

Welcome to Year 5

Our School Vision



Our school's Christian Vision is to 'Live live in all it's fullness' John 10:10.

Behaviour



Ready

Respectful

Safe

Who's who?

Chestnut Class Teachers



Mr Hughes



Mrs Watton

Beech Class Teacher



Mrs Lovell



Mr Clark Deputy Headteacher

Support Staff



Mrs Haines

The school day



The gates open at 8:30a.m. and close at 8:40a.m. The classes will come in from 8:35a.m.

Any messages can be passed on to Mrs Gordon or Mr Clark who will be on the gate the vast majority of the time.

Children have break time from 10:45 – 11:00, can you please send them in with a snack.

Lunch takes place at 12 in the hall. All children eat together. Hot dinner choices are made first thing in the morning. These should be paid for through parent pay.

Children should bring in a drinks bottle which they can access throughout the day.

A range of after school clubs are available. Information around this is available through Classdojo and the school office.

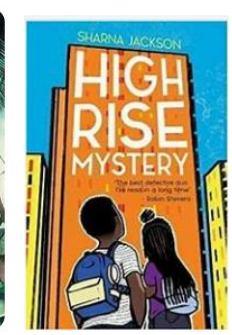
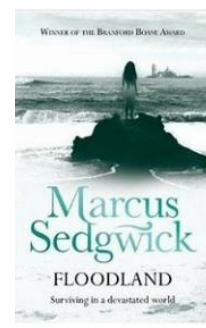
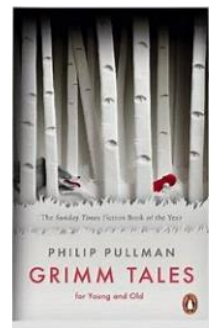
Breakfast and afterschool provision are provided externally by Bright Kidz.

Reading

Reading is at the heart of our curriculum. Our aim is that children leave us being confident in selecting and reading a wide range of material and enjoy reading for pleasure.

All children are will take part in 2 fluency lessons a week and 3 extended reads, where children take part in deeper discussions about a text.

Children are also read to daily.



Reading at home

We would love for every child to read at home for at least 10 minutes daily. As a minimum, we would expect all children to read 5 times a week.

3 of these reads should be a 'banded' reading book. This will be aimed at a level that your child should be able to read independently, reading approximately 95% of the words fluently. If they are not finding any of the words in their book difficult, and you are confident they have a good understanding of what they have read (you could ask questions such as tell me what has happened, tell me how a character was feeling, or tell me why the author might have chosen this word) then please encourage them to select a book in the next band up next time.

If your child is reading their banded book and they come to a word they are struggling with, pause for 3 seconds to see if they can read it independently, and if not, encourage them to sound it out (sound would be s-ow-n-d), and they are still struggling, you can tell them the word. The focus should be on developing fluent reading through practice.

2 of the reads should be a choice that your child has made themselves. This could be a book from school, home or the library, or it could be a magazine, or online articles. It is fine to read this to or with your child, and the focus should be on enjoyment of the content. If your child finds a word difficult to read, read it for them immediately, allowing them to copy you, and then discussing the word at the end of the sentence.

In Year 5, reading records are optional, as we expect our children to develop their independence. They are expected to complete 6 detailed book reviews a year.

Other Homework

Spellings

We would encourage a little and often approach with spellings daily, selecting a few words and checking children are confident with these before moving on. Fortnightly spellings will follow a rule, so this should be learned and then children should be able to apply this to their other spellings. Homophones (such as there and their) have been spread out across the year to make learning them more manageable.

Spellings could be practiced through rainbow writing (using different coloured pens), rearranging letters, look, write, cover, check, pyramid writing (writing one letter, then two, then three etc., until the word is finished).

Grammar

Grammar homework may be set as a consolidation exercise. This will be set when teachers feel it is most beneficial.

