

The background is a light cream color with large, wavy, organic shapes in shades of pink, blue, green, and orange. There are several decorative elements: a yellow flower with an orange center in the top left, a blue star in the top right, a yellow flower with an orange center in the bottom right, and a blue star in the bottom left. Small circles in various colors (purple, orange, green) are scattered throughout the design.

**WELCOME
TO
YEAR 5**

How are we working?

- *Class Teacher – Miss Webb*
- *Teaching Assistant – Mrs Bagshaw*

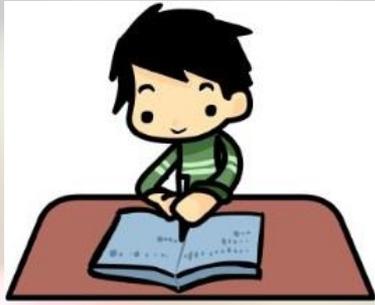
***NB – PE in Year Five is on Mondays and Thursdays.
Please ensure they come into school wearing the
appropriate P.E kit.***

White logo t-shirt (or plain white t-shirt), navy shorts, white socks, trainers. Navy jogging bottoms, navy zip top (without a hood).

Please ensure all school uniform and PE kits are named.

Expectations for Year 5:

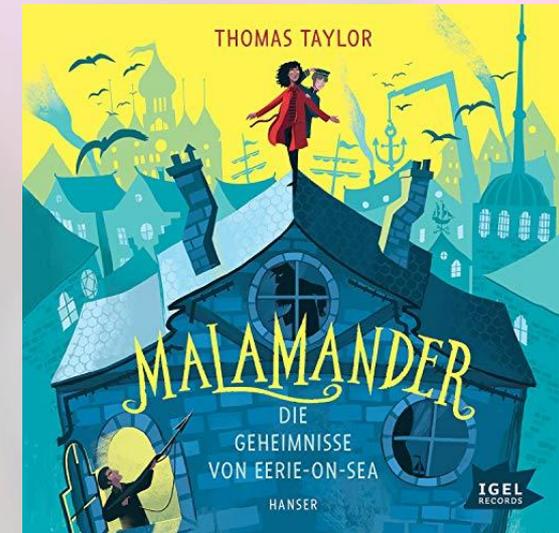
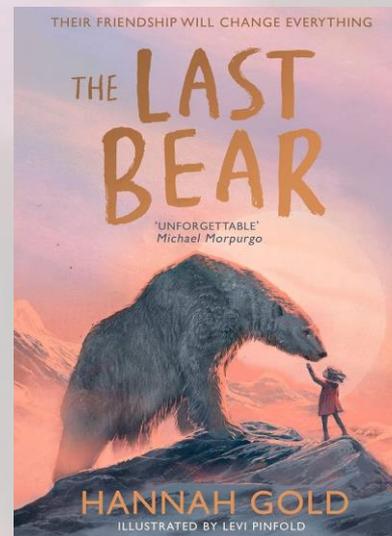
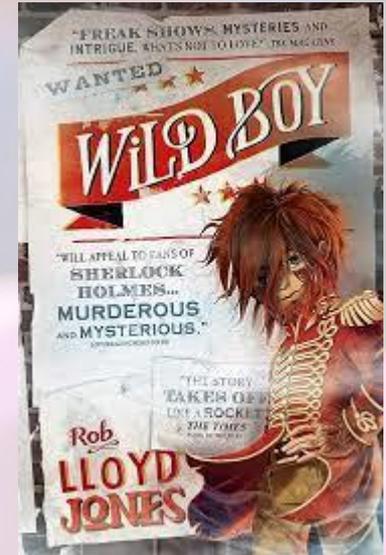
- High standards of behaviour.
- Become increasingly more independent in Upper Key Stage 2.
- Strong commitment to their school work and learning.
- Begin to take ownership of homework, spellings and reading.



