

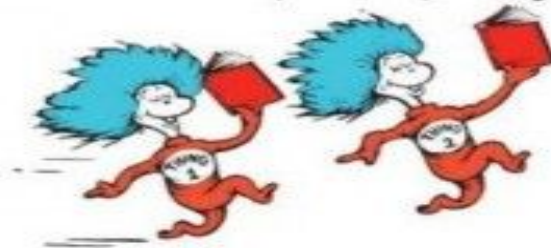


Schools for  
Every Child

# Year 5

## Welcome Meeting

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.





**Schools for  
Every Child**

- Mrs Martin
- Miss Stone
- Mr Corfield
- Mrs Dickel
- Ms Kealy



# Behaviour and Rewards



Schools for  
Every Child

*Preparing learners for  
the world that awaits*



Ethical  
Pioneering  
Altruistic



## **Trust Values**

- Ethical
- Pioneering
- Altruistic

## **Positive rewards**

- Pro social rewards
- Good news notes
- Celebration certificates
- Dojo messages
- Yellow / Red card system

# Expectations and Systems In Place

- Learning Behaviour - Getting children ready for Year 6.
- Uniform + Jewellery
- Communication
- Support + Intervention
- Water bottles and pencil cases
- Homework

# ● pencil cases

- A small, simple pencil case (no large 'Smiggle' pencil cases/ keyrings/ anything larger than A5)
- Pencil
- A blue, black (once they have their pen licence!) and green biro
- Coloured pencils- a small selection
- A ruler (foldable ones are great!)
- A rubber
- A glue stick

## ▣ School Uniform

- Caps for protection against the sun during the Summer months and coats in winter please.
- No jewellery with the exception of appropriate watches.
- Children with pierced ears must only wear small plain studs and these should be removed or taped for PE and swimming. If your child has to keep earrings in, you must sign a waver.
- No makeup or nail varnish thank you.
- No toys

# Important Dates / events

## Onyx

- Swimming – Monday
- PE – Monday and Thursday

## Aquamarine

- Swimming - Monday
- PE - Wednesday and Thursday

- 23 – 29/9 – book fair
- 29/9 – 3/10 – RPS Got Talent Auditions
- 8/10 – RPS Got Talent
- 13/10 – flu ims
- 15/10 – Talk and share
- 17/10 – individual photos
- 22 – 23/10 – parent consultations
- 24/10 – Viking Day
- 17/10 – 2/11 – half term
- 10/11 – careers' day
- 17/11 – assessment week
- 1/12 - pantomime
- 24th and 25th March
- 22/6 - residential

- E - The Man who walked between the Towers – description and diary entry
- E - Malala's Magic pencil – narrative
- E - Instructions linked to cooking in DT
- WCR – Viking poem, Thieves of Ostia, The Imaginery
- Class Book – How to Train a dragon, Percy Jackson
- M – Place Value, + and -, X and divide, Fractions
- History – Vikings – Viking Day – 24/10
- Geography – The Alps
- Art – Drawing
- DT – cooking
- Science – materials
- RE – Christianity and Islam
- PSHE Families and relationships, Health and well being
- Computing – search engines, data handling

## Spring

- E- Percy Jackson - narrative and persuasive letter
- E - The Lost Thing – explanation text
- E - narrative poem - coming home
- E - Ocean non-chron - science
- WCR - The Imaginary
- Class book – Greek myths and legends
- M – x and divide, decimals and %, P and A, statistics
- G – Oceans
- H – Greeks
- Art – architecture
- DT – bridges
- S – Animals including humans
- RE – Philosophers and the resurrection
- PSHE – safety and the changing body, citizenship
- F – verbs and the French speaking world
- Computing – Music and microbits

## Overview of Year

# Overview of Year

## Summer

- E – The Boy at the back of the class- news report and narrative
- E – Tanka poem
- E – Tim Peakes – biography
- E – Travel brochure – design a planet
- WCR – poetry
- Class book – You wouldn't want to be married to Henry ill, Terrible Tudors
- M – Shape, position and direction, decimals, negative numbers, converting units, volume
- G – deserts
- Art – 3D sculptures
- DT – Toys – sewing
- S – forces, space
- PSHE – economic well being, transition to year 6
- French – family and space
- Computing – stop animation, Mars Rover

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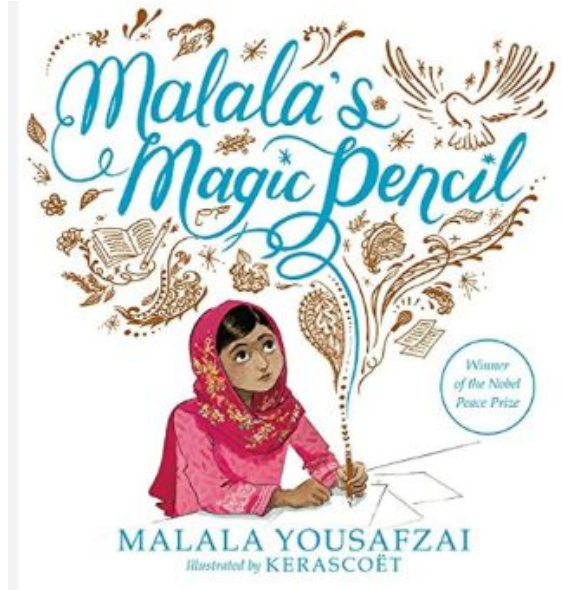
# English in Year Five

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# English

- Teaching includes composition, handwriting, spelling, reading and grammar.
- Children will improve their editing to correct and improve writing.
- Writing opportunities for children to develop skills over time, becoming more proficient and consistent.