TTRS

If your child is not confident in all of their times tables, they should continue to practice on TTRS. We would encourage the use of the 'garage' game as this is specifically linked to the tables your child needs to develop. However, all games will support them in their learning. Encourage your child to spend a certain amount of time playing before they spend their rewards on their avatar.

Maths

A weekly maths homework will be set which is based on work your child will have completed in class.

Wider Curriculum

This is an optional project which children can complete. Guidance will be provided on possible options, and house points/ merits will be awarded for completion.

Uniform



Main Uniform

1. Royal Blue Sweatshirt or Cardigan with school logo
2. White Polo Shirt with school logo. Those without the school logo are also acceptable.
3. Black trousers (not leggings or tight-fitting trousers) or black tailored shorts
4. Black skirt (not fashion stretchy skirts)
5. Black socks or tights
6. Blue gingham dress or playsuit with white socks

Footwear:

2. Flat black shoes

Coats:

3. A coat with a hood is required all year round

P.E. Kit:

4. Trainers
5. Black shorts or skirt
6. Black PE T shirt with school logo
7. Black tracksuit bottoms for cold weather - no logo needed.
8. Black Sweatshirt or Royal Blue Sweatshirt with school logo

Jewellery:

- Jewellery must not be worn to school. Children with pierced ears may wear studs, but these will need to be covered over during PE lessons.
- A small watch is also acceptable, SMART watches e.g. Apple watches are NOT allowed in school.
- Extremes of fashion with regard to hairstyles, nail varnish, piercings and make up are not allowed. Sanctions will be determined according to the breach.

PE Days – children to come to school in their PE kit

Chestnut – Mondays and Fridays

Beech – Wednesdays and Fridays

Forest School will replace one of the PE slots from January until Easter.

The curriculum

	Maths	English	Science (M.H)	History	Geography	R.E	P.E	PSHE	Computing (M.H)	Spanish (N.L)	Music (N.L)	Trips
Autumn 1	Place value Addition and subtraction Multiplication and Division (A)	Hansel and Gretel Floodland	Materials	//////////	Spatial Unit	Why might ancient stories still be so important for religion and worldviews today?	Rugby Netball	Being Me in My World	Computing Systems and Networks Systems and Searching	Phonetics 1-3 Do you have a pet?	Livin' on a Prayer	Coughton Court
Autumn 2		Floodland A Christmas Carol	The Human Body	Local History – Gunpowder Plot and Coughton Court	//////////	How can following God bring about freedom and justice?	Hockey Football	Celebrating Difference				
Spring 1	Multiplication and division (B) Fractions (B) Decimal and percentages	Boy at the Back of the Class	Living Things	//////////	South America	Was Jesus the Messiah ?	Gymnastics Or dance Thursday Forest school	Dreams and Goals	Creating Media Video Production	My home	Make You Feel My Love	R.E trip
Spring 2	Perimeter and area Statistics	Greek Myths	Forces	Ancient Greece	//////////	Do religions stay the same?	Tennis Thursday Forest school	Healthy Me	Data and information Flat-file Databases			
Summer 1	Shape Position and direction Decimals	Treasure Island	Astronomy	//////////	North America	What would Jesus do?	Athletics Cricket	Relationships	Programming B Selection in quizzes	Clothes	The Fresh Prince of Bel-Air	Activity Day
Summer 2	Negative numbers Converting units Volume	Little Red Riding Hood High Rise Mystery	Meteorology	Transatlantic Slave Trade		What might it mean to live well?	Orienteering Rounders	Changing Me	From Gamer to Programmer			

The curriculum



Year Five Curriculum Overview: Autumn 1



English

We will begin Year 5 by focussing on sentence structure and developing our grammar skills. We will retell the fairy-tale Hansel and Gretel in first person with a key ambition to create suspense through description and short sentences. Following this, we will utilise our Geography topic 'Spatial Sense' to write an information text. We will end Autumn 1 by starting to read the text Floodland.

