



YEAR FIVE

Welcome to year 5

KEY STAFF



Mrs Cunningham
Class Teacher



Mrs Lappin
Mrs Lappin every other Tuesday and Mr Hudson
every other Friday afternoon.



Mr Hudson



Mrs Rist
TA

HOW PARENTS CAN HELP



Please help us to develop a strong parent partnership.

As a school, we believe it is vitally important that your child is able to deal with everyday issues such as: • Not being first • Patience • Playground fall-outs • Getting hurt • Losing bits of equipment/clothing.

To help us support your children in developing resilience, please try to deal with situations positively and if necessary, talk to your child's class teacher. Please help us to develop a sense of perspective and a strong parent partnership.

Together we can!

Love

Trust

Perseverance

VALUES

Forgiveness

Collaboration

Inclusion

Thankfulness

School bible verse

‘Let us not love with words and speech but with
actions and in truth’ 1 John 3:18

This underpins all that we do.

COMMUNICATION



ClassDojo

We communicate mainly through Class Dojo. Teachers will only be expected to respond between 8:30am and 4:00pm. If your message is urgent, please contact the school directly through the office. Teachers don't always pick up messages during the school day.

ATTENDANCE

Attendance target 97%



We ask for your support to make sure your child attends school every day, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

Please let us know on the day that your child is absent. You can now communicate this through the Studybug App. It's easy to download from the app store.

CURRICULUM 2023

We have rewritten our curriculum so it's now on a one year cycle. All teachers and subjects leaders have had a part in it. We are really proud of our curriculum. We have weaved love in action throughout and links to the United Nations global goals.

CURRICULUM

Learning themes:

Term one



**Marvellous
Maya**

Term two



**Extreme
Survivors**

Term three



Eureka Greeka

Love in action:

