

Meet the Teacher

Welcome to Year 5





Who works in Year 5?

Year 5 Yellow – Miss Bauldry

Year 5 Blue – Mrs McDonald

Mrs Salmon covers PPA time on Mondays and teaches Year 5 Blue on Fridays.

The children will also be supported in their work by the following Teaching Assistants: Mrs Donnelly, Miss Dickinson, Mrs Lobas, Mrs Highly and Mrs Newell

What does it mean having two Year 5 classes?



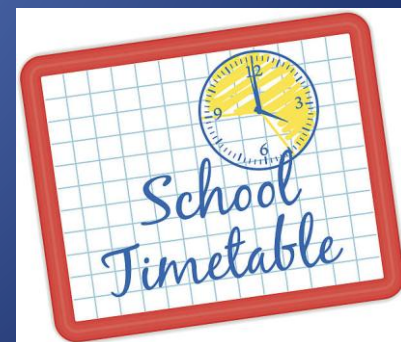
We have a Blue and Yellow class for each year group. Both classes in each year group will have the same timetable and will be taught the same curriculum.

How will my child be taught?

All Year 5 pupils will be taught by the Year 5 team of teachers. This will allow us to maximise learning opportunities for the children and play to teachers' subject specialisms.

How will my child be assessed?

We continually assess children both before and after their learning. We share their next steps and targets with them with both verbal and written feedback. Reading, Maths and Writing assessments will take place throughout the year and we will inform you of your child's attainment at Parents Evenings.





What can we look forward to in Year 5?

Year 5 is usually an incredibly busy year with lots of exciting activities and experiences.

Already we have planned a Anglo-Saxon trip to launch our History topic in Spring term, Christmas Carol Service and a Christmas Trip.

The children will have the opportunity to make Bread, sew a phone case and build an electronic car for their Design Technology Projects.



What will my child be learning this year?

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enhancements	Walk to Sale town centre Winter Comfy Reads	Christmas Cinema Trip Flute concert	Walk to a local church	Dunham Massy. Anglo Saxon Day	One Adventure (night on the field with climbing wall)	DT parents in to help Rounders competition
Maths	-Understand tenths as part of a whole, represent and calculate mentally. -Compose and calculate with decimals including column addition and subtraction -Understand hundredths as parts of a whole and represent -Use knowledge of decimals to solve problems in different contexts: length Negative Numbers	-Multiplication by partitioning leading to short multiplication (2 by 1 digit) -Multiplication by partitioning leading to short multiplication (3 by 1 digit) -Division by partitioning leading to short division (2 and 3 digits by 1 digit) -Division by partition leading to short division (2 and 3 digits by 1 digit)	-Understand the concept of area -Link area of rectangles to multiplication -Link area of rectangles to multiplication -Compare and describe measurements using knowledge of multiplication and division	-Calculating with decimal fractions -Understand the concept of volume -Multiply 3 or more numbers (commutative and associative laws)	-Understand and use the concept of factorisation (square and prime numbers) -Use common factors and multiples to solve calculations efficiently -Multiply a proper fraction by a whole number -Multiply improper fractions and mixed numbers by a whole number -Find unit and non-unit fractions of whole numbers exploring parts and wholes	-Comparing fractions using equivalence and decimals -Converting Units -Angles: Compare, name, estimate and measure angles
Writing Focus	To entertain: Dilemma Narrative To inform: Newspaper article	To entertain: Haiku Poems To explain: Non-chronological report	To persuade: Persuasive leaflet To recount: Diary Entry	To entertain: Narrative with alternative ending. To entertain: Figurative Poetry	To recount: Biography To explain: Instructions	To discuss: Balanced argument To entertain: Characterising Speech
Reading Focus	A Series of Unfortunate Events	Kensuke's Kingdom	Nowhere Emporium	The Lost Happy Endings	Street Child	Little People, Big Dreams - Emeline Pankhurst
Science	Properties and changes of materials How does a sugar cube change as it is put in a glass of water? – observing over time	Earth and space Is there a pattern between the size of a planet and the time it takes to travel around	Forces Which shape parachute takes the longest to fall? – comparative and fair testing	Forces Which shape parachute takes the longest to fall? – comparative and fair testing	Living things and their habitats Can you identify all the stages in the human life cycle? – identifying and classifying	Animals including humans Why do people get grey/white hair when they get older?