Core Subjects

• English:

- Texts from significant authors
- Place value of punctuation and grammar
- Non-chronological report
- Drama activities
- Instructions
- Non-chronological reports
- Persuasive writing
- Poetry
- Descriptive writing
- Diary writing



Working at expected Year 5 in writing

This extended first-person narrative draws on a close reading of 'The Giant's Necklace' by Michael Morpurgo, imaginatively reconstructing key events in the novel as the diary of the main character, Cherry.

Frankie effectively captures and maintains the voice of the young protagonist as she recalls the events leading up to – and her gradual realisation of – her tragic death.

An appropriate informal tone is established and maintained throughout the piece through the choice of vocabulary (*stuff, okay*) and grammatical structures (*I s'pose; ...would take no more than ten minutes, right?*). However, this conversational style contrasts with the effective use of more figurative language and descriptive detail (*the monstrous waves gathering out in the Atlantic; the frothing water was thrashing against my ankles*), reflecting the literary language of the original novel.

Complex shifts in time are skilfully managed across the paragraphs, from the reflective opening, to the flashback of the sequence of events on the beach, and finally to the aftermath of the tragedy. A range of devices, including ellipsis and adverbials maintains cohesion within and across sentences and paragraphs.

[C]

Dear Diary

Right now I'm not actually holding this pen – it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I s'pose I can look back on the day I died.

It was all fine at first – my brothers teasing with me about my 'giant's' necklace and Mum ~~and~~ Dad ~~cutting~~ brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace – then I shall reach the toaster!"

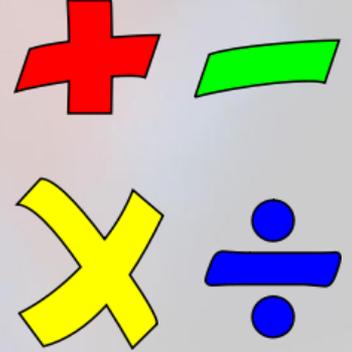
Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to ~~the~~ the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out

Appropriate selection of verb forms (the present progressive, the present perfect, the simple past, and modals) skilfully manages the different time frames and raises questions about the narrator's identity at the outset, demonstrating excellent control over language to create a specific effect.
[GP]

The semi-colon used to separate 2 short independent clauses creates a link between the calm of the 'shimmering turquoise water' and the narrator's mistaken assumption that all was, and would be, well.
[GP]

Maths



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

Topics

ART & DT

- Developing a recipe
- Painting and mixed media: portraits
- Sculpture and 3D: interactive installation
- Gears and pulleys

GEOGRAPHY

- What is life like in the Alps?
- Would you like to live in a desert?
- Why do oceans matter?

HISTORY

- Were the Vikings raiders, traders or something else?
- What was life like in Tudor England?
- What is the legacy of the ancient Greek civilisation?

RELIGIOUS EDUCATION

- How do people express their beliefs through worship?
- How do people use their senses in worship?
- What do we mean by religious and spiritual experience?
- Inspirational women.

SCIENCE

- Forces.
- Space.
- Animals including humans.
- Reversible and irreversible changes.
- Life cycles.
- Global warming

How do we judge how your children are progressing?

The children will be working on the Year 5 standards in the National Curriculum.

- Sharing learning objectives and success criteria together.
- Questioning
- Partners/Small group work
- Self evaluation
- TASC / Using and Applying
- Guided groups
- Recorded work
- Summative assessment



HOMework

We will mainly use Purple Mash for homework.

Spellings

All children receive a list of spellings on a **Friday**, which they will practice daily in school. On Fridays, they will take a quiz to complete.

One of the Y5 writing objectives is consistent and correct use of Y5/6 spelling words in their writing.

There will be a test in school during the last week of term that tests a selection of words from across the term and previous year groups.

Purple Mash

- Spellings
- English, Maths or a creative homework will be set on a rotation.
- Regular use of the Times Tables Rockstars
- Read theory – their log ins are in their reading records.

HOMework

- Homework is set on Friday and due in the following Friday.
- Completing homework is super important as it is linked to our learning in class. It may be prior learning/research etc and if it isn't completed, can lead to a gap in their learning.

Completion of homework and spellings is rewarded with an extra playtime.