Term one



LIFE
ON LAND

Sustainability
Protecting the rainforests
Impact on indigenous tribes

Term two



CLIMATE
ACTION

Term three



PEACE, JUSTICE AND
STRONG INSTITUTIONS

SUSTAINABLE
DEVELOPMENT
GOALS



NO
POVERTY



ZERO
HUNGER



GOOD HEALTH
AND WELL-BEING



QUALITY
EDUCATION



GENDER
EQUALITY



CLEAN WATER
AND SANITATION



AFFORDABLE AND
CLEAN ENERGY



DECENT WORK AND
ECONOMIC GROWTH



INDUSTRY, INNOVATION
AND INFRASTRUCTURE



REDUCED
INEQUALITIES



SUSTAINABLE CITIES
AND COMMUNITIES



RESPONSIBLE
CONSUMPTION
AND PRODUCTION



CLIMATE
ACTION



LIFE
BELOW WATER



LIFE
ON LAND



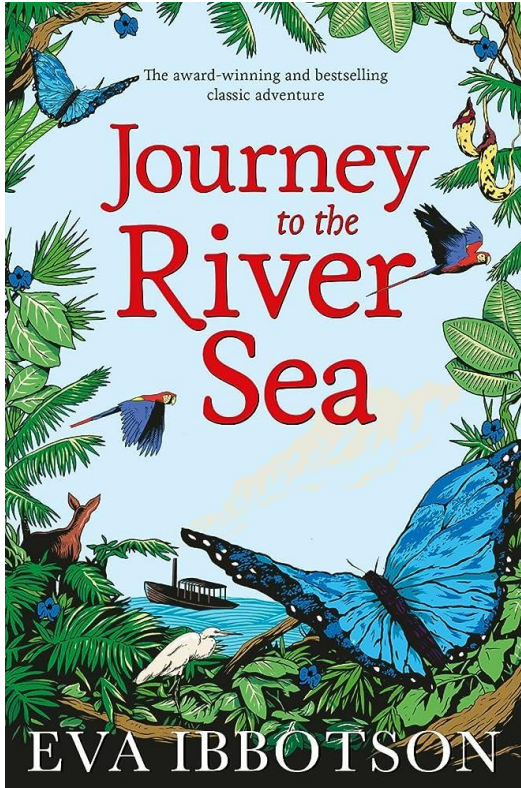
PEACE, JUSTICE AND
STRONG INSTITUTIONS



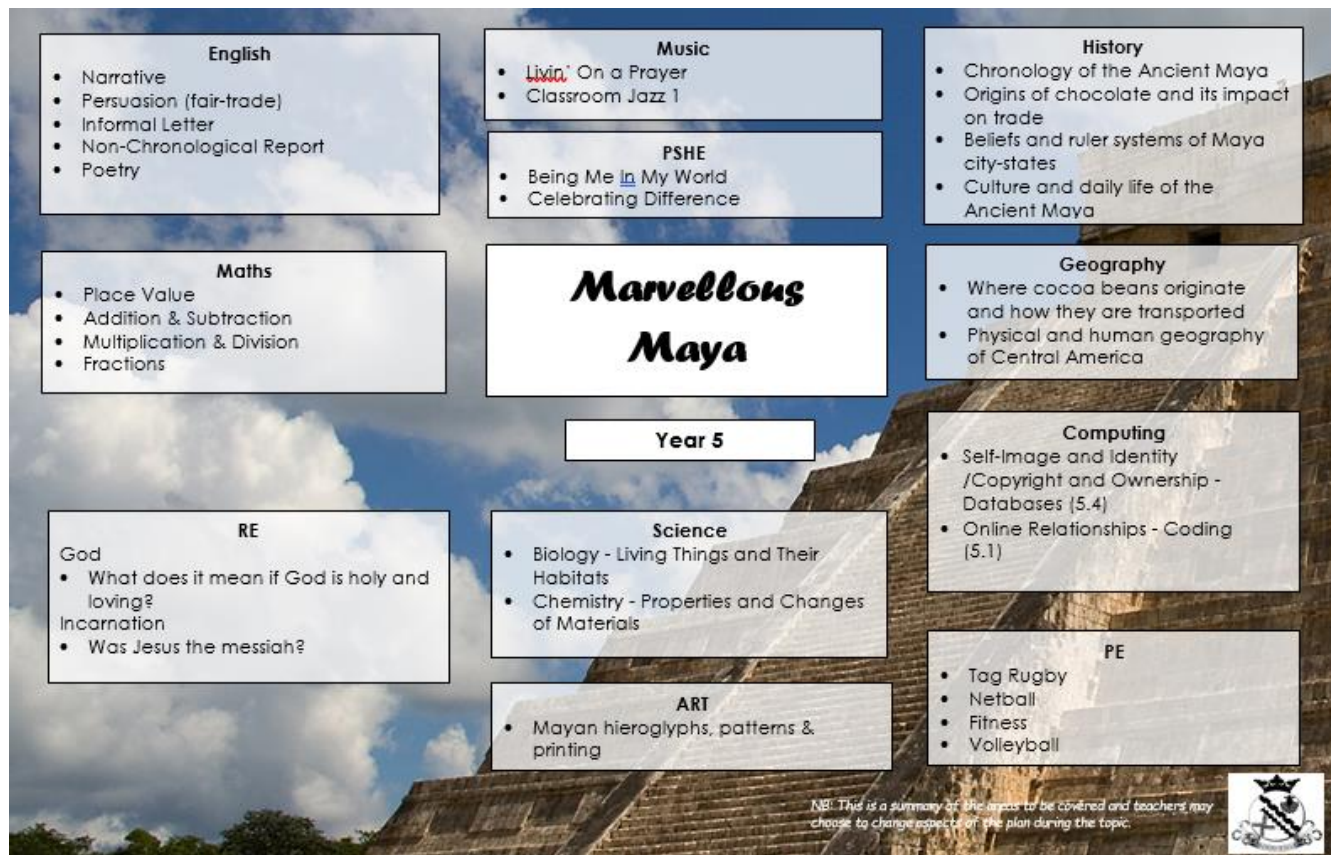
PARTNERSHIPS
FOR THE GOALS

Sustainable global goals

KEY TEXTS



KNOWLEDGE ORGANISER FOR AUTUMN TERM



YEAR GROUP INFORMATION

- Early morning routine – doors open at 8:40am and close at 8:50am
- Morning break 10:45am–11:00am
- Please provide children with healthy snacks for break
- Lunchtime 12:15pm – 1.15pm
- Labelled uniform
- Water bottle
- Reading Record and school reading book to be returned daily

IMPORTANT INFORMATION

