

Welcome to Year 5

Ласкаво просимо до 5 класу

September 2023



Staff - The year 5 team

- Class teacher - Mrs Dobbs
- History/ Geography & Music - Mrs Forsyth
- The class TA is Miss Sidhu



School day - daily routines

Morning Sessions:

English, Maths, Guided Reading,
Geography/ History (Fr)

Afternoon Sessions:

Science, Art/ D&T
PE, French, RE, PSHE, Computing, ICT, Music

Other bits:

Maths games/ mental maths
Grammar/ Spelling, Maths fluency

Timetable

Year 5 Autumn Timetable 2023

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 - 9:10	Registration - EMW	Registration - EMW	Registration - EMW	Registration - EMW	Registration - EMW
9:10 - 9:30	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship
9:30 - 9:40	Maths Fluency	Grammar	Maths Fluency	Maths Fluency/ change for PE	Geography 9.35 - 10.45
9:45 - 10:30	English	English	English	PE - MRs Dobbs/ English &	
10:30 - 10:45	Guided Reading	Guided Reading	Guided Reading	Hand writing	
10:45 - 11:00	Break	Break	Break	Break	Break
11:00 - 11:20	Snack - Newsround/Story	Snack - Newsround/Story	Snack - Newsround/Story	Snack - Newsround/Story	11.00 - 11.45
11:20 - 12:00	Spelling	Spelling	Grammar	Spelling	Guided Reading 11.45 - 12.15
12:00 - 12:15	Maths	Maths	Maths	Maths	
12:15 - 13:15	Lunch	Lunch	Lunch	Lunch	Lunch
13:15 - 14:15	Art/D&T	Science	RE	Computing	Music 1.15 - 2.00
14:15 - 15:10	French	Science	PSHE	PE - MRs Dobbs/ English	Newsround/Get changed/ short task
15:10 - 15:20	Story	Story	Story	Story	PE 2.15 - 3.15
15:20	Home Time	Home Time	Home Time	Home Time	Home Time

We have made a good start and the children are settling back into school life and our routines quickly. This is an outline of the week but as always subjects may move around depending on what else is going on in school.

9:10 collective Worship in the hall
Колективне богослужіння в залі



The value for the next half-term is
'Justice'

Справедливість
Justice (French)

The big question:

Who decides what is just and unjust?

**Хто вирішує, що справедливо, а що
несправедливо?**

Qui décide de ce qui est juste et injuste ?

Зростання мислення

FIXED MINDSET

Intelligence is static

Avoid challenges

It's too hard

Expect reward without effort

Ignore feedback

Threatened by success of others



GROWTH MINDSET

Intelligence can be developed

Embrace challenges

I can train my brain.

Effort is a path to mastery

Learn from feedback

Inspired by success of others



Зростання мислення



МИСЛЕННЯ ЗРОСТАННЯ

Вірять, що вони
можуть навчитися
чому завгодно,
якщо докладуть усіх
зусиль, щоб цьому
навчитися.

VS.



ФІКСОВАНЕ МИСЛЕННЯ

Вважають, що не
можуть збільшити
свої навички та
знання в певній
галузі.

Topics - The history and geography topics for this year will be:

Autumn 1: Geography: What is life like in the Alps?

Art: Painting and mixed media: Portraits

Autumn 2: History: Life in Ancient Greece & its influence on
Western Civilisation,

DT: Sweet & savoury biscuits

Spring 1: Geography: Why do Oceans Matter?

Art: Drawing: I need space

Spring 2: History: Viking Invasion, DT: Frame Structures

Summer 1: Geography: Would you like to live in the desert?

Art: Sculpture and 3D: Interactive installation

Summer 2: History: : Local History - Berkhamsted Castle

DT: combining different fabric shapes/ Fiver Challenge

Curriculum Information

Mathematics: Herts Essential Maths scheme – Autumn

Term 1		
Week one - two	5LS1	Place Value and Rounding of Large Numbers
	5LS2	Interpret Negative Numbers
Week three	5LS3	Place Value of Numbers with up to Three Decimal Places
Week four - five	5LS4	Multiply and Divide by 10, 100 and 1,000
	5LS5	Properties of Number – Multiples, Factors and Common Factors
	5LS6	Prime and Composite Numbers
Week six	5LS7	Multiply and Divide Mentally
	5LS8	Solve Problems Involving Knowledge of Key Facts
Week seven	5LS9	Add and Subtract Using a Range of Strategies
Week eight	5L10	Add and Subtract Using Formal Written Methods
Week nine	5LS11	Formal Written Method for Multiplication
Week ten	5LS12	Formal Written Method of Short Division
Week eleven - twelve	5LS13	Equivalent Fractions
	5LS14	Compare and Order Fractions
	5LS15	Adding and Subtracting Fractions