Computing	Strategic searching online	Internet safety National College	NCCE Filming techniques		Flowol	NCCE Flat file databases
History		Mayans Were the achievements of the Mayans as successful as the Romans?		Anglo-Saxons How did the Anglo Saxons invade and settle and what changed in Britain as a result?		Manchester Suffragette Movement What did the Manchester Suffragettes do to shock Britain?
Geography	Changes in Our Local Environment- How is the UK changing?		Europe: A Study of the Alpine Region. What are the human and physical features of an Alpine region?		Journey: Trade Where do all our commodities come from?	
Art	Self Portrait using mixed media.		Sculpture and 3D		Drawing	
D and T		Food Can you alter ingredients when making bread?		Moving Cars What make features do I need to make a moving vehicle?		Textiles- Phone cases What type of stitching is suitable for a phone case?
Music	Wider Ops – Flute	Wider Ops – Flute Christmas Performance	Composition Notation- Ancient Egypt	Blues	South and West Africa	Composition to represent the festival of colour – Holi festival.
RE	Believing Why do some people believe God exists?	Believing Why do some people believe God exists?	Expressing If God is everywhere, why go to a place of worship?	Expressing If God is everywhere, why go to a place of worship?	Living What does it mean to be a Muslim in Britain today?	Living What does it mean to be a Muslim in Britain today?
PE	Tricks and Flicks Gymnastics Teachers Tennis	Tricks and Flicks Football Teachers Netball	Tricks and Flicks Dance Teachers Rugby	Tricks and Flicks Volleyball Teachers Golf	Tricks and Flicks Cricket Teachers Athletics	Tricks and Flicks Rounders Teachers Athletics
PSHCE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Spanish	All about me How do we talk about ourselves in Spanish?		The way we look How do we talk about our appearance and feelings in Spanish?		In the classroom How do we talk about school in Spanish?	
Outside Learning Opportunities	Using natural materials outside to represent place value	Human Solar System on the playground. Outdoor poetry	Friction experiment	Worthington Formula One – Racing motorised vehicles	Music performance	Position and direction.

Year 5 Maths



Over the last few years, we have been working with the Turing Maths Hub to enable us to fully start following a 'Mastery Approach' to teaching Maths.

Last year, from Year 1, we started following a new Scheme of Learning.

The Oak National Academy scheme follows the National Curriculum and breaks it down into smaller steps.

- Maths mastery is a teaching approach focused on developing a deep, long-term, and adaptable understanding of mathematics, rather than just rote memorisation. It emphasizes that all students can learn maths at the same rate by thoroughly mastering one topic before moving to the next.
- For more information: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/>

Year 5 Maths



Knowledge Organisers: Our Knowledge Organisers are being reviewed now the new Curriculum has been embedded across school.

The topics for your child's year group can be found on their year group overview and you can also find out more information on their small steps on Oak National Academy's website:

<https://www.thenational.academy/teachers/curriculum/maths-primary/units>

Useful link to Maths games: <https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing>

TTRS logins are stuck in their reading journal book.



We have adopted a new spelling scheme this year called Pathways to Spell. This spelling programme is based on research into how children become confident, successful spellers. Rather than simply memorising word lists, children are taught strategies that help them understand how words work and become independent learners.

We are moving away from a spelling approach based on memorising a set list of words and following the same pattern each week, and towards a more progressive programme that develops children's spelling knowledge over time. The scheme helps children build on their phonics and letter sounds before gradually developing their understanding of spelling patterns, rules and conventions. Children are encouraged to spot patterns and make connections between words, using words they already know to help them spell new words. Alongside this, the programme develops children's understanding of the sounds within words and how letters represent those sounds, how words look and are structured, the meaning of words and word parts such as prefixes and suffixes, and the origins of words, which can help to explain less predictable spellings.



Spelling Tests- Spelling tests will no longer be carried out at the end of each week, therefore we will no longer be using Spelling Shed as a platform to share weekly spellings. Instead, children will be encouraged to develop a deeper understanding in class by making links between words, recognising patterns and exploring the origins of words. This approach will support children to become more confident and independent spellers by helping them understand the patterns and connections within the English language.