- PE – this term outdoor PE will be on a Monday and indoor PE will be on a Thursday. PE days are likely to change next term.
- PPA cover – Mrs Lappin every other Tuesday and Mr Hudson every other Friday afternoon.
- Swimming – we will go swimming in Spring 2 after half term.
- Protective Behaviours – 4 lessons in October/November.
- Relationships and Sex Education – July 2024.

READING IS A HUGE PRIORITY

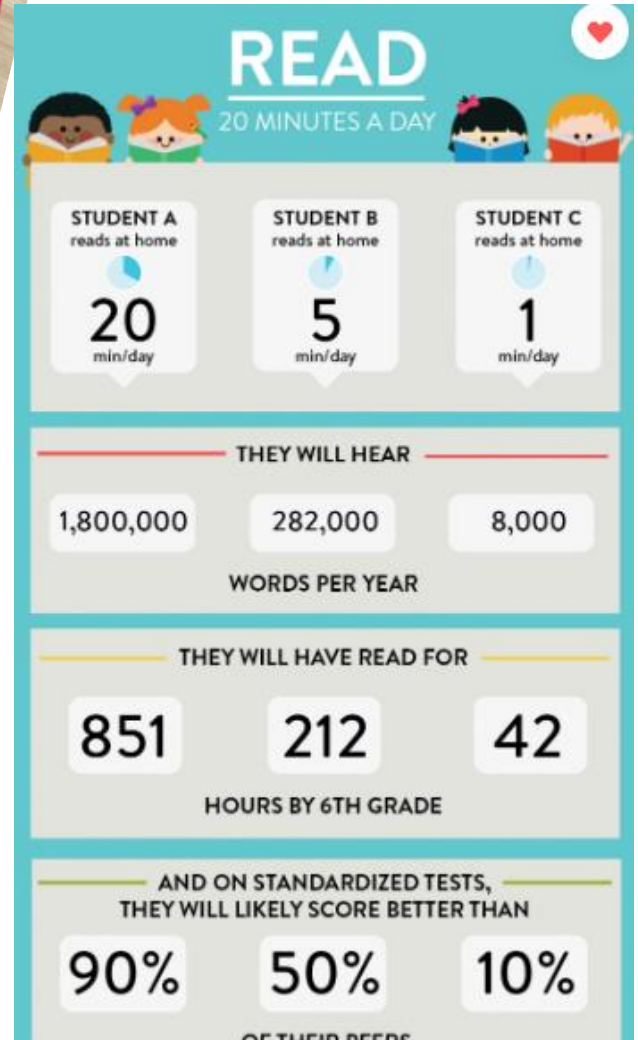


School reading book and reading diary to be brought into school each day.

Please make sure you read as often as you can with your child. Twenty minutes daily is ideal.

Read a range of texts, books, comics, magazines, joke books etc.

The more reading the better!



READING

Reading enjoyment has been reported as **more important for children's educational success than their family's socio-economic status (OECD, 2002).** • There is a positive link between **positive attitudes towards reading and scoring well on reading assessments** (Twist et al, 2007). • **Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.**



ACCELERATED READER



Children will take part in a Star Reader Quiz. This will give them their reading age and a zone of proximal development e.g 3.3-5.5.

