

Welcome to Year 5



Questions

- ▶ If you have any questions that we haven't answered, please feel free to ask at the end of the presentation after we have completed the RHSE content for Year 5.
- ▶ As this is a public chat we are unable to discuss individual children, if you have a question about your own child please use the planner.

Teaching staff

- ▶ 5G – Miss Greene
- ▶ 5S – Miss Shine

LSAs

- ▶ Mrs Boyce
- ▶ Mrs Dobson
- ▶ Mrs Schulz

Uniform

We are having a real drive on ensuring the children are wearing the correct uniform including for games lessons.

- ▶ Children must bring jumpers and coats as they still go outside in the cold
- ▶ Children must have black school shoes not black trainers or boots
- ▶ **Ensure all articles of clothing are named**

Please refer to page 9 of the school planner for more information

PE

Our PE slots are on a Monday and Friday.

- ▶ Children must arrive at school in their PE kit (earrings and watches removed)
- ▶ Children must have black school shoes and spare socks in a carrier bag – just in case they get muddy!
- ▶ Children must have trainers and not plimsolls
- ▶ Children cannot share PE kits with other children including siblings
- ▶ **Ensure all articles of clothing are named**

Please refer to page 9 of the school planner for more information

Equipment

Water bottles

- ▶ Should be brought to school everyday and should be named
- ▶ Children now take their water bottle with them to the lunch hall so it is vital they have a water bottle and it is clearly named so it can be returned if left somewhere. If having a packed it would be great if they could have a separate drink for lunch time.

Break time snacks

- ▶ Must be fresh fruit or vegetables - no cereal bars, nuts, bars or fruit winders.
- ▶ WE ARE A NUT FREE SCHOOL

Our lunch slot is now at 12.20 - 1.20, Year 5 eat second at approximately 12.50 so a snack is highly recommended!

Classroom equipment

- ▶ Appropriate equipment should be kept in a small pencil case that can be stored in your child's tray. It should not be too distracting!
- ▶ Please check that your child has ALL the equipment needed and that they have spare pens and pencils. Unfortunately we do not have spares!

Pencil case contents

Pens

- ▶ Blue handwriting pen and spares (not a biro) These are used all day and can run out quickly as the children work so hard ☐
- ▶ A green biro is required for editing – this is used daily

Pencils

- ▶ Pencils are to used every day, children will need to sharpen their own pencils

Glue

- ▶ Every child should have a clear glue stick NOT the fluorescent or coloured ones

Pencil crayons

- ▶ Children will need a small set of pencil crayons not felt tips

Rulers and scissors

- ▶ Children can borrow a 30cm ruler and a pair of scissors, but it would be helpful if they have their own

Planners

We are continuing to promote the use of our school planners as an essential tool for the following:

- ▶ Communication between home and school
- ▶ Recording homework and reading at home each evening or weekend. When recording reading, please indicate the page numbers the child has read and initial after. Children are rewarded reading points for reading daily.
- ▶ Aids for homework and learning in class
- ▶ These are checked daily

Planners should be signed over the weekend. They will not be signed in class if there is no evidence recorded of regular reading or homework.

End of day arrangements

- ▶ The allocated pick up time for year 5 children 3.10pm from the island or the playground for siblings.
- ▶ Your child is to tell their teacher they are being collected before walking off site
- ▶ Letter from the office must be filled in and returned if you wish your child to walk home
- ▶ In exceptional circumstances, if you are running late, you must inform the office
- ▶ If there is a change of pick up, please ensure you write a note into your child's planner

Rewards

Whole school

- ▶ Team points
- ▶ Head teacher awards
- ▶ Special mentions
- ▶ Star of the week
- ▶ Secret student
- ▶ Excellence certificates

Class

- Read-onopoly scheme
- Golden time

Our Behaviour Chart







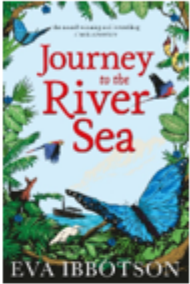
Creative Curriculum

- ▶ Over the past few years, we have successfully adopted a more holistic approach to teaching and learning which combines English with the wider curriculum.
- ▶ Across the year, we will have five main units:
 - Mighty Mountains - Everest the Remarkable Journey of Edmund Hillary and Tenzing Norgay
 - Earth and Beyond - Cosmic
 - Titanic - The Titanic Detectives Agency
 - Tudors - Treason
 - South America - Journey to the River Sea
- ▶ Every week we will teach a minimum of five Creative Curriculum lessons which combine grammar, reading and writing. These skills are also promoted in other subjects.
- ▶ We have found that this approach encourages children to make much clearer links in their learning, inspires better quality writing and promotes higher levels of enthusiasm and engagement.