Parental Support...

- Help and support with homework
- Listening to and encourage reading
- Times tables
- PE kits/Swimming kits
- Trips – helpers are always welcome
- Open Door Policy – we are committed to working with you.

Contact school office if you have any concerns and we will endeavour to meet with you after school.





Class Dojo

Parents

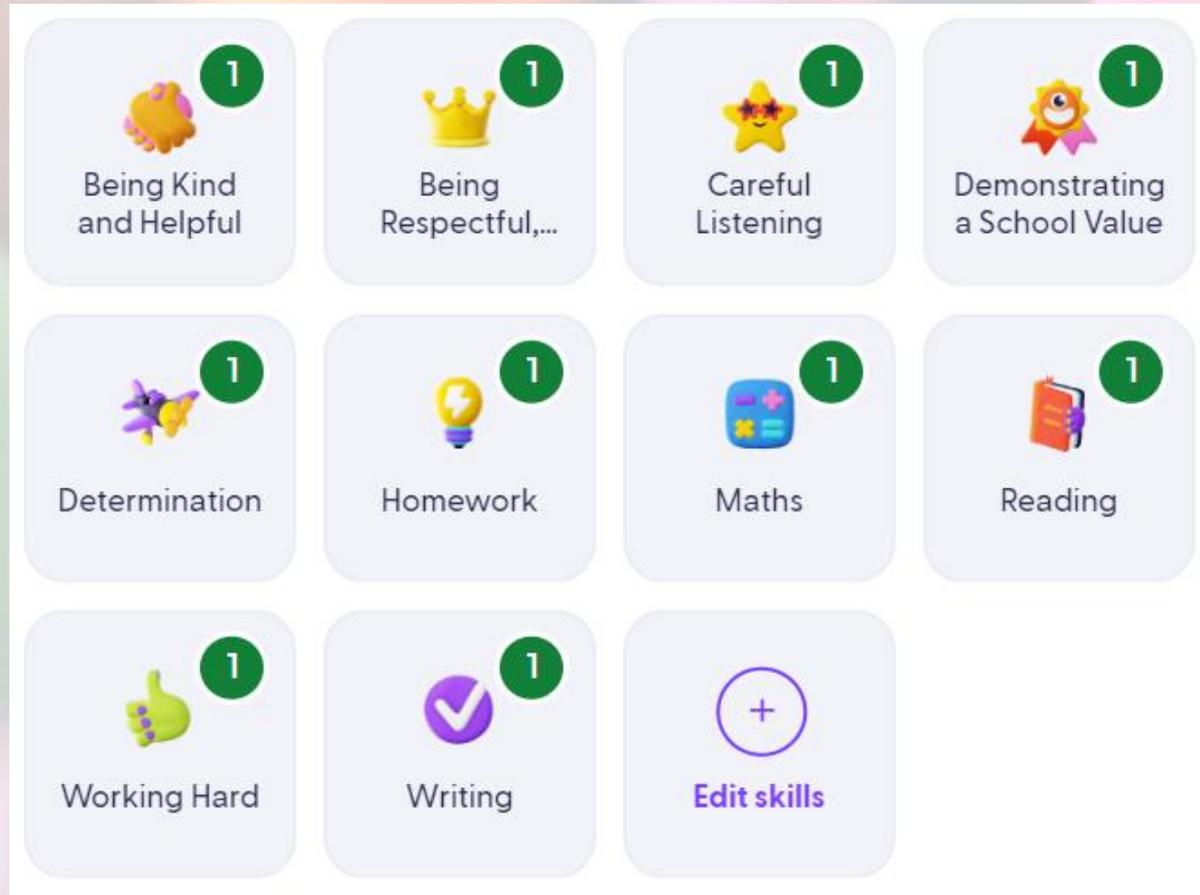
Please make sure you have your child's code to view their account and keep track of their progress.

Class Dojo is a reward system that we use for our pupils.

Dojo points are awarded to pupils when they meet one of the Dojo criteria.