Your child's zone of proximal development is on the inside of their reading record.

This range will direct children to appropriate books. Mrs Neale and volunteers have labelled lots of books.

Once the children have read their book they will complete an AR quiz. This checks their understanding. They will hopefully score between 90%-100%.

Mrs Neale will lead some more parent workshops on this.

NOTE - Not all books will be on AR. You can check <https://www.arbookfind.co.uk>

MATHS KEY SKILLS

Year 5 - Maths Key Skills

21) Multiply proper fractions and mixed number by whole numbers		22) Order fractions where denominators are all multiples of the same number		23) Convert mixed numbers and improper fractions from one to the other		24) Add and subtract fractions giving answers as improper fractions					
15) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000		16) Count in hundredths		17) Establish whether a number up to 100 is prime and recall prime numbers up to 19		18) Read Roman numerals to 1000 (I to C)		19) Find the highest common factor and lowest common multiple		20) Read and write decimal numbers as fractions	
9) Multiply up to 4 by 2 digits including using long multiplication		10) Divide numbers up to 4 digits by a one-digit number using a formal written method of short division		11) Convert between different units of metric measures		12) Count forwards and backwards with positive and negative whole numbers		13) Add and subtract numbers with more than 4 digits		14) Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place	
5) Column addition and subtraction for up to four digits		6) 9. Convert hours to minutes; minutes to seconds; years to months; weeks to days				7) Multiply two-digit and three-digit numbers by a single-digit number		8) Read, write and convert time between analogue and digital 12- and 24-hour clocks			
1) Know all multiplication and division facts for multiplication tables up to 12 x 12		2) Round a number to the nearest 10, 100 or 1000 and decimals to the nearest whole number				3) Count in multiples of 6,9,7, 25 and 1000		4) Find fractions of quantities			

Year 5: Writing Skills

Skills in the white boxes indicate prior learning. Skills in the coloured boxes indicate end of year expectations.

Composition														
32) Sentences Use a range of different sentences		33) Organisational Devices Use headings and subheadings to organise non-fictional writing		34) Narratives Create settings, character and plot.		35) Assessment Assess the effectiveness of my own and others’ writing and suggest improvements		36) Cohesive Devices Use a wider range of cohesive devices						
27) Oracy To orally rehearse sentences before writing.			28) Planning Plan what you are going to write			29) Proof Reading To check for spelling, grammar and punctuation errors			30) Paragraphs Organise paragraphs around a theme		31) Editing To make simple additions and corrections			
Grammar and Punctuation														
22) Word Classes Identify and use: prepositions, determiners and conjunctions			23) Parenthesis Use commas to indicate parenthesis			24) Relative Clauses Use relative clauses beginning with a relative pronoun (which, who, where, when, whose, that)			25) Modal Verbs Use modal verbs to indicate degrees of possibility			26) Tense Use the perfect form of verbs		
15) Word Classes Identify and use: subject, nouns, verbs, adjectives, adverbs and pronouns		16) Punctuation Correctly demarcate sentences CL, FS, I, ? and ,		17) Capital Letters Use a capital letters for proper nouns		18) Speech Punctuation To punctuate direct speech correctly		19) Apostrophes Use an apostrophe to show singular and plural possession.		20) Conjunctions CC use: FANBOYS SC use: a wider range of subordinating conjunctions		21) Expanded Noun Phrases Use to describe and specify		
Spelling														
11) Common Exception Words Spell many of the Y5/6 common exception words			12) Suffixes Apply the suffixes -ate, -ise, -ify			13) Prefixes Apply the prefix over-			14) Silent Letters Spell some words with silent letters (e.g. Knight, psalm, solemn)					
5) Common Exception Words Spell many Y3 and Y4 common exception words.		6) Suffixes Apply the all taught suffixes correctly (-ed, -ing, -ful, -less, -ness, -ment, -ous)		7) Prefixes Apply prefixes re-, sub-, inter-, super-, anti-, auto- correctly		8) Homophones Spell most homophones correctly		9) Spelling Rules Apply spelling rules within writing		10) Dictionary Use Use the first 2 or 3 letters to check the spelling and meaning of words				
Handwriting														
1) Letter Formation Form all letters and digits correctly, including capital letters			2) Letter Size Form letters at the correct relative size and placement in relation to the line.			3) Joining Letters Use diagonal and horizontal strokes to join most letters			4) Legibility Write legibly and fluently					