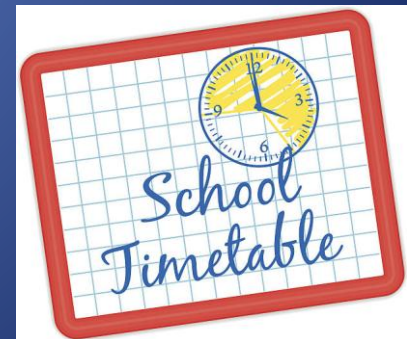
Jigsaw



This year the children will continue using a programme called Jigsaw. Jigsaw offers a mindful approach to PSHE and brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Lessons are taught weekly and encourages children to build relationships with their class, getting to know them better as unique human beings.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.



How will my child be rewarded for their achievements and behaviour?



Whole Class Reward

In Year 5 we collect items chosen by the children as a class to receive a class reward. We need 20 of these items in each class to earn golden time or a class treat.

Stickers

Stickers will be awarded for great work within a lesson.

House points

House points will be awarded for following The Worthy Way. Children will be in the house they were in previous years.

Vouchers

When children complete reading and homework, they receive a stamp. Once the children collect 20 stamps, they are rewarded with a voucher.

Reach for the Highest

One child each week will be nominated by their class teacher for the Reach for the Highest award. This can be any child that has proven to be trying their best in the learning or behaviour.



Uniform Standards



School Uniform

Blue jumper/ cardigan

White T-shirt

Grey trousers or skirt.

PE kit

White t-shirt

Navy shorts.

Navy blue tracksuits bottoms

A navy hoody or tracksuit top- this should not be their school jumper.

Children must wear correct footwear for the day.

All long hair must be tied back.

Hair accessories must be small.

Children can wear a small pair of stud earrings however these must be removed for PE.

Children are allowed to wear a watch.

No other jewellery – no bracelets, stack of bobbles on wrist etc.

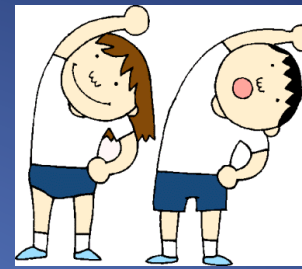
Earrings



Children are able to wear a simple stud, please no shaped earrings or hoops.

Earrings **must** be removed on PE days. If your child has recently had their ears pierced, we will allow them to be taped on these days until the 6 week period has passed.

What do I need to remember in Year 5?



PE will be on a **Monday** and a **Thursday** so children will need to come to school in their PE kits. Some PE will take place outside so ensure your child is wearing appropriate outdoor school PE kit.

The Daily Mile will take place on a **Tuesday and Friday**. Children will need to bring trainers in on those days.

Your child will **NOT** need to bring a pencil case to school. They simply need to bring their water bottles and reading books everyday.

Inhalers need to be in date and in school.

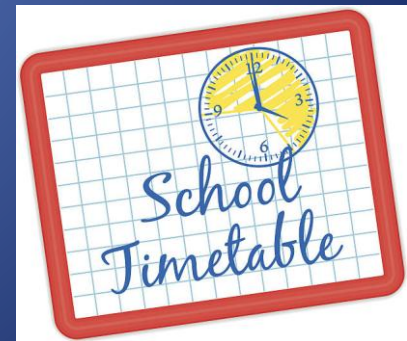


What homework will my child receive this year?



Each week, your child will receive a Talk Homework task to be completed in their reading journals unless stated otherwise. The task will be sent via Class Dojo. These tasks are designed to further develop oracy skills whilst covering current topics and events from around the world. Logins for Spelling shed and Times Table Rockstars will be inside your child's reading record. Try to keep this safe throughout the year.

Homework will be given out on a FRIDAY and will be due in the following THURSDAY.



How can I help my child at home?



The most important thing you can do with your child is to ensure they are reading regularly; at least 20 minutes, 5 times per week. In Year 5, it is still important for your child to read aloud regularly to maintain fluency and expression.

It is important that we make Maths learning as fun and as relevant as possible. Please involve your child in everyday Maths such as baking, measuring, travel distances, changing money, time zones.

Essential skills when in Year 5:

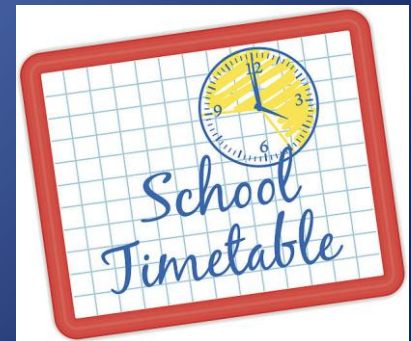
Being able to tell the time to the nearest minute.