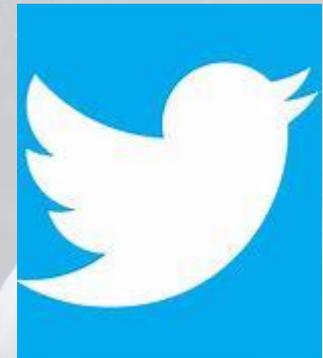
These may be given for:

- Homework
- Reading
- Spellings
- Target Maths
- Behaviour



Social Media – please be mindful of what your children are accessing

- Privacy settings
- Be one of your child's friends and monitor their discussions
- Don't have strangers as friends
- Don't use social media in their bedrooms
- Use [Common Sense Media](#) to check age ratings for apps, films and games and see what they may contain.

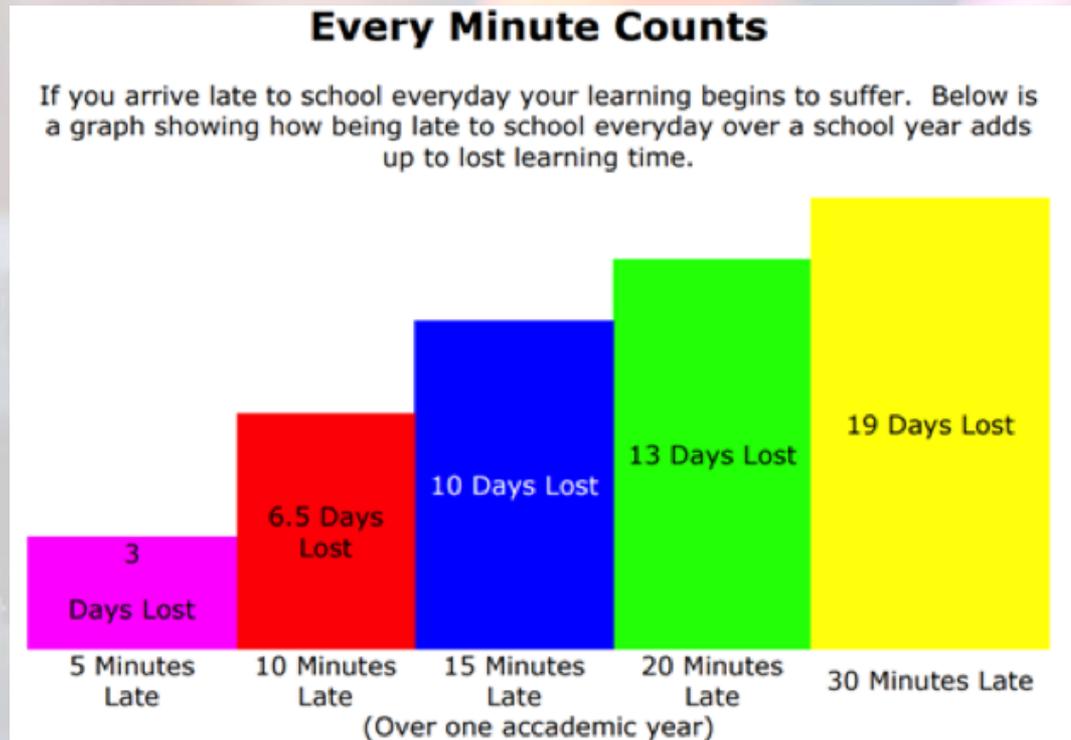


Attendance is an important part of your Child's Education, they can not learn if they are not in school. Attendance = Attainment Every Day Counts

You are legally responsible for ensuring your child attends school every day and on time.

Persistent lateness can add up to too many days absent.

When a child arrives late at the start of the school day, it is very disruptive to their learning and the learning of their classmates.



Did you know?
Being 15 minutes late each day is the same as missing 2 weeks of school!

10 minutes late to school every day adds up. It is the same as losing 6.5 days of school each year.

Good Attendance means...

