

Welcome to Year 5

Key Information for Parents and Guardians



Forming lives ready to face the future



ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

The Y5 Team

The staff working with Year 5 are:

- Mrs Coe



Mrs Farley



Mrs McKeown



- Mrs Sawdon (back from maternity after half term.)



Behaviour & Expectations



- *Democracy
- *The rule of law
- *Individual liberty
- *Mutual respect
- *Tolerance of those with different faiths and beliefs.

We have high expectations of all of children and our vision is that they all fulfil their potential through enjoying, achieving and celebrating their learning by keeping Christ at the centre of all they do. That they each have high aspirations and are aware that they are known, valued members of their community.

We are a Rights Respecting School and the UNICEF articles embedded across school. The children worked on creating a class charter based upon the articles to ensure that we are all able to achieve our full potential in school.

We have class and whole school reward systems and use MarvellousMe as a way of celebrating achievement.

We promote British Values within our school which include, being polite and having manners as well as democratic voting to select school councillors and member of our chaplaincy team.



NPCAT Code of Conduct

STUDENT CODE OF CONDUCT

We will all do our best to behave in a way which shows...

Respect for Learning (Proverbs 16:16)

- > **Attending:** each day and arriving on time for school and lessons
- > **Prepared:** Bring everything we need to lessons
- > **Listening:** One voice in the room so that the thoughts and answers of all are respected
- > **Behaving:** Be on task throughout the lesson - making it easy for everyone to learn and for the teacher to teach

Respect for Self (1 Cor 3:16-17)

- > **Uniform:** Wearing our uniform properly and proudly
- > **Integrity:** Always doing the right thing, even when others are not looking
- > **Best:** Doing our best and taking pride in all class and independent learning
- > **Care:** Taking good care of ourselves, our property and our time

Respect for Others (Matthew 22:39; Mark 12:31)

- > **Kind:** Being courteous, co-operative, friendly and showing consideration for other people's feelings and points of view
- > **Humble:** Always thinking the best for others before ourselves, being respectful in victory and defeat
- > **Language:** Always speaking in a respectful way towards students and staff, never using racist, sexist or homophobic terms
- > **Safe:** Moving around the school safely and sensibly, taking care of other people's property

Respect for the School (Romans 12:3-13)

- > Following school rules and school routines
- > Taking good care of property and the environment, in and around the school
- > Making sure we always give the right impression of the school
- > Playing an active part in helping improve the school and the local community

We should always endeavour to:
FOLLOW INSTRUCTIONS | BE KIND | BE PROUD | TRY OUR BEST



School Equipment

Children are provided with equipment for use in school and due to the current situation with COVID-19 are not allowed to bring their own pens, pencils, pencil cases etc. in.

Water Bottles – Please send water bottles in daily. Only water should be put in bottles not juice.

Jewellery not permitted for school.





Home Reading

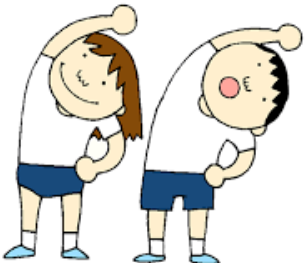
- **At St. Augustine's Catholic Primary School, we value reading as a lifelong learning skill and we know how important it is to work in partnership with parents, carers and grandparents to encourage our children to develop a genuine love of reading.**
- We ask every child to read to an adult at home **every day** with a **minimum expectation of 4 times a week**.
- KS2 children = around 15-20 minutes reading. **If your child is happy to read for longer than this, please encourage them to do so.**
- **Reading Records** - please only bring into school on your child's specific reading day.

| Day | Colour Team |
|-----------|-------------|
| Monday | Red |
| Tuesday | Yellow |
| Wednesday | Green |
| Thursday | Blue |



PE

- **PE** - blue or black shorts, white t-shirt and trainers. We will be outside for PE as much as possible so please send in a jumper and jogging bottoms for your child to wear on such days.
- Trainers or plimsols for PE please.
- PE days up to Christmas are **MONDAYS and TUESDAYS.**
- For health and safety reasons, no jewellery to be worn for school at all.



