

Welcome to Year 5!



Mrs Baxter

Mrs Parker



Miss Roberts

Mrs Owen

Mrs Beck

	8.45 - 8.55	8.55-9.15	9.15 - 9.45	9.45 - 10.45	10.45-11.00	11.00- 12.00	12.00 - 13.00	13.00 - 13.30	13.30 - 14.20	14.20- 15.10	15.10-15.20
Monday	Arithmetic	Collective worship in hall (bible)	Spelling lesson	Writing	Break	Maths	Lunch	Guided Reading	Foundation Subject		Class novel
Tuesday PE Kit Day	Times Tables	Collective worship in class (bible)	Handwriting PPA	PSHE PPA		PE PPA		Guided Reading	Writing	Maths	Class novel
Wednesday	Arithmetic	Singing in hall	Grammar	Writing		Maths		Guided Reading	Foundation Subject		Class novel
Thursday PE Kit Day	Grammar	Collective worship in class (picture news)	Guided Reading	Writing		Maths		PE		French	Class novel
Friday	Arithmetic	Collective worship in hall (celebration, play, reading)	Spelling test + new list	Writing		Maths		Guided Reading	Beliefs and Values	Foundation Subject	Class novel

<u>Autumn 1st</u>	<u>Autumn 2nd</u>	<u>Spring 1st</u>	<u>Spring 2nd</u>	<u>Summer 1st</u>	<u>Summer 2nd</u>
<i>Who Let the Gods Out</i> by Maz Evans	<i>Holes</i> by L. Sacher	<i>Anglo-Saxon Boy</i> by Tony Bradman	<i>Harry Potter & the Philosopher's Stone</i> by J.K Rowling	<i>Retellings of Shakespeare</i> by A. Matthews	<i>The Lost Whale</i> by H. Gold
Ancient Greeks	Earth and Space	Mayans vs the Anglo Saxons		Tudor England	The oceans
Unbalanced Forces	Geography: Deserts	Mixtures and separations	Geography: The Alps	Life Cycles and Reproductions	Human timelines
Interactive Art Installations	Making pop up books	Drawing skills	Properties and Changes	Painting Portraits	DT: Cooking
Computing: Data Handling (Linked to the Mars Rover)		Programming music	DT: Electrical Systems	Shakespeare Day in school TBC	Musical theatre
	Space Centre Trip: Thursday 21st November				

PE Routines





- Children to come to school in PE kit (bring it into school on days of sports clubs)
- All jewellery, including earrings and FitBits, must be removed for PE.
- Long hair must be tied back.
- Information about PE kit can be found on our website.

Please name all of your children's belongings.



Year 5 Expectations

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

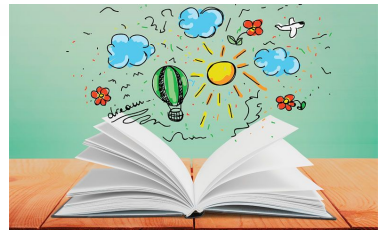
Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.

Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract:
 - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
 - 4-digits by 1-digit/ 2-digit
- Divide:
 - Up to 4-digits by 1-digit
- Multiply & divide:
 - Whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

Reading



We know that children who read voraciously make more progress.

In Year 5 we will:

- Set time for our children to read their chosen reading book to themselves.
- Aim to hear every child read at least fortnightly.
- Help children to select a 'best fit' book.
- Track children who seem to be struggling to finish a book.
- Check that children have read daily (Monday – Friday)

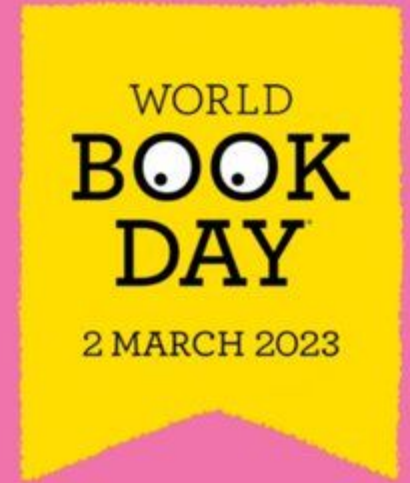
Accelerated Reader

- To track children we use the Accelerated reader software and reading records.

