

Welcome to Class 5

Meet the Teacher...

Miss Lee, Mrs Vieira, Mrs Casey, Ms Portugal, Mrs Flood



Wellbeing

- Welcoming children back to school
 - Reassurance, helping children to feel safe
- Wellbeing activity
 - To help manage stress or anxiety and to build confidence
- More frequent breaks
 - Getting children used to being back at school
- Lots of praise
 - To continue building on confidence
- Worry Box
 - To address any individual or whole class worries
- Focus on the positives
- Happy Box
- Good home-school communication
- Social story



Expectations in Class 5

- Attendance & Punctuality
- Academic challenge – shift from Y4 objectives
- Independence (prepare for Y6)
- Responsibility
- Uniform
- PE kit (wearing it on PE days - THURSDAYS)
- Pencil cases – provided by the school. Please keep own pencil cases at home.



The Year 5 Curriculum

- English (daily)
- Maths (daily)
- Religious Education (2.5 hours per week)
- Science (2.5 hours per week)
- Creative Curriculum-History, Geography, Art, Computing
- P.S.H.E.: Personal, Social, Health & Education
- P.E.
- Music
- Daily 'Catchup' sessions for all pupils



Timetable

ST VINCENT'S CATHOLIC PRIMARY SCHOOL TIMETABLE – UPPER KEY STAGE TWO 2020-21				
YEAR: 5		TERM: Autumn 1		TEACHER: Miss Lee
MONDAY Reading books out	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Reading books in
8:00-9:00 Soft Start				
9:00-9:10 Handwriting	9:00-10:15 English	9:00-10:15 English	9:00-10:00 PE	9:00-9:10 Times table challenge
9:10-9:30 WHOLE SCHOOL ZOOM ASSEMBLY			10:00-10:15 Handwriting	9:10-9:30 WHOLE SCHOOL CLASS ASSEMBLY
9:30-10:15 Mark homework / spelling test				9:30-10:15 Creative Curriculum
10:15- 10:25 Morning play on roof				
10:25-11:15 Maths	10:25-11:15 Religious Education	10:25-11:15 Creative Curriculum	10:25-10:45	10:25-11:15 Maths
			10:45-11:15 Singing	
11:15-11:25 Morning play on roof				
11:25-12:30 English	11:25-12:30 Maths	11:25-12:30 Maths	11:25-11:40 Oak online assembly	11:25-12:30 English
			11:40-12:30 Maths	
12:30-1:00 Lunch play on roof 1:00-1:30 Lunch in hall				
1:30-1:45 Wellbeing activity	1:30-1:45 Wellbeing activity	1:30-1:45 Wellbeing activity	1:30-1:45 Wellbeing activity	1:30-1:45 Wellbeing activity
1:45-2:45 Religious Education	1:45-2:45 Creative Curriculum	1:45-2:45 Religious Education	1:45-2:45 English	1:45-2:45 Science
2:45-3:15 Catch up session	2:45-3:15 Catch up session	2:45-3:15 Catch up session	2:45-3:15 Catch up session	2:45-3:15 Catch up session
3:15 End of Day				



Creative Curriculum Projects

Autumn Term: Invaders & Settlers

Science: Properties & Changes in Materials, Space

R.E.: Domestic Church, Belonging, Judaism, Advent/Christmas

Spring Term: The Americas / Film

Science: Forces, Life Cycles

R.E.: Local Church, Islam, Eucharist, Lent/Easter

Summer Term: Ancient Greece

Science: Human Life Cycles, Famous Scientists

R.E.: Pentecost, Reconciliation, Universal Church



Key Texts in Year 5

- Beowulf by Michael Morpurgo
- Viking Boy by Tony Bradman
- The Ruin (Saxon poem)
- The Lost Thing by Shaun Tan
- War-game by Michael Foreman
- The Invention of Hugo Cabret by Brian Selznick
- Varjak Paw by S.F. Said
- Hidden Figures by Margot Lee Shetterly
- Ancient Greek Myths
- Percy Jackson and the Lightning Thief by Rick Riordan
- The Odyssey
- Tony Robinson's Greeks



Handwriting



- *St Vincent's follow the Nelson Handwriting Scheme which starts in Reception and continues to Year 6. Teachers have high expectations of pupil's handwriting and presentation across all subject areas.*
- In Years 5-6 pupils are expected to be joining fluently and correctly. Teachers will continue to provide structured practice for the skills that have been developed so far.
- Children will continue to practise the joins and the break letters, looking at consistency of sizing and spacing.
- **Nelson Handwriting** empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.
- Children are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate.
- Children must use a ruler to draw a neat line if mistakes are made.
- Spelling homework – sentences must be written in their best handwriting.
- **How to support your child at home**
- ❖ **Encourage your child to join fluently and correctly, focusing greatly on the presentation of their writing.**



Handwriting

diagonal join to ascender (e.g. at)

This join is used to join letters in this box . . .

a b c d e h i k l m n p s t u

to letters in this box.

b f h k l t

diagonal join, no ascender (e.g. da)

This join is used to join letters in this box . . .

a b c d e h i k l m n p q s t u

to letters in this box.

e i j m n p r u v w y

* a c d g o q s

horizontal join, no ascender (e.g. wo)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

e i j m n p r u v w y

* a c d g o q s

horizontal join to ascender (e.g. oh)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

b f h k l t

break letters

Joins are not made from these letters.

