

Year 5

Forest Gate Academy Parent Forum

September 2021



THE DEAN TRUST
Believe Achieve Succeed

Who are we?

Year 5 Team

Mrs Jennings

Mr Banks

Mrs Jones

Mrs Pullen

Mrs Finnegan

Attendance

Our attendance goal this year is 97%

Doors open at 8.35 am. School starts at 8:45 and lessons begin immediately! Children have basic skills tasks ready on their tables as soon as they arrive. No time is lost! They complete these tasks whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1st response phone calls to locate any missing children.

Attendance Officer: Mr Wilmott

Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website (www.petitesmodessale.com) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A pink and white check summer dress is permitted in the summer months only.

Black school shoes **must** be worn by all pupils.

Make up or nail varnish are not permitted in school.

Jewellery is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

Boys' Uniform

Grey trousers, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

Hair

Extreme hair fashions, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.

PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."

Whole school: White T-Shirt, Burgundy PE shorts.

For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)

Behaviour

Behaviour Flow Chart

Read the flow chart below to explain how the system works. Children who don't work within this system will face further consequences such as being placed on report, signing behaviour contracts, attending family meetings internal exclusions and formal exclusions.

3x in the POT OF GOLD (per term) means your child will be invited to an exclusive special reward event!

Rewards /Consequences	STAGE	Examples of Behaviour
My name will go in the Class Golden Book- if in 3 times by the end of term I will get a 'Golden Reward'	Pot of Gold 	I am consistently showing every positive behaviour below. Exemplary manners and a role model to others.
I will get a raffle ticket for the prize draw	Rainbow Reward 3 ↑	I am working well within a team. I am being kind and considerate to others at all times. I am working extra hard.
I will get a note or postcard home to celebrate.	Rainbow Reward 2 ↑	I am trying really hard. I am completing tasks. I am following the class rules, including at play times. I am showing good manners.
I will get a sticker or 3xdojo points.	Rainbow Reward 1 ↑	I have a positive attitude. I am ready to learn. I am listening to the teacher.
Sunshine 		
I will get a verbal warning and be reminded of our rules.	Weather Warning 1 (Cloud) ↓	I am stopping my peers from learning. I am not listening. I am not working hard / I am not playing well.
I will miss 5 minutes of my playtime in my class.	Weather Warning 2 (Rain Cloud) ↓	I have not followed instructions. I am being disruptive in class. I have not told the truth. I have been rude to an adult.
My name will be recorded in the behaviour book. I will miss my playtime. My teacher will speak to my parent/carer.	Weather Warning 3 (Storm Cloud) 	I have refused an adult. I have used bad language. I have hurt someone on purpose. I have consistently made poor choices. I have continued to be disruptive.

They move up for good behaviour

All children start each day on the sunshine

They move down for poor behaviour

3x on a storm cloud (per day) means your child will receive a consequence from a senior leader





Science

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

I can explain casual relationships in an enquiry.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

Earth & Space

I can describe and explain the movement of the Earth and other planets relative to the Sun.

I can describe and explain the movement of the moon relative to the Earth.

I can explain and demonstrate how night and day are created.

I can describe the apparent movement of the sun across the sky.

I can describe the Sun, Earth and Moon (using the term spherical).

Forces

I can explain what gravity is and its impact on our lives.

I can identify and explain the effect of air resistance.

I can identify and explain the effect of water resistance.

I can identify and explain the effect of friction.

I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

History Ancient Greece

I can explain and understand the four main time periods of the Greek empire and place them on a timeline.

I can explain and understand how the political system worked in ancient Greece and compare this to our own system.

I can gain and deploy a historically grounded understanding of abstract terms such as 'economy'.

I can understand and explain the idea of a city-state and use historical sources to research Athens and Sparta.

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

I can understand how our knowledge of the past is constructed from a range of sources

I can understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.

I can make connections, ask historically-valid questions and create my own structured accounts in the context of finding out about the Trojan War.

Europe and the Wider World

I can find possible answers to my own geographical questions.

I can explain how a location fits into its wider geographical location; with reference to physical features.

I know the countries that make up the European Union.

To manage feelings of loss.

Art

I can identify and draw objects and use marks and lines to produce texture.

I can create an accurate print design following criteria.

MUSIC

I can breathe in the correct place when singing.

I can change sounds or organise them differently to change the effect.

I can use the techniques and structures of famous composers to organise my work.

I can explain why I think music is successful or unsuccessful.



RE

I can show an understanding of why people show commitment in different ways.
I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.
I can express why I think Hindus might choose different ways to show commitment to God.
I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
I can start to explain the Christian belief that Jesus was the Incarnation of God.
I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

MFL

DT

I can produce a detailed, step-by-step plan.
I show that I can be both hygienic and safe in the kitchen.

Computing

I have a greater understanding of the impact that sharing digital content can have.
I can review sources of support when using technology.
I know how to maintain secure passwords.
I understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
I am aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
I know about how to reference sources in my work.
I can search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication
I can review coding vocabulary.
I can use a sketch or storyboard to represent a program design and algorithm.
I can use the design to create a program.
I can design and write a program that simulates a physical system.
I can review the use of number variables in 2Code.
I can explore text variables.