# Writing Expectations

- Neat, joined up writing- letters should be uniform in size and correctly formed.
- Focus on a wider range of advanced punctuation-ensuring basic punctuation is consistent across all subjects and forms of writing.
- Greater awareness of the audience and purpose of their writing.
- Appropriate and precise vocabulary choices.
- Use of spelling patterns learnt and words from the Y5/6 spelling list, in their writing.
- Grammatical terminology including word class, tenses, types of clause and conjunctions.
- Consistent in use of tense

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# Maths in Year Five

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# Maths

Thoughtfully placed blocks to build on concepts and to provide opportunities to apply understanding.

Continue to practise times tables with related division facts.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value <a href="#">VIEW</a>		<b>Final</b> Number <a href="#">VIEW</a>	Number Addition and subtraction <a href="#">VIEW</a>		Number Multiplication and division A <a href="#">VIEW</a>			Number Fractions A <a href="#">VIEW</a>			
Spring term	Number Multiplication and division B <a href="#">VIEW</a>			Number Fractions B <a href="#">VIEW</a>		Number Decimals and percentages <a href="#">VIEW</a>			Measurement Perimeter and area <a href="#">VIEW</a>		Statistics <a href="#">VIEW</a>	
Summer term	Geometry Shape <a href="#">VIEW</a>			Geometry Position and direction <a href="#">VIEW</a>		Number Decimals <a href="#">VIEW</a>			Number Negative num... <a href="#">VIEW</a>	Measurement Converting units <a href="#">VIEW</a>		Measurement Volume <a href="#">VIEW</a>

# Homework

- Homework is provided each Monday and is due back the following Monday.
- Homework club will be provided during lunch on Monday for children who can not complete their homework for whatever reason.
- Homework provided: maths, spelling and comprehension
- Children to read daily at home and are provided with time at break if they are unable to do so.
- Regular TTRS practice to improve fluency.

# Superhero Times Tables

## Catwoman



*So you have already defeated Batman, Hawkgirl, Thor, Black Widow and Superman! Have you practiced your place value calculations enough to beat Catwoman? Let's find out!*



$200 \times 3 =$	$40 \times 50 =$	$3 \times 400 =$
$2.0 \div 0.5 =$	$0.2 \times 3 =$	$110 \times 120 =$
$90 \times 10 =$	$900 \times 10 =$	$0.11 \times 8 =$
$13.2 \div 12 =$	$29 \div 100 =$	$7200 \div 80 =$
$1.2 \div 3 =$	$9 \times 100 =$	$7 \times 0.5 =$
$0.7 \times 7 =$	$11.0 \div 1.1 =$	$600 \div 30 =$
$7 \times 800 =$	$5.6 \div 0.7 =$	$9 \times 1000 =$
$81 \div 90 =$	$720 \div 80 =$	$7 \times 80 =$
$500 \times 6 =$	$0.6 \times 0.3 =$	$7.2 \div 0.9 =$
$8 \times 0.9 =$	$9000 \div 90 =$	$8 \times 0.5 =$
$0.9 \times 10 =$	$0.7 \times 8 =$	$1200 \div 40 =$
$5 \times 600 =$	$80 \times 9 =$	$9 \times 1.0 =$
$8 \times 900 =$	$0.12 \times 1000 =$	$70 \times 80 =$
$0.19 \times 10 =$	$80 \times 9 =$	$7.2 \div 0.8 =$
$0.6 \times 7 =$	$90 \times 100 =$	$0.5 \times 6 =$

## Catwoman

$420 \div 60 =$	$12 \times 0.5 =$	$10 \times 0.5 =$
$9.0 \div 10 =$	$900 \div 100 =$	$900 \div 90 =$
$1.1 \times 12 =$	$10 \times 1.1 =$	$3 \times 0.5 =$
$9.0 \div 0.9 =$	$13.2 \div 1.2 =$	$60 \times 7 =$
$7 \times 0.8 =$	$560 \div 80 =$	$10 \times 110 =$

*Catwoman cannot believe that you have managed to get so far! She tries desperately to beat you with word problems.*

- Ashley has £25 and she wants to give 0.5 of the total to Adam. How much will Adam get?
- A square has sides that are 6cm long. Hussein wants to make it 100 times bigger. How long will the sides have to be?
- There are 400 people in school. If they each bring £5 for a charity fundraiser, how much would the school raise?
- Seven students each bring 80 cakes for the bake sale; how many cakes do they have to sell altogether?
- Mike wins £420 and decides to give it to his 6 favourite charities. How much would each get?

Your time	
Time needed to beat Catwoman	5 minutes

# How to support your child at home

- Reading daily at home is **essential** - if they do not like their book - change it!
- Learning weekly spelling rules and CEW for y5/6 (not just how they are spelt but **why**).
- Encourage children to talk about what they have learnt.
- Practising times tables using TTRS.
- DOJO - check out Dojo for what is happening in class and use this to start conversations with your child
- Turn on the subtitles.
- When shopping ask your child to calculate and read the labels

# Food for thought...

- Reading for pleasure has the biggest impact on your child's learning than anything else.
- Children who read regularly experience enhanced relaxation, calmness, concentration, confidence and self-esteem.
- Children who read in their spare time know 26% more words than those who don't.
- A child who reads has access to more vocabulary which impacts their writing.
- Children who read a variety of genres know more about the world.

YOU CAN FIND  
**MAGIC**  
wherever you look,  
SIT BACK AND RELAX,  
ALL YOU NEED IS  
**A BOOK**  
-Dr. Seuss





*We*



*Parent Volunteers*

**Talk to us!**

- DOJO - message us if you have a query - don't sit on it :)



**Thank you for listening.**  
**We welcome any questions.**