Knowing all the times tables up to $\times 12$ and corresponding division facts.

Write using a joined handwriting style.

Able to discuss authors and genres they enjoy in reading.

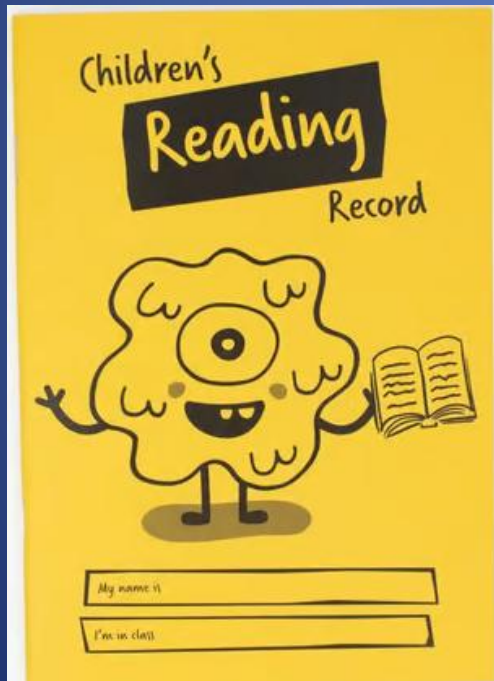
Able to recognise and use money (adding totals and calculating change mentally)



Reading Record

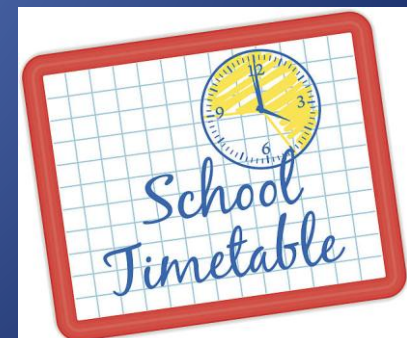
Each week, your child will receive two reading books for the week. We would like you to be listening to your child read and then filling out their reading record and signing this. Additionally, your child can also log their own reading too but it is very important that it is signed by an adult throughout the week.

If your child is a free reader, they can change their books as often as required.



Date	Book title and page number	Comments

Date	Book title and page number	Comments





What do I do if my child is struggling with their handwriting?

<https://teachhandwriting.co.uk/parents.html>

This website is useful for different ways to improve your child's fine motor skills.

What do I do if my child is struggling with their times tables?

<https://home.oxfordowl.co.uk/maths/primary-multiplication-division/help-with-times-tables/>

Each child has their own TT Rockstars login. Please use this daily to improve fluency and speed. Oxford Owl has a section on times tables for help and advice.

How can I get my child to read more?

<https://home.oxfordowl.co.uk/reading/common-reading-issues/reluctant-readers/>

<https://home.oxfordowl.co.uk/reading/reading-age-10-11-year-6/>

The Oxford Owl Website, linked above, has lots of information for you as a parent on how to help with reluctant readers and expectations in Year 5 in Reading.



How can I communicate with my child's teacher?

Messages and communication can be directed through Class Dojo. If you need to speak to your child's class teacher for an urgent matter, please phone the school office to make an appointment.

How will the teachers communicate with parents and carers?

All communication will be sent via Parent Pay or Class Dojo so please ensure the office has your most up to date details and have logins for these systems.



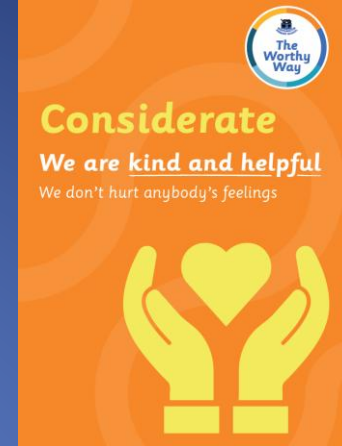
Class Dojo

Similarly to last year, we will be sending messages regarding your child's learning, pictures and homework via Class Dojo. You will also find events information here too. For letters regarding afterschool clubs and trips, these will come from Parent Pay.

If you have any questions for your class teacher, we are available to message on Class Dojo however, if it is urgent, please contact the school office.



ClassDojo





Before and After School

We politely ask that children do not play on the trail equipment before or after school.

Additionally, we also ask that children refrain from riding bikes and scooters on the school grounds and wait until they are outside the school gates to avoid any accidents.