PE

I can gain possession whilst working as a team
I can pass the ball in different ways
I can choose the best tactics for attacking and defending
I can use a number of techniques to shoot, pass and dribble
I can gain possession whilst working as a team
I can pass the ball in different ways
I can choose the best tactics for attacking and defending
I can take a lead role in a team to ensure tactics are employed
I can use strength and control when vaulting
I can make complex and extended sentences on the vault
I can perform consistently on the vault to different audiences
I can combine action, balance and shape on a vault
I can make complex or extended sequences of movements
I can combine action, balance and shape
I can perform consistently to different audiences
I can perform a floor routine with a group using accurate, clear and consistent movements



Year 5 English



Reading Comprehension

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

I can retrieve record and present information from non-fiction.

I can explain and discuss my understanding of what I have read, including through formal presentation and debates.

I can draw inferences such as feelings, thoughts and motives.

I can distinguish between statements of fact and opinion.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

I can ask questions to improve my understanding.

Word Reading

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

Writing

I can use further prefixes and suffixes and understand the guidance for adding them.

I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a thesaurus.

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

I can note and develop initial ideas, drawing on reading and research where necessary.

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

I can proof-read for spelling and punctuation errors.

I can write legibly, fluently and with increasing speed.

I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can choose the writing implement that is best suited for a task.

I can use expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Spelling

I can add endings which sound like /jəs/ spelt -cious or -tious

I can add endings which sound like /jəl/ spelt -cial or -tial

I can spell words ending in -ant, -ance, -ent, -ence

I can spell words ending in -able and -ably

I can spell words ending in -ible and -ibly

Speaking and Listening

I can engage the listener by varying my expression and vocabulary.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I contribute and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

Year 5 Maths



- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I can multiply and divide numbers mentally drawing on known facts up to 12×12 .
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I can recognise and use square numbers and cube numbers; and can use the notation 2^2 and 3^3 .
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number using the formal written method of long division and interpret remainders appropriately.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.
- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems involving ordering, rounding and comparing numbers up to 1 000 000.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

Timetable



Teacher: Mrs Jennings

Year: 5

Term: Autumn 1

START 8.45am	Basic Skills 8.45- 9.00 (16 mins)	Period 1 & Period 2			Break 10.30 - 10.45	Period 3 10.45-11.30	Period 4 11.30-12.15	Lunch 12.15 - 1.15	Basic skills 1.15- 1.30	Period 5 1.30 – 2.15	Period 6 2.15 – 3.00	End of Day 3.05
		9.00-9.20	9.20- 9.45	9.45-10.30								
Monday		Spelling	Guided reading	English		Maths	Maths		Class novel	Science	Science	
Tuesday		Spelling	Guided reading	English		Maths	Computing		Class novel	History/Geog	History/Geog	
Wednesday		Spelling	Guided reading	English		Maths	RE		Class novel	Music	PSHE	
Thursday		Spelling	Guided reading	English		Maths	Handwriting 15 mins MFL 30 mins		Class novel	PE	PE	
Friday		Spelling	Guided reading	English		English	Maths		Class novel	Art/DT	Art/DT	

Basic Skills

- *Each morning (8.45am – 9am).*
- *Children take part in a range of activities such as handwriting, spelling, punctuation, grammar, times tables and maths facts, Spanish and 5 a day fitness.*

Guided Reading

What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.

Iqbal, F (2018)

Guided Reading

Whole-class guided reading means that children are reading a text 5 days a week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what will happen based from the details given or implied.</p>	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... .. • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? • What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		
After using this structure- mix up the domains alongside 2A, 2B and 2D				

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

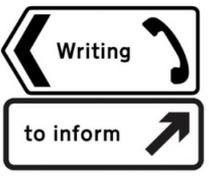
Explanation

Retrieval

Sequence or Summarise

Writing

At Forest Gate Academy we have a ‘**Writing for Purpose**’ approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p>Writing to Entertain</p> 	<p>Writing to Inform</p> 	<p>Writing to Persuade</p> 	<p>Writing to Discuss</p> 
<p><u>Years 1 and 2</u> <u>(KS1)</u></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><u>Year 3 and 4</u> <u>(LKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><u>Year 5 and 6</u> <u>(UKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>

Writing

Writing Assessment sheets are used in each year group as a way of assessing genres of writing.