<https://www.smpsac.org/reading-1/>

Reading for pleasure is **the single biggest indicator of a child's future success** – more than their family circumstances, their parents' educational background or their income.*

*OECD



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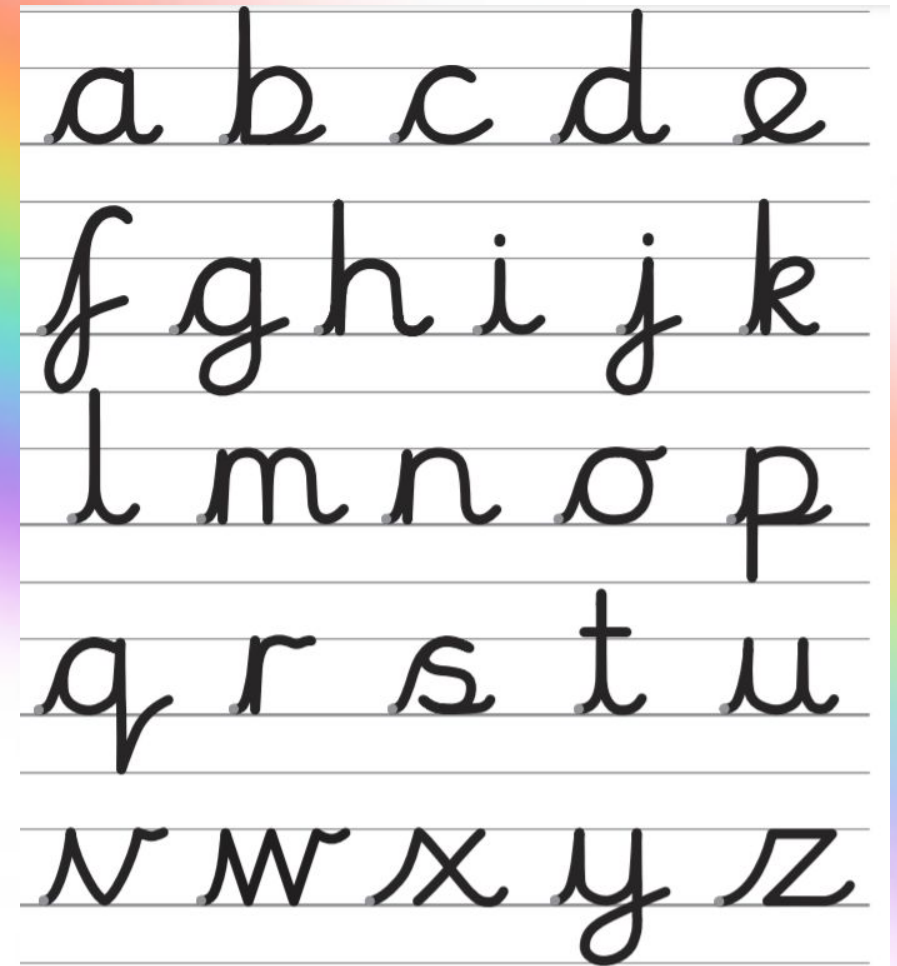
Changing lives through a love of books and reading

World Book Day® is a charity sponsored by National Book Tokens

Allen Fatimaharan

Handwriting

- As a school we have adopted a cursive handwriting style.
- By the end of KS2 (year 6), children cannot be awarded the 'expected' level of attainment unless their writing is joined and legible.



Home Learning


Year 5						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Mathletics SPAG Mat		

- Your child's login information has been stuck to their reading diary (if they have had it ins school)
- If you misplace their logins, please let one os us know

Year 5 Autumn Term 1 **SPaG Mat**

a Add a fronted adverbial to this sentence and the appropriate punctuation.

Dad prepared some delicious, home-made pancakes.




b Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The head teacher had invited a mystery (guessed/ guest) to today's assembly. Because of his unruly behaviour, Jeremy was not (aloud/ allowed) out of the house today.


c Add a determiner to this sentence.

Carys held _____ marbles in her hand.



d Mr Whoops has accidentally jumbled up two Y5 spelling words. Can you help him to unjumble them? (CLUE: They are both body parts!)

CHMATOS REHSUOLD




e Can you think of a word spelt with a silent letter to match the definition:

A baby sheep

To question whether something is correct

f Underline the subordinate clause in this sentence:

As it was a ferocious beast, the chimera was feared by many Greek people.