Being in school at least 97% of the time or 184 to 190 days

Remember

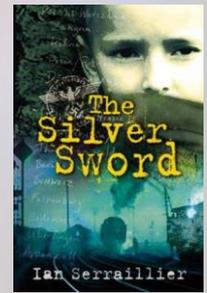
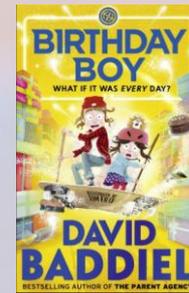
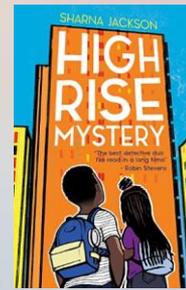
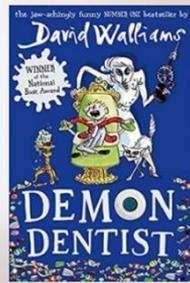
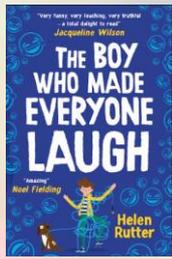
Your education is important - don't miss out!

Did you know?

A two week holiday in term time means that the highest attendance a child can achieve is **94.7%**



Our school target is 97%, contact is made with all parents of children when attendance falls below this.

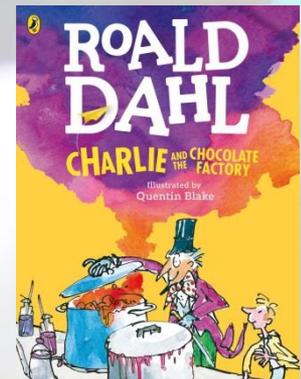


We use a whole-class approach when teaching reading, using activities from Reading Explorers.

Children are explicitly taught reading skills including skimming, scanning, text retrieval, inferring, deducing, analysing and evaluating.

They are then encouraged to apply these skills when reading independently and reading across the curriculum.

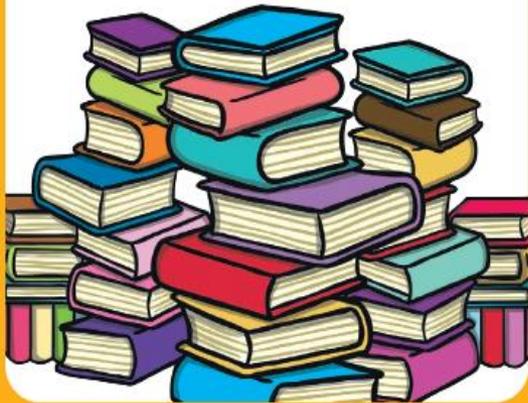
We also enjoy a class text together.



Reading Every Day Goes a Very Long Way

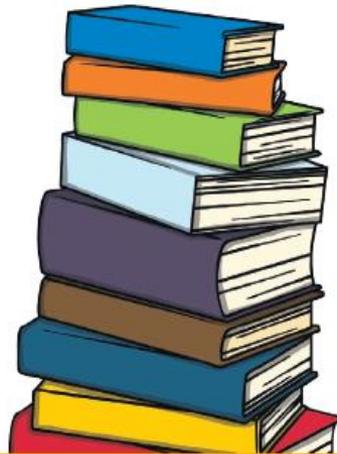
Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

Worship

- ▶ Christian worship happens daily in school.
- ▶ Our worships are related to our termly values and our weekly themes based around bible stories.
- ▶ Each Wednesday we have a member of St. George's Church team lead our worship for us.
- ▶ We celebrate Harvest festival, Christmas and Easter at St. George's Church in town.
- ▶ Every Friday we celebrate good work across the school.



OUR CHRISTIAN VALUES THIS YEAR

Term 1 – **COMMUNITY**

Term 2 – **PEACE**

Term 3 – **JOY**

Term 4 – **HOPE**

Term 5 – **DIGNITY**

Term 6 – **WISDOM**



Thank you for your continued support!

Your children are amazing and I am looking forward to the year ahead. 😊

If you have any questions about anything at all, please do not hesitate to contact the school office and I will get back to you as soon as possible.



Thank you!