Year 1 Writing Criteria

Genre/ Date							
Working towards the standard							
Pupil(s) are beginning to meet the following aims with support							
Transcription & Composition	To compose a sentence orally before writing it.						
	To use their own simple story ideas to retell a familiar story using short, simplistic sentences						
	To use simple sentence structures (which may often be repetitive)						
	To segment the sounds in simple words and blend them together.						
Has an awareness of	Finger spaces						
	Full stops to end sentences						
Working at the Expected Standard							
After discussion with the teacher, the pupil can:							
Transcription	To form lower case letters in the correct direction, starting and finishing in the right place.						
	To make phonetically plausible attempts at recording unknown words						
	To spell many Y1 common exception words correctly						
	To use -s and -es to form regular plurals correctly						
	To add the suffixes -ing, -ed, -er, and -est to root words (with no change to the root word)						
To use the prefix 'un'							
To write sentences in order to create short narratives and non-fiction texts							
To leave spaces between words							
Composition	To begin to punctuate sentences using	capital letters for the beginning of sentences and names of people, places, the days of the week and the personal pronoun 'I'					
		full stops					
		question marks					
	exclamation marks						
To use the joining word 'and' to link ideas and sentences							
To reread their writing to check it makes sense							

Writing Criteria

Name:	EYFS	Autumn	Spring	Summer	EOY1	EOY1 target

Year 1: detail of content to be introduced (statutory)	
Word	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing, untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 1 and 2 Spelling List						
the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	love	put	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	
Below	WT1	WT2	WT3	IL	IL+	IL++
						AE

+

Transcription & Composition

Transcription

Composition

Transcription and Composition

Handwriting & SPaG

What is SPAG? (Spelling, Punctuation and Grammar)

Spellings will be taught for the following weeks spelling test- spelling rules.

Punctuation revisited, what it is, when to use it. . ? ! “ ” , ‘

Grammar- Nouns, Pronouns, Adjectives, Adverbs, Verbs, Homophones, Sentences- Statements, Exclamations, Commands, Questions.

English lessons, Guided Reading, Basic Skills, Foundation writing, English working walls used to inspire, guide and remind children what has been covered in the week.

How we approach teaching handwriting

Pre Cursive to joined

Pencil grips, left handed tips, modelled, basic skills.

Handwriting lessons

Home Reading

- *Reading daily has high impact on achievement.*
- *Reading impacts on all subjects not just English*
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

Expectations of parents:

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Books changed **Monday and Friday***

Regular reading with your child at home impacts a child's success at school greatly!



Child A

Reads 20 minutes per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the 90th percentile.



Child B

Reads 5 minutes per day.

900 minutes per year.

282,000 words per school year.



Scores in the 50th percentile.



Child C

Reads 1 minutes per day.

180 minutes per year.

8,000 words per school year.



Scores in the 10th percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

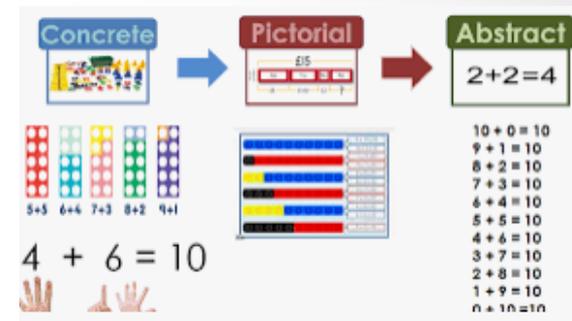
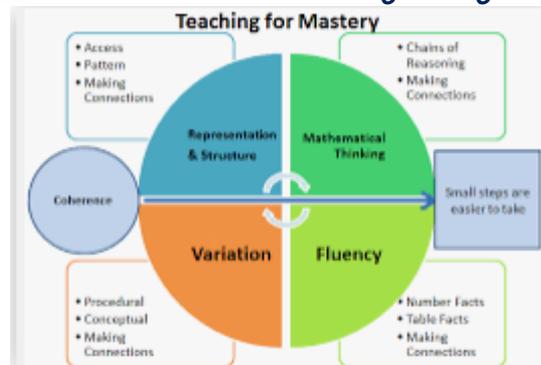
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at **Forest Gate Academy** it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

Maths games to play at home

Help with learning tables – Times Table RockStars

Variety of KS1 and KS2 games – Purple Mash & My Maths



Assessment

- Children are assessed in: Reading, Writing, Maths and SPaG.
- We use NTS tests which help analyse pupil's attainment and identify any learning gaps.
- Teachers Assess using OTrack continuously throughout the school year

Topics in Year 5

Autumn

Europe and the Wider World

Ancient Greece

Space

Material

Spring

Local environment

Local History

Forces

Summer

The Amazon River

The Tudors and Stuarts

Animals including Humans.

Enrichment

We are committed to 'hands on' learning, offering experiences and enriching the curriculum

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Team Theme, Man Utd etc.*
- *Other experiences*

HomeworkHow you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
 1. *Reading book*
 2. *Spellings*
 3. *Timetable or number facts.*

Coming Events

Friday 24th September – MacMillan Coffee afternoon

Wednesday 20th October – Parents evening

Friday 22nd October – Finish for half term.

Monday 1st November – Return to school

Friday 12th November – Children in Need

Monday 15th November – Friday 19th November – Anti-bullying week

Monday 22nd November -Friday 26th November- Road safety week

Monday 13th December – EYFS Nativity

Tuesday 14th December – Christmas Pantomime

Wednesday 15th December – KS1 Nativity

Thursday 16th December – Christmas Fair

Friday 17th December – Christmas jumper day

Monday 20th December – KS2 Carol Concert

Tuesday 21st December – Finish for Christmas

Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Mr Wilmott (Attendance & Punctuality)

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.

THANK YOU!

Any questions?