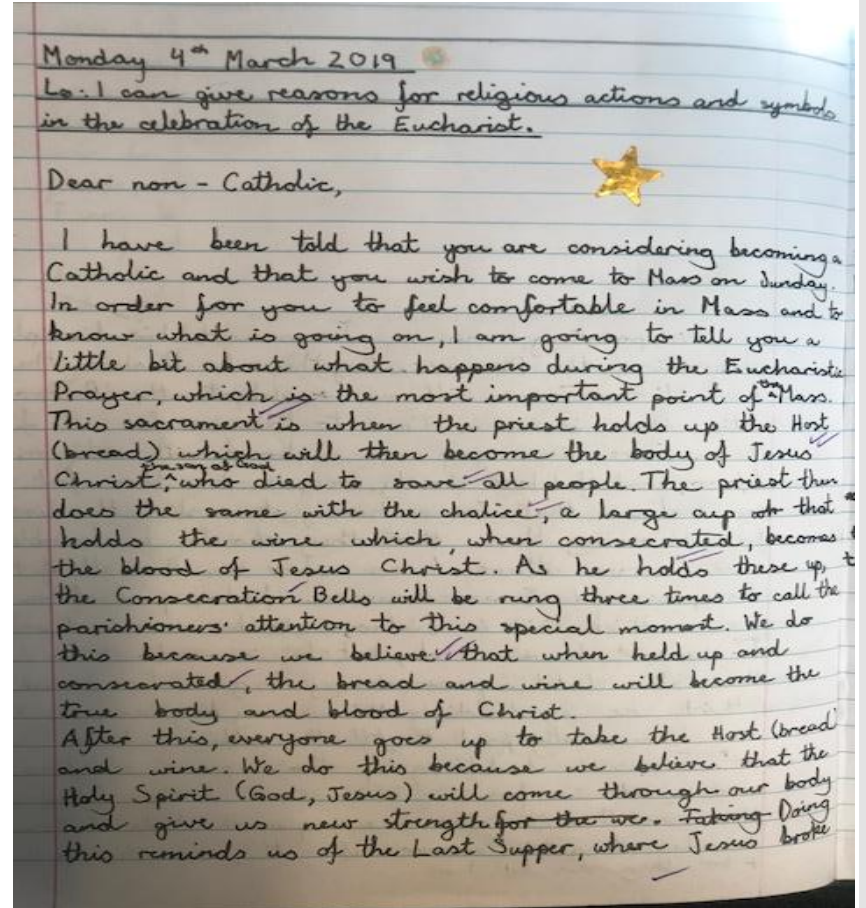
g j y

Joins are not made to or from these letters.

x z

* anticlockwise letters

A good example of writing:



Assessment - Learning Journeys



My Year 5 Learning Journey for Writing			
I am working at the expected standard for Year 5 (EXS)			Evidence (date)
Handwriting	*I can select a handwriting style appropriate to the task, ensuring my writing is joined, legible and fluent.		
	I can present my work to a high standard.		
Spelling	I can accurately spell all words from the Year 3 / 4 common exception word list, and some of the Year 5 / 6 words.		
Punctuation and Grammar	I can use verb prefixes (e.g. dis-, de-, mis-, over- and re-)		
	*I can convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)		
	I can use brackets, dashes or commas to indicate parenthesis.		
	I can nearly always punctuate my sentences accurately.		
	*I can use commas to clarify meaning or avoid ambiguity.		
	*I can indicate degrees of possibility using adverbs (e.g. perhaps, surely).		
	*I can indicate degrees of possibility modal verbs (e.g. might, should, will, must).		
	I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.		
	*I can ensure the consistent and correct use of tense throughout a piece of writing.		
	*I can use further organisational and presentational devices to structure text and to guide the reader. (headings, bullet points, underlining)		
Content	*I can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).		
	I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)		
	*I can identify the audience for, and purpose of, the writing.		
	*I can select the appropriate form and use other similar writing models for my own.		
	*I can describe settings.		
	*I can describe characters.		
	*I can describe atmosphere.		
	*I can proof read for spelling and punctuation errors.		