Stage 5 Writing Assessment

| | Assessment Criteria |
|----|--|
| 1 | I can write both narrative and non-narrative for a wider range of purposes and audiences, including key organisational, grammar and language features. |
| 2 | I can write using both formal and informal styles varying my language to suit the audience and purpose. |
| 3 | I can use conjunctions, adverbials and pronouns within and across my paragraphs so that my writing flows and makes sense. |
| 4 | I can vary and extend my sentences through use of relative, main and subordinate clauses and a wider range of adverbials. |
| 5 | I can describe settings and characters and create atmosphere through carefully chosen descriptive language. |
| 6 | I can use dialogue to move events forward and/or provide information about characters. |
| 7 | I can use the correct verb tense, person and subject verb agreement within my writing. |
| 8 | I can use a range of KS2 punctuation including commas, brackets and dash to separate information within my sentences. |
| 9 | I can use and apply taught spelling rules/strategies in my writing. |
| 10 | I can spell most of the Year 3/4 key words and some of the Year 5/6 words in my writing. |
| 11 | I can use and maintain a joined cursive script that is legible and consistent. |
| 12 | I can improve sections of my writing through re-drafting and editing. |
| S+ | I can use language and techniques found in literature to enhance my writing. |
| S+ | I can use a clear and consistent writer's voice, which reflects purpose and audience. |
| S+ | I can vary sentence structure and language to suit levels of formality and context. |
| S+ | I can draw on a sophisticated range of language to create desired effects. |
| S+ | I can use a <u>full</u> range of KS2 punctuation mostly correctly. |

English Expectations - Writing



Stage 5 Reading Assessment

| | Assessment Criteria | emerging | developing | secure |
|----|---|----------|------------|--------|
| 1 | I can read a range of age appropriate texts, fluently and with ease. | | | |
| 2 | I can read aloud using expression and punctuation to maintain interest and aid understanding. | | | |
| 3 | I can work out the meaning of words using a range of strategies e.g. word class, root word meaning, suffixes/prefixes/synonyms. | | | |
| 4 | I can summarise the main ideas/information from more than one paragraph. | | | |
| 5 | I can ask questions to clarify meaning and deepen my understanding of what I have read. | | | |
| 6 | I can use skimming, scanning and close reading to retrieve relevant information from texts, including non-fiction. | | | |
| 7 | I can make reasoned inferences linked to character's actions, feelings, thoughts and motives using text-based evidence. | | | |
| 8 | I can make reasoned predictions even when the clues in the text are less clear. | | | |
| 9 | I can identify and discuss the effectiveness of an author's use of language. | | | |
| 10 | I can identify and make comparisons between and across texts. | | | |
| S+ | I can read and appreciate increasingly challenging texts. | | | |
| S+ | I can write developed and reasoned answers to show my level of understanding, using a range of text-based evidence. | | | |
| S+ | I can identify some literacy techniques used by authors and am developing awareness of the impact they have. | | | |

English Expectations - Reading



Maths Expectations

| Assessment Criteria | |
|---|---|
| Number, Place Value and Rounding | |
| 1 | I can read, write, order and compare numbers up to 1 000 000 and determine the value of each digit. |
| 2 | I can read Roman numerals to 1,000. |
| 3 | I can round any number to the nearest 10, 100, 1000, 10,000 and 100,000. |
| 4 | I can count forwards or backwards in steps of 10, 100, 1000, 10,000, 100,000 up to 1 000 000. |
| 5 | I can count forwards and backwards with positive and negative whole numbers, in different contexts. |
| 6 | I can solve problems involving all of the above and can reason about place value and numbers. |
| Addition, Subtraction, Multiplication and Division | |
| 7 | I can use different methods to add and subtract numbers mentally with increasingly large numbers. |
| 8 | I can add and subtract whole numbers with more than 4 digits, using formal written methods. |
| 9 | I can multiply and divide numbers mentally, drawing upon known and derived facts. |
| 10 | I can multiply numbers up to 4 digits by a two-digit number using a written method. |
| 11 | I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders. |
| 12 | I can identify the properties of numbers i.e. prime, factor, multiple, square and cube. |
| 13 | I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. |
| 14 | I can solve problems involving all of the above, including those with multiple steps. |
| Fractions, Decimals and Percentages | |
| 15 | I can compare and order fractions whose denominators are all multiples of the same number. |
| 16 | I can identify and write equivalent fractions including tenths and hundredths. |
| 17 | I can add, subtract and multiply fractions. |
| 18 | I can recognise and convert between mixed numbers and improper fractions. |
| 19 | I can recognise fraction, decimal and percentage equivalents. |
| 20 | I can write percentages as a fraction and as a decimal. |
| 21 | I can read, write and order decimal numbers up to 3 decimal places. |
| 22 | I can round decimals with two decimal places to the nearest whole number and to one decimal place. |
| 23 | I can solve problems involving all of the above, including those with multiple steps. |

