog	well
find	more	I'll	round	tree	magic	shouted	us	other	food
fox	through	way	been	stop	must	red	door	right	sea
these	began	boy	animals	never	next	first	work	lots	need
that's	baby	fish	gave	mouse	something	bed	may	still	found
live	say	soon	night	narrator	small	car	couldn't	three	head
king	town	I've	around	every	garden	fast	only	many	laughed
let's	much	suddenly	told	another	great	why	cried	keep	room
last	jumped	because	even	am	before	gran	clothes	tell	key
fun	place	mother	sat	boat	window	sleep	feet	morning	queen
each	book	its	green	different	let	girl	which	inside	run
any	under	hat	snow	air	trees	bad	tea	top	eyes
fell	friends	box	dark	grandad	there's	looking	end	than	best
better	hot	sun	across	gone	hard	floppy	really	wind	wish
eggs	once	please	thing	stopped	ever	miss	most	cold	park
lived	birds	duck	horse	rabbit	white	coming	he's	river	liked
giant	looks	use	along	plants	dragon	pulled	we're	fly	grow

Word List Year 5 and 6

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