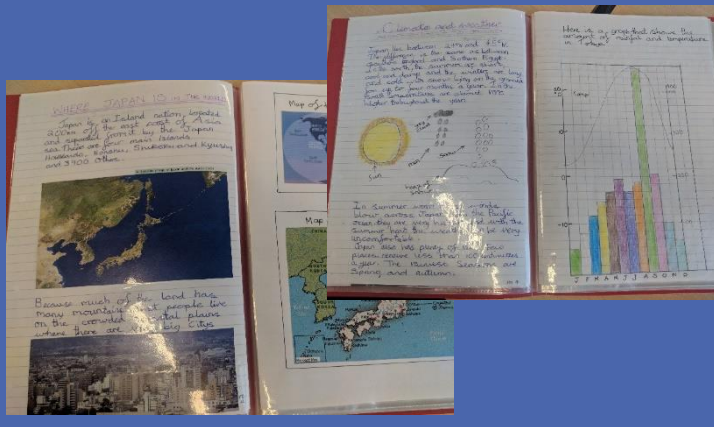
SPaG Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



My UKS2 Learning Journey for Religious Education				
I am working at the expected standard for UKS2 (9-11 yo)			Evidence (date)	
			Year 5	Year 6
Knowledge and Understanding	Developing Knowledge and Understanding	I can show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.		
		I can show knowledge and understanding of: a range of religious beliefs.		
		I can show knowledge and understanding of: the life and work of key figures in the history of the People of God.		
		I can show knowledge and understanding of: what it means to belong to a church community.		
		I can show knowledge and understanding of: religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.		
		I can show knowledge and understanding of: those actions of believers which arise as a consequence of their beliefs.		
	Making Links and Connections	I can show understanding of, by making links between: beliefs and sources.		
		I can show understanding of, by making links between: beliefs and worship.		
		I can show understanding of, by making links between: beliefs and life.		
	Religious and Specialist Vocabulary	I can use religious vocabulary widely, accurately and appropriately.		
Analysis and Evaluation	Use of Sources as Evidence	I can use sources to support a point of view.		
	Construct Arguments	I can express a point of view and give reasons for it.		
	Make Judgements	I can arrive at judgements.		
	Recognise Diversity	I can recognise difference, comparing and contrasting different points of view.		



Homework Changes



- Online
 - Maths/English Home Learning (**Half termly**)
 - Other subjects (e.g. Science, Religious Education, History, Geography, PE) – **Wednesday Blog**
 - Spelling test/mark CGP books-Monday
 - Daily Reading – Reading Blog
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- 10 spelling words to learn (with optional challenge words). 5 of these will be used in sentences.
 - CGP Reading comprehension activity
 - CGP Spelling, Punctuation and Grammar exercise (new)
 - Mental Maths practice from Year 5 Maths curriculum
 - CGP Maths Exercise (new)
 - NB Only 1 or 2 pages of CGP homework should be given from each CGP book every week- any pages remaining at the end of the year can be used as summer holiday homework in preparation for Year 6)
 - Athletics exercise linked to weekly maths work
 - Creative Curriculum Homework- Blog
 - Wednesday Word Reflection - Online

Homework is given out every Wednesday and needs to be returned the following Monday.



Year 5 Online Safety



- Objectives
 - Can talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem.
 - Can demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.
 - Can communicate and collaborate online (such as in school MLE / Wiki / forum), demonstrating respectful and safe behaviours.
 - Understands some simple steps to 'validate' information found on the Web, and appreciates how search results are selected and ranked.
- **More information can always be found on the school website, which is updated regularly.** <https://www.stvincentsprimary.org.uk/school-info/online-safety/>
- Websites with information on the games your children are playing
- Child friendly search engines
- Guides on how to set up parental controls for devices at home
- Games for children to play to help them learn more about staying safe online



Acceptable Use Policy for KS2 Pupils

This week your child will read and be made aware of our AUP for KS2 pupils. They include agreements such as:

- ***I am a friend online*** – I won't share anything that I know another person wouldn't want shared, or which might upset them. And if I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
- ***I ask for help if I am scared or worried*** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
- ***I know it's not my fault if I see or someone sends me something bad*** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
- ***I tell my parents/carers what I do online*** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
- ***I am private online*** – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.

You can find the full Acceptable Use Policy for KS2 Pupils on the school's website.



What can you do to help?

- Ensure children have early nights (Mental Health)
- Monitor screen-time/acceptable internet use
- Punctuality and attendance - **Soft Start**
- Support with homework- check what homework children have, discuss tasks, encourage good research skills, help children to check and improve their own work.
- Reading- discuss books, encourage quiet time to read, record together in Reading Reflection Diaries, range of reading genres, check reading is age-appropriate.
- Teach organisational skills- encourage independent use of equipment checklists (PE kits/ swimming kit, homework timetable).
- Communicate with school- any issues/ concerns.
- Look at the school website with your child. Encourage your child to comment on class blogs and complete Home Learning activities.
- Correct uniform on the right days (PE Thursdays)



What we do

- Daily 'catch-up' sessions for all pupils
- Appropriate homework.
- Soft starts
- Support in the classroom
- Revisiting key concepts
- Assessment/monitoring progress - Learning Journeys and targets
 - Success criteria and specific feedback given to children so that they know what they must aim for
- Reassurance and praise to motivate and engage pupils
- Focus on wellbeing
- Maintaining contact between home and school



Time for
questions...



Thank you for listening. 😊