| | | | |
|--|---|--|--|
| Measures | | | |
| 24 | I can convert between different units of metric measures. | | |
| 25 | I can measure and calculate the perimeter of compound shapes in centimetres and metres. | | |
| 26 | I can measure and calculate the area of compound shapes in centimetres and metres. | | |
| 27 | I can solve problems involving measure using decimal notation, including scaling. | | |
| Geometry - Shape | | | |
| 28 | I can identify 3-D shapes from their nets. | | |
| 29 | I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. | | |
| 30 | I can draw given angles, and measure them in degrees. | | |
| 31 | I can identify, estimate and compare acute, obtuse and reflex angles. | | |
| 32 | I can use known facts to estimate and calculate missing angles and lengths. | | |
| Geometry - Position, Direction & Motion | | | |
| 33 | I can identify, describe and represent the position of a shape following a reflection or translation. | | |
| Statistics | | | |
| 34 | I can complete, read and interpret information in tables, including timetables. | | |
| 35 | I can solve comparison, sum and difference problems using information presented in a line graph. | | |
| Secure + Children judged to be working at 5+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests. | | | |
| 5+ | I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately. | | |
| 5+ | I can solve problems, involving all aspects of maths, where the approach is not immediately obvious. | | |
| 5+ | I can explain, justify and prove my answers when reasoning. | | |

Religious Education

We use the 'Come and See' scheme to deliver Religious Education throughout the school.

This term we will be studying the following three topics:

OURSELVES – We will look at how we are all created in the image and likeness of God

LIFE CHOICES – This topic will focus on the sacrament of marriage, commitment and service to others.

HOPE – As we approach the season of Advent, our focus will be upon waiting in the joyful hope for Jesus, the promised one.

*Our School Motto is:
'Serve the Lord in Gladness'*

*Values: Our 'Attitudes of Being'
(Based on Matthew 5)*

I will serve like Jesus by being:

Happy

Gentle

Just and fair

Forgiving

Honest

A peacemaker

*I will serve like Jesus by
being the best I can be!*



Science

This year the children will cover the following science topics:

- Properties and changes of materials
- Earth and Space
- Forces
- Living things and their habitats
- Animals including humans



Topic

The children will continue to build upon and develop new key skills in all areas of the foundation curriculum through the Year 5 topics.

Here We Are – Whole school topic – Recovery Curriculum

Ancient Egypt -What can we learn from the ancient Egyptians?

Space Exploration - Is it only men that visit the moon?

The Terrible Tudors -Is it right to create your own laws?

India – *What makes India so Incredible?*



Homework

To limit the resources being sent between home and school, homework will be posted on the Google Classroom every Friday and will need to be completed by the following Friday morning. The sheets will be printable but books to work in will be sent home for your child to work in if it makes life easier! Homework will include:

- Spellings to learn for a test in school the following Thursday
- Maths activity
- English activity
- Times Table Rockstars
- Answers will be uploaded so that parents/carers can mark the work with their child.

Children are actively encouraged to complete independent research activities about current topics in class.



Questions

If you have any questions or concerns please contact the school office by phone or email and somebody will get back to you as soon as it is possible.

☎ 01642 599001

✉ enquiries@staugustines.npcat.org.uk

Visit our class page via the school website for regular updates
<https://staugustines.npcat.org.uk/>