Curriculum Information

Mathematics - Spring

Term 2		
Week one	5LS16	Problem Solving – All Four Operations
Week two	5LS17	Multiply Fractions by Whole Numbers
	5LS18	Fraction Problem Solving
Week three	5LS19	Measure – Converting Units of Measure
Week four - five	5LS20	Area
	5LS21	Volume and Capacity
Week six - seven	5LS22	Percentages
	5LS23	Problem Solving – Percentages
Week eight	5LS24	3-D Shapes from 2-D Representations
	5LS25	Reflection and Translation
Week nine - ten	5LS26	Perimeter
	5LS27	Estimate, Compare, Measure and Draw Angles
	5LS28	Identify Unknown Angles

Curriculum Information

Mathematics - Summer

Term 3

Week one - two	5LS29 5LS30	Formal Methods for Division and Multiplication in Increasingly Complex Problems Strategies for Multiplication and Division (Mental and Written)
Week three	5LS31	Solving Problems involving Scaling by Simple Fractions and Rates
Week four	5LS32	Conversion of Imperial and Metric Units of Measure
Week five	5LS33	Fractions, Decimals and Percentages Problem Solving
Week six	5LS34	Reading Timetables and Calculating with Time
Week seven	5LS35	Solve Problems involving the Four Operations
Week eight - nine	5LS36 5LS37	Distinguish between Regular and Irregular Polygons Use Properties of Rectangles
Week ten	5LS38	Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph
Week eleven	5LS39	Statistics – Interpreting and Evaluating Information Presented in Charts and Tables
Week twelve	5LS40	Roman Numerals

Remaining weeks should be review and close the gap sessions focusing upon high value learning

Curriculum Information

Mathematics

In our Maths lessons, we use a
Mastery & CPA approach

Concrete - Pictorial - Abstract

We are playing maths games and discuss fluency
slides

to enable the children to discuss what they have
learned and use

Mathematical language and terms.

Maths Mastery -Key Principles

Conceptual understanding

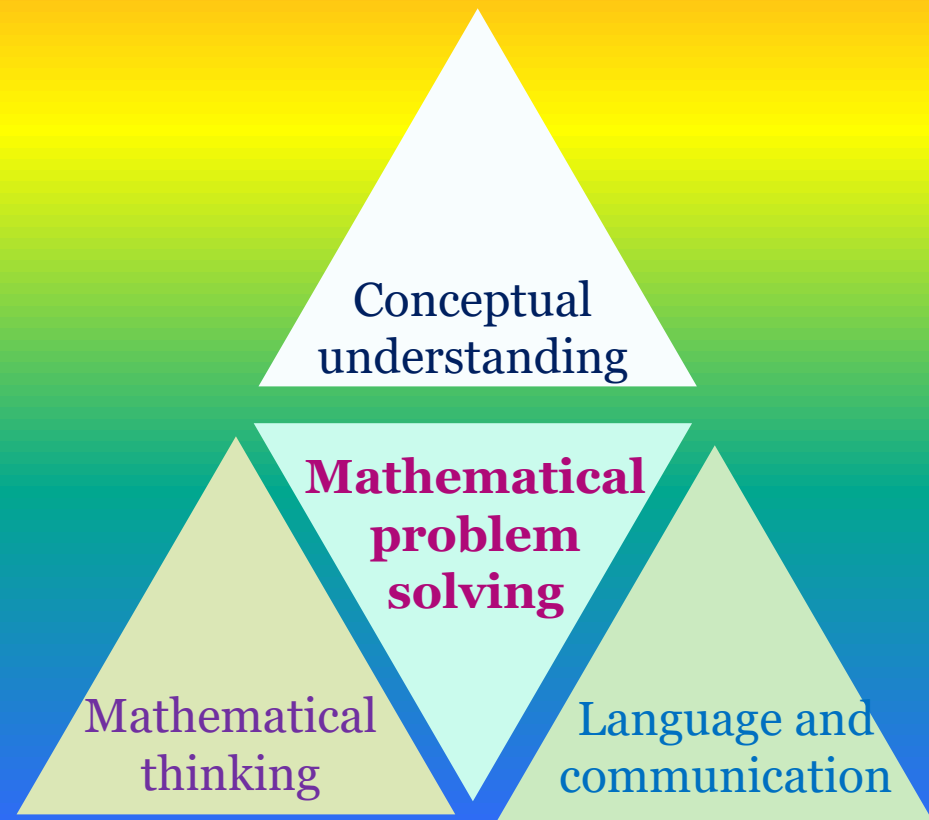
Pupils deepen their understanding by representing concepts using objects and pictures, making connections between different representations and thinking about what different representations stress and ignore.



Mathematical thinking

Pupils deepen their understanding by giving an examples, by sorting or comparing, or by looking for patterns and rules in the representations they are exploring problems with.

Language and communication

Pupils deepen their understanding by explaining, creating problems, justifying and proving using mathematical language. This acts as a scaffold for their thinking deepening their understanding further.



100s	10s	1s
		

100s	10s	1s
	3	8

 $6 \times 23 =$

23

$$\begin{array}{r} \times 6 \\ \hline 138 \\ \hline 11 \end{array}$$

To get 744 children have solved 6×124 .

To get 2480 they have solved 20×124 .

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ 11 \end{array}$$

Answer: 3224

Conceptual variation; different ways to ask children to solve 6×23


23	23	23	23	23	23
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3

How many lengths did she swim in one week?