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Assessment and reporting arrangements

<u>September</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>April</u>	<u>Late June</u>	<u>July</u>
Baseline Assessment		End of term test papers: maths, SPAG, reading			End of term test papers: maths, SPAG, reading	End of year test papers: maths, SPAG, reading	
		Writing Assessment			Writing Assessment	Writing Assessment	
Parents welcome meeting	Parents evening		Interim Report	Parents Evening	Interim Report		End of year report

Behaviour policy

- Last year, we introduced a new, consistent, supportive and fair behaviour policy to ensure that our children feel safe and are able to learn, whilst also being supported to make the right choices.
- In our recent Ofsted inspection, inspectors were very impressed at the behaviour that they saw around school, both in lessons and at unstructured times such as playtime and lunchtime. They recognised the impact that our behaviour policy and initiatives such as Opal play has had on our school improvement.
- This policy is available to view on our website.
- Parents are informed at an earlier stage when a child's behaviour begins to cause concern. We have found that early parental engagement and working together has been enormously beneficial in bringing children back on track and helping them to feel happier at school.

Behaviour policy

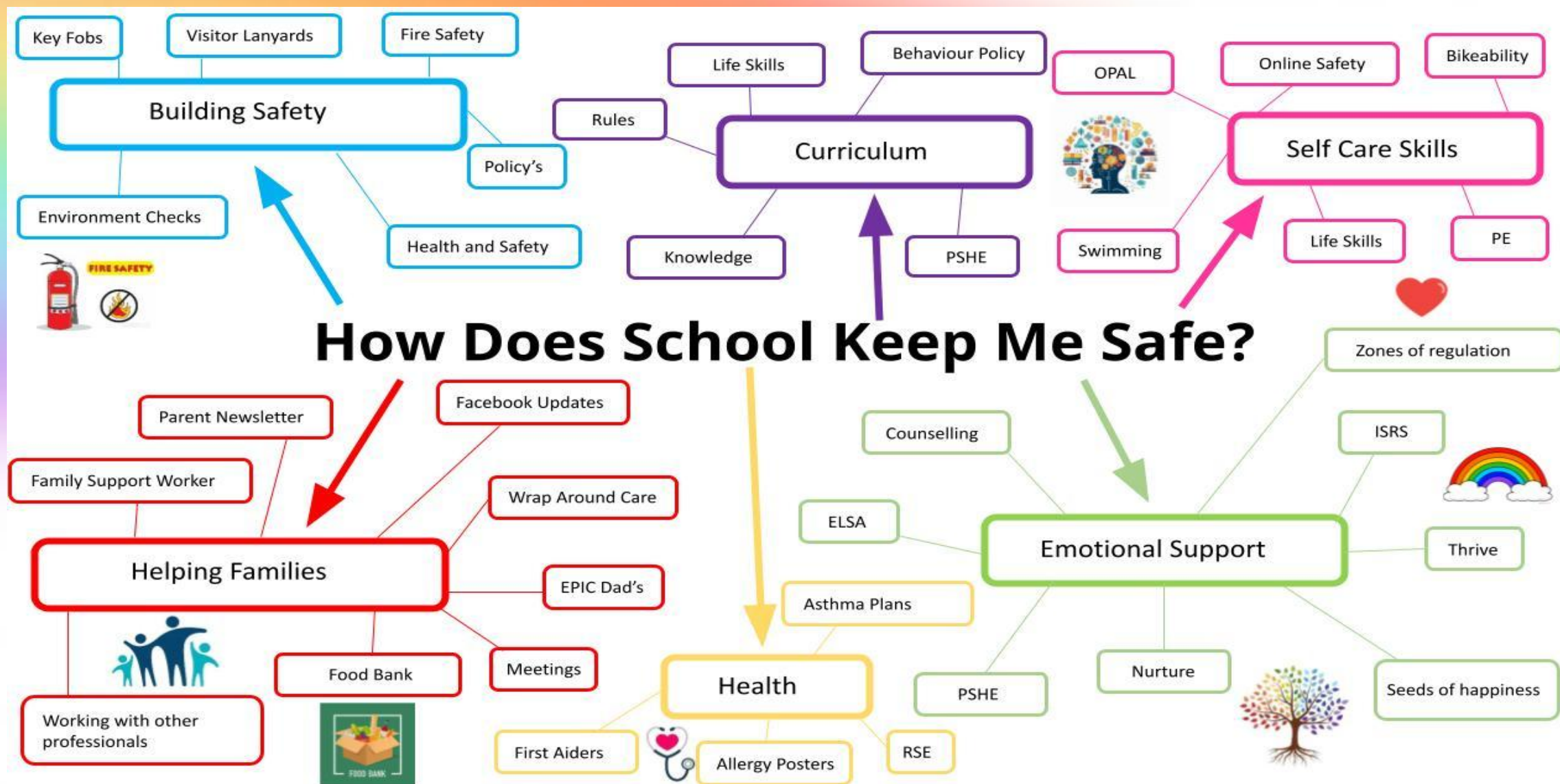
Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> Helping other pupils Caring for the environment without being asked. Going above and beyond in learning Hyper-engaged. 	<ul style="list-style-type: none"> Positive notes home. Phone calls home. Class rewards.
Good Behaviour	<ul style="list-style-type: none"> Generally following the school/ class rules. 	
Low level behaviour stage 1	<ul style="list-style-type: none"> Chatting instead of working Talking instead of listening to the teacher Shouting out Drawing instead of listening Getting out of the chair without permission Not sharing resources. Tipping chair 	<ul style="list-style-type: none"> <u>Non verbal</u> reminder (e.g hand signal or head shake) Verbal reminder
Low level behaviour stage 2 (less acceptable)	<p>Continued stage 1 behaviours</p> <p>Or</p> <ul style="list-style-type: none"> Throwing rubber/equipment Misusing resources Actively distracting 	<ul style="list-style-type: none"> Warning stage + verbal reminder Adult help to resolve issues. Move to another space in the class if appropriate Redirection Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 1 or 2 behaviours	<ul style="list-style-type: none"> Five minutes time-out in another classroom to reset. Positive re-start expected on return to class
Mid level behaviour stage 4.	<p>Continued stage 1 or 2 behaviours despite <u>five minute</u> time-out</p> <p>Or</p> <ul style="list-style-type: none"> Answering back Being rude Ignoring adult Defiance Other active disruption Hurting others Actively being unkind to upset others Inappropriate language 	<ul style="list-style-type: none"> 15 minutes time-out in another classroom Restorative conversation on return Miss next break to complete a <u>Reflection Sheet</u> and any missed work Parents by email (use letter template) or phone call Reflection Sheets put in folder
Challenging Behaviour stage 5	<p>Continued stage 1, 2 or 4 behaviours despite</p> <ul style="list-style-type: none"> Warning (stage 1) 	<ul style="list-style-type: none"> Spend the rest of the session (until the next session) in another class if this is on the same day.