Mathematics

In Mathematics, we use a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum. The children will be applying their knowledge of place value. Then, they will use mental strategies to add and subtract before utilising written strategies (column addition and column subtraction).

Science

In Science, the children will learn how to compare and group (classify) materials through their properties. They will extend their knowledge about solids, liquids and gases and decide how mixtures could be separated. Moreover, Year 5 will investigate and discuss whether processes such as melting and dissolving are reversible or irreversible.

Geography

In Geography, the children will be developing their spatial sense to describe and classify the physical world we live in. This will involve looking at lines of longitude and latitude, the four hemispheres and the Prime Meridian. Then, they will be using coordinates to locate places on maps, followed by interpreting scales and relief maps.

Physical Education

In PE, children will improve key skills in tag rugby and netball. P.E sessions will focus on teamwork, passing, finding space whilst attacking and defending.

Religious Education

In RE, Year 5 will be reading and studying a variety of ancient stories. We will then discuss why these stories could still be important for religion and world views today.

Computing

Year 5 will learn about how computers are connected within a larger system. They will then be taught about search engines, focussing on how results/websites are ranked (use of key words etc.) Pupils will then utilise Microsoft Word to show their knowledge.

Art

The children will create self-portraits. They will find out about a range of famous artists, focussing mainly on Van Gogh. They will be taught about the importance of shape, tone and texture and will learn how to draw faces using correct proportions.

Design Technology

In DT, the children will be creating a cam toy. They will be taught the process of design, create and evaluate. They will learn the names of key mechanisms such as cam and axle. Furthermore, they will use a variety of tools like a hacksaw and glue gun.

PSHE

In PSHE, we will be setting our goals for the year. The children will consider how rights and responsibilities impact our lives. Year 5 will also reflect on their own behaviour and the importance of rewards and consequences.