Maths

- ▶ We use the White Rose Scheme alongside a number of other resources.
- ▶ It is taught in blocks which build upon the children's prior knowledge and understanding
- ▶ The children complete fluency, problem solving and reasoning questions
- ▶ We promote the use of manipulatives and diagrams to support their basic skill base
- ▶ The children are taught to explain their reasoning and supported through modelling

Autumn term	Number Place value VIEW	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW	Number Fractions A VIEW		
Spring term	Number Multiplication and division B VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW	
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative numbers VIEW	Measurement Converting units VIEW	Measurement Volume VIEW

Year 5	Curriculum Overview 2022-2023 The table below shows our creative curriculum.				
Units of work	Mighty Mountains	Earth and Beyond	The Titanic	The Tudors	South America
Text	 <p>Everest: The Remarkable story of Edmund Hilary and Tenzing Norgay</p>	 <p>Cosmic</p>	 <p>The Titanic Detectives Agency</p>	 <p>Treason</p>	 <p>Journey to the River Sea</p>
Reading	<ul style="list-style-type: none"> • Retrieval – answer basic retrieval questions linked to the text. • Interpret – make observations, predictions and ask questions about the front cover; make simple inferences about the text and characters. • Identify how language, structure and presentation contribute to meaning • Skim and scan for information • Identify and explain how language is used to help the reader visualise the setting, character and events 	<ul style="list-style-type: none"> • Retrieval – answer basic retrieval questions linked to the text. • Interpret – make observations, predictions and ask questions about the front cover; make detailed inferences about the text and characters. • Understand how narrative is structured in different ways. • Understand an author's technique and use of language • Identify and explain how language is used to help the reader visualise the setting, character and events 	<ul style="list-style-type: none"> • Retrieval – answer basic retrieval questions linked to the text. • Interpret – make observations, predictions and ask questions about the front cover; make simple inferences about the text and characters. • Understand how narrative is structured in different ways. • Understand an author's technique and use of language • Identify and explain how language is used to help the reader visualise the setting, character and events 	<ul style="list-style-type: none"> • Retrieval – answer basic retrieval questions linked to the text. • Interpret – make observations, predictions and ask questions about the front cover; make simple inferences about the text and characters. • Understand how narrative is structured in different ways. • Understand an author's technique and use of language • Identify and explain how language is used to help the reader visualise the setting, character and events 	<ul style="list-style-type: none"> • Retrieval – answer basic retrieval questions linked to the text. • Interpret – make observations, predictions and ask questions about the front cover; make simple inferences about the text and characters. • Understand how narrative is structured in different ways. • Understand an author's technique and use of language • Identify and explain how language is used to help the reader visualise the setting, character and events

Year 5 Timetable						
	Monday	Tuesday Year 5 change books	Wednesday		Thursday Year 5 change books	Friday
			5G	5S		
8.50 – 9.10	Spelling	Spelling	9.00 – 10.30	Spelling	Spelling	Spelling
9.10 – 10.00	Check In Creative Curriculum	Creative Curriculum	Week 1 Computing Week 2 French/Music	Maths	Creative Curriculum	Creative Curriculum
10.00-11.00			10.30 – 11 Spelling			
11.00 – 11.15	B	R	E		A	E
11.15-12.20	Maths	Maths	Maths	Week 1 Computing Week 2 French/Music	Maths	Maths
12.20 – 1.20	L	U	N		C	N
1.20 – 2.40	PE	Art/RE	1.20 – 2.00 Reading Groups		Science	PE
			2-2.40 PSHE			
2.40 – 3.00	2.40 Assembly (1 LSA in per year group)	2.40 Lower School/ class collective worship (Year group meetings)	2.40 Check up and mindfulness (wk 1) 2.40 Special Mentions (wk 2)		2.40 Upper School/ class collective worship (Year group meetings)	2.30 Class led Assemblies
3.00 – 3.10						

Homework

This year we are going to be using the CGP books for homework. These topics will coincide with the topics being covered in class.

The children will be set Maths on a Monday due on a Thursday and Grammar set on a Thursday and due back on Monday.

We will then mark the homework as a group, where we can address any misconceptions and identify any areas they are not fully secure on.

There will also be spelling homework set on EdShed which reinforces the spellings being covered in class that week. The children can also practise words from the Year 3 and 4 and Year 5 and 6 spelling lists. EdShed also contains a number of grammar games for children to further reinforce their grammatical knowledge.

TT Rockstars - this website is fantastic and enables children to practise their tables and their instant recall of number facts. A secure understanding of this will support children in all areas of maths. E.g. calculating the area of a shape relies on multiplication skills.

The expectation is that children in Year 5 and 6 are accessing these games 3 times a week.

Before and after school provision

Breakfast Club

- ▶ Starts at 7.50am
- ▶ Finishes at 8.40am

The Den

- ▶ Starts at 3.10pm
 - ▶ Finishes at 6pm
-
- ▶ Contact the school office for more details to book a place

Trips



HOOKE COURT

RESIDENTIAL EDUCATIONAL
OUTDOOR ACTIVITY CENTRES

- ▶ 3 day residential trip to Hooke Court in Dorset in March.



We are looking into other possible trips / visits or experiences linked to the curriculum to engage and inspire the children's learning.