	<ul style="list-style-type: none"> <u>Five minute</u> time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) <p>(during the same day or two incidents in one week)</p> <p>Or</p> <p>More challenging behaviour that is antisocial and causing considerable impact on the learning of others</p>	<ul style="list-style-type: none"> Missed break to complete reflection sheet and missed work Behaviour incident log started (look for patterns) Adjustments made as appropriate Parent informed about behaviour log using letter 2
Challenging Behaviour stage 6	<p>Continued stage 1, 2, 4 or 5 behaviours despite</p> <ul style="list-style-type: none"> Warning (stage 1) <u>Five minute</u> time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) Session spent in another class (stage 5) <p>(during the same day or two incidents in one week)</p> <p>Or</p> <ul style="list-style-type: none"> Leaving the classroom without permission Storming out and slamming doors Running away from adults Bullying Throwing book/ item in anger Disrespecting the school environment intentionally in anger Shouting at the adult Abusive behaviour to adults or children <p>Challenging behaviour that is antisocial and causing considerable impact on the learning of others.</p>	<ul style="list-style-type: none"> SLT support if required Child stays with SLT for remainder of the morning or afternoon working quietly alone. Parent meeting with Assistant Principal and teacher Report card started for 4 weeks. Reasonable adjustments & provisions made Assistant principal to observe in class. All incidents to be put onto <u>CPOMS</u> for four 'report and monitoring' weeks Removal of school privileges (trips / tournaments / activities / <u>residential</u>) whilst on report card End of four week review with parents, teacher and Assistant Principal <p><i>If further incidents occur within the 4 week 'report and monitoring' period, Headteacher to internally exclude for remainder of the day and the following day.</i></p>
Challenging Behaviour stage 7 Dangerous behaviour	<ul style="list-style-type: none"> Not responding to SLT at stage 6 Continued stage 6 challenging behaviour following the four week 'report and monitoring' period or no improvement at end of four-week period. <p>Or</p> <ul style="list-style-type: none"> Dangerous behaviour 	<ul style="list-style-type: none"> Fixed term suspension. Intervention (time limited with objectives and regular reviews/ meetings with parents) Setting suitability discussed. Off Site Direction/ AP