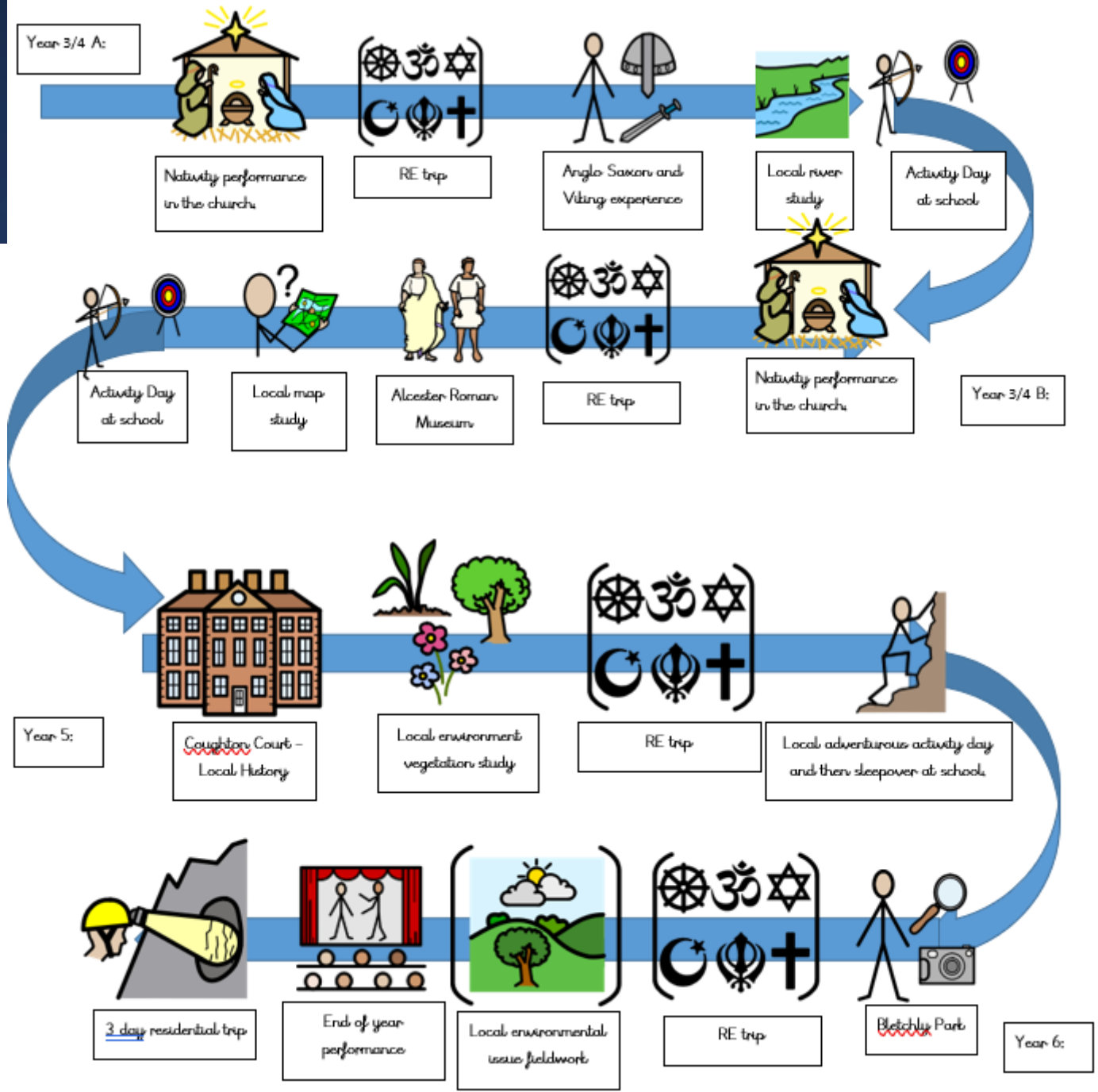
MFL - Spanish

In Spanish, the children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. They will then develop their Spanish vocabulary on the topic of pets.

Music

In Music, all the learning in this unit is focused around one song: Livin' on a Prayer, a rock song by Bon Jovi. The children will learn the lyrics and rhythm of the song. Then, they will use glockenspiels and recorders to improvise and compose.

Enrichment



Enrichment



The **estimated** voluntary donations required to run the trips are:

Coughton Court - £9

RE trip - £7.50

Local adventurous activity day – £38

These are payable through ParentPay. You are able to top your account up throughout the year, with a suggested payment plan identified below. This is completely optional, and trip costs will be confirmed closer to the date of the trip, so you are able to pay on a trip by trip basis.

Monthly (September to June – 10 payments) - £5.45 per month

Attendance



We would like to take this opportunity to remind you the importance of achieving good attendance for your children. Missing school not only impacts academic achievement, it also has a big impact on their social interactions.

One day off school loses 5 hours of learning time and 1 hour of social time.

- Below 90% attendance is the same as missing half a day a week. This is 19 days, which is 95 hours of learning lost.
- Below 85% attendance is the same as missing three quarters of a day a week. This is 28 days, which is 140 hours of learning lost.
- Below 80% attendance is the same as missing a day of school a week. This is 38 days, which is 190 hours of learning lost.

We do understand that children will need time off if they are unwell, but, if in doubt, please send them in. We are able to administer medicine and will send them home if we don't think they are well enough to be in. Often school can be a good distraction from them.

If your child is ill, please phone the school office to inform them as soon as possible. If your child's attendance drops below 90%, or is at risk of dropping below 90%, you will be invited to school to discuss how we can best support them to attend.

Stationary



Thank you to everyone who has contributed towards our stationary this year. It really does make a difference to be able to ensure that all children have access to all of the stationary that they require and to reduce wasted learning time sharing resources. If you have not yet paid the £10 donation and are able to do so, could we ask that this is paid through ParentPay or in the school office.

Any Questions?