EXAMPLES OF WRITING

First Person Narrative Boy in the Striped Pajamas

Suddenly, I woke from my dreadful slumber to an agonizing blood curdling scream as a feeble, tortured woman clung to her dead, (lifeless) husband. Unfortunately, the tormented body fell off the bunk-bed. Thud! Slowly a bulky guard stomped into the small, cramped room and viciously dragged the pale, chilled body to a mysterious place but the unhealthy woman wouldn't let go. Violently, the large, well built individual (yellow?) pushed the bruised woman to the ground. Without warning, the sinister officer yelled, "Get yourselves ready you have work!" Briskly, we got out of bed and started getting ready, my spiritless frame was impractical to rise from my hard, cracked bed. Lice crept all over my skeleton-like body, I scratched everywhere on my injured, burning body. Meanwhile, I rolled up my grayed, worn out clothes. I slowly stumbled out of my bed towards the oak timber door hoping that I might get something decent to eat for breakfast.

"If anyone is still in their bed by the time I'm in the breakfast room, you'll be seeing the firing squad!" Another guard screamed. It's impossible, how had it come to this? As we walked slowly to the canteen, I noticed more prisoners staggering out of a giant truck, these people had no idea what awaited them. They lined up in 2 lines, I knew the people on the left wouldn't be seen again. Immediately, I consumed the watery oats and the tiny piece of bread the guards spared us. Swiftly, the (merciless) individual yelled, "Kids have no work today."

Unhurriedly, I walked around the dreary, tedious camp seeing the

Battle of Britain Account

In June 1940 Hitler (German Chancellor) ordered to infiltrate Britain. Despite this he knew he would have to demolish the RAF (British Royal Air Force) first so he could get to the cities and start bombing. Not long before, Winston Churchill took over from Neville Chamberlain as British Prime Minister in May 1940. Churchill told Parliament that he had, "Nothing to offer but blood, toil, tears and sweat." The rigorous fighting began, this was called The Battle of Britain.

How it all started

World War Two began in 1939 and ended in 1945. However Hitler wanted only certain types of people to live in Germany. Anyone who was Jewish, Roman, Gay and people with disabilities were sent to concentration camps. In March 1938, Hitler moved German troops to Austria and gained control of the country.

The conflict begins

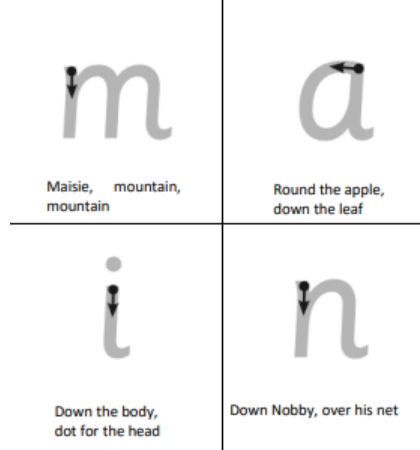
In 1940 on 10th July, Hitler directed the Luftwaffe to Britain to bomb harbours, aircraft factories, airport runways and motor stations. The idea was to draw British planes into battle and destroy them. I soon notice the commander-in-chief, Hermann Goering, boasted he could defeat the RAF in just four days. In fact, the fierce fighting that followed the

First Person Narrative - Boy in the Striped Pajamas

Without warning, I woke up with a jolt, there was a blood-curdling, ear piercing scream emanating from a miserable woman, a young girl pale like a ghost laid in her arms. Could that be her long daughter? Is she really dead? Suddenly, a SS man stormed into our sleeping barracks, his eyes darted to the pale, rigid corpse. Briskly, the large, well-built camp guard mercilessly dragged the young girl from her mother's arms. Her mother clung to the dead body not letting her go, the huge man violently pushed the woman to the floor, rivers of tears flooded from the saddened mother. "GET TO THE FOOD HALL!" The man screamed like thunder.