Key points to note:

- Our first strategy is always to use positive praise, reminders, redirection and positive behaviour management strategies.
- Non verbal and verbal reminders are given when children are not following the school and classroom rules.
- (Stage 2) A warning is given when reminders have not resulted in improvement.
- (Stage 3) If there is still no improvement, pupils are asked to complete 5 minutes of reflection time in another class in order to reset. They are received positively when they return.
- (Stage 4) Continued disruptions or more challenging behaviour (mid-level behaviour) results in a 15 minute time-out in another class. Pupils will then be asked to complete a reflection sheet at break time and discuss the issues with their teacher. They may also be asked to complete any missed work. Parents will be informed of this time out either via email, telephone or a quick chat after school.
- (Stage 5) Repeated stage 4 behaviour in one week. Pupil spends the rest of the session (morning or afternoon) in another class to avoid further disruption and escalation. Parents will receive a standard letter to inform them of this.
- (Stage 6) More challenging behaviour such as running out of class or continued stage 2-5 behaviour despite will result in SLT involvement. A meeting will be arranged with parents via a letter. Privileges are removed for a four week monitoring period.
- (Stage 7) Pupil not responding to stage 6 or dangerous behaviour can result in a fixed term exclusion.

Safeguarding



Lockdown Procedures

- This is not intended to alarm children
- It is a legal requirement
- It is part of our wider safety measures, such as a fire drill, which we do not prepare the children for.



Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.



- Introductory video link
<https://beta.nationalcollege.com/library?sortBy=relevance&phase=15&q=online+safety+for+parents&amount=24>
- Link on our website: <https://st-marys-church-of-england-academy.secure-primariesite.net/online-safety-1/>

7+ but not
all games



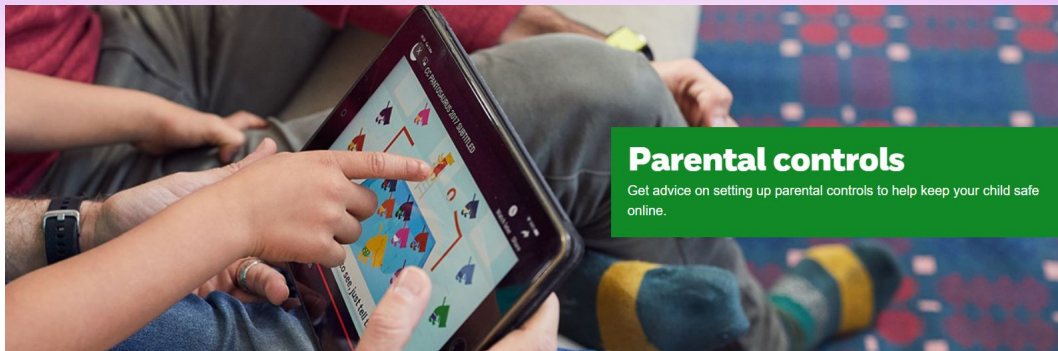
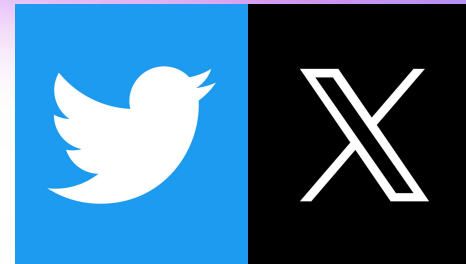
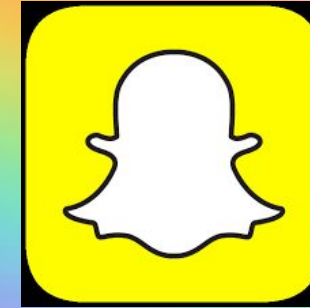
12+



13+

You Tube

BeReal.



<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Additional Messages

1. Free school meal application forms.

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-meals-uniforms-and-trips/apply-for-free-school-meals>

The office can help you with the form if you need.

2. We are re-launching 'Colour Cafe' with a competition for children to rename and design a logo for the. You will be able to sign up on Arbor to allow children to sample a school lunch - *Thursday 3rd October*. Details to follow.

3. Reminder to update Arbor with all medical information and contact details etc. All payments for trips, clubs, WAC, lunches are made here.

4. Collection Authorisation Forms need to be filled in and returned to us, be sure to state if you are collecting your child or if they are walking home themselves.

Any Questions?