With the counters, prove that $6 \times 23 = 138$

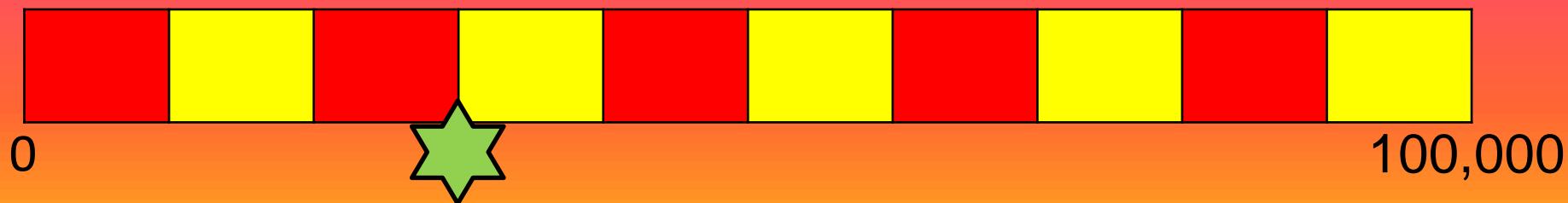
 $6 \times 23 =$

 = 6 x 23

$$\begin{array}{r} 6 \\ \times 23 \\ \hline \end{array}$$

What is the product?

100s	10s	1s
		



The midpoint is ... so ...

... is more/less than ...

... is between ... and ...

It could be ... because ...

It couldn't be ... because ...

- value
- magnitude
- midpoint
- section
- estimate

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Vocabulary

Find and explain the meaning of words in context

Infer

Make and justify inferences using evidence from the text.

Predict

Predict what might happen from the details given and implied.

Explain

- Explain how content is related and contributes 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.

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Summarise

Summarise the main ideas from more than one paragraph

Guided Reading

Reading skills

Predicting



- I wonder if
- I predict
- I think that
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

because

Inferring



- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

because

Clarifying



- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Asking questions



- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Summarising



- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Making connections



Text to self:

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:

- This links to
- This is because

Evaluating



Language

- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Reading – carrying on from year 4

Children should be reading daily at home and at school.

Children will have a book from school to bring home and read but can of course read anything else they have an interest in - fact or fiction, comics, magazines, online books or articles etc.

All the children will have a bookmark in their school book to record all reading they do so please encourage them to use these. Children add one or two words next to the title to describe what type of book it is. When they have finished their school book, they should bring the bookmark to me or Miss Sidhu before choosing a new book and getting a new bookmark. We will be checking them to see the range and the frequency of their reading.

Part of their weekly reading homework is to do a reading task. It should be completed in their Homework books.

Reading Expectations

Year 5

Working at the expected standard

The pupil can:

- read age-appropriate¹ books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context, checking that the text makes sense
- predict what might happen from details stated and implied
- summarise main ideas identifying key details
- retrieve information from non-fiction
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons between the book they are reading and other books they have read
- evaluate how authors use language, beginning to consider the impact on the reader

Writing in Year 5 – Expectations

Year 5

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4
- spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible
- write legibly.¹

Science

Forces



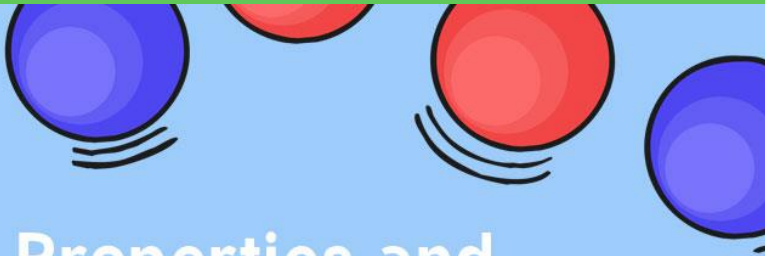
Earth and Space



Living Things
and Their Habitats



Properties and
Changes of Materials



Animals
Including Humans



P.S.H.E. - JIGSAW

(Physical, social, health education)

Jigsaw is a mindful approach to PSHE and brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

A lesson a week helps teachers to build the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

General Information

P.E.

PE/Games will be on a Thursday morning and Friday afternoon. They will be outside as much as possible so need full school P.E. kits including trainers and tracksuits/joggers.

Healthy Snacks - fresh fruit or vegetables only please.

Contact

Please use the Y5 email address for any messages:

y5@stmarys916.herts.sch.uk

admin@stmarys916.herts.sch.uk

Alternatively, send a little note in with your child and ask them to hand it to me (this may sometimes be the quickest way to get in touch).

Homework

Weekly homework will be posted, on Google Classroom, on a Thursday, to be completed and returned by the following Tuesday.

Weekly homework will be:

a reading task, a maths task and a spelling task.

Homework must be completed in the homework book neatly.

Finally

If there is anything you would like to let us know or ask us about please do so via the class email

y5@stmarys916.herts.sch.uk

admin@stmarys916.herts.sch.uk

We have made a great start in year 5;

let's carry on like this!

Thank you

Mrs Dobbs