"If anybody is still in bed once breakfast is served, you will have a date with the firing squad!" Another guard screamed just before he left. I jumped up from bed wondering, would he really shoot us? I didn't want to wait and see! Sweat ran down my face. My little, weak legs carried me to the building where we ate. All different people were unloaded from the truck (elderly, young, ill men and women) all with the star of David and the word Jew sewn onto their clothes. Since everybody had not showered in weeks

HANDWRITING

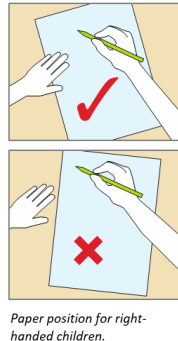
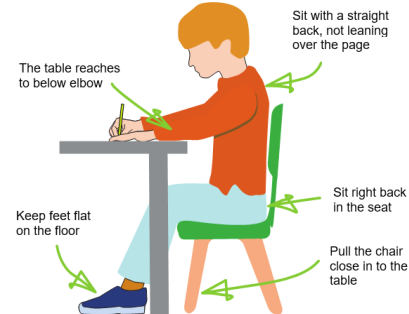


the big dog

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Our new handwriting will focus on forming the letters correctly like this in year 1. Cursive handwriting will start in year 2 but from research it has been proven that the lead ins and lead outs complicate handwriting and lead to cognitive overload. This will be a gradual change as some children have already a preferred handwriting style.

HOMEWORK

- It is expected that all children complete their homework. Reminders will be sent home if homework is not completed.
- Maths, English (or GPS) and spelling homework set every week.
- This will be set on a Tuesday via ClassDojo.
- You'll need to submit it via ClassDojo by the following Tuesday.

ONLINE SAFETY

Online safety is a focus for both school and families at home. We want all our children to be safe and responsible internet users. Our devices at school have filtering and monitoring on them from Warwickshire County Council. We also teach online safety lessons. In the whole school newsletter there is a regular focus on online safety.

Please make sure that you have completed the Acceptable User Agreements for both children and adults and return these to school.

Useful websites: <https://www.commonsensemedia.org/>

ONLINE SAFETY



Warwickshire County Council have recommended:

<https://www.qustodio.com/en/>

This allows **parental control tools to keep their kids' screen time safe and balanced on every device—all from a single dashboard**

Useful websites:

<https://warwickshire.onlinesafetyhub.uk/>

<https://www.commonsensemedia.org/>

<https://www.thinkuknow.co.uk/parents>

<https://www.internetmatters.org/>

<https://www.childnet.com/parents-and-carers/>

END OF THE SCHOOL DAY

- We must have the completed form for your child to walk home. If walking home plans change please ensure they know!
- If any other adult is picking your child up please let me know in the morning via Dojo or inform the school office in time for them to get a message to me.
- A note on mobile phones...if your child has a mobile phone they bring to school for their safety please can you let me know – all phones have to be kept in the school office during office hours not kept in lockers.

PUPIL PREMIUM AND FREE SCHOOL MEALS

**Universal free school meals ends at the start of Year 3 so please apply for
FSM**

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

- If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.
- This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.
- Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for 6 years.
- You can find out if your family is eligible on the Warwickshire County Council website (just Google: 'Warwickshire County Council Free School Meals').

THANK YOU FOR YOUR TIME. ANY QUESTIONS

