

Welcome to Year 5

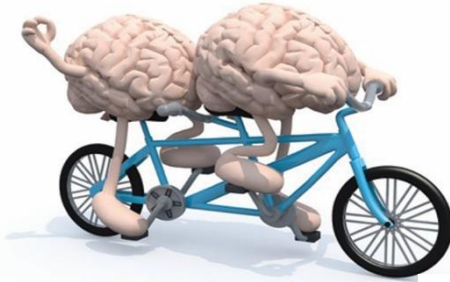
Teachers: Mrs Avdiu & Mrs Robinson



Teaching Assistant: Ms Robertson



Job-Sharing



Class 5 taught by:

Mrs Avdiu: Monday, Tuesday, Friday morning

Mrs Robinson: Wednesday, Thursday

Miss Siswick/ Mr Rees: Friday afternoon (German/ Music)

Strategies to ensure continuity for the children:

- Regular communication between both class teachers : Daily catch-up meetings, handover meetings and a weekly planning meetings on Friday afternoons to plan learning objectives and activities as well as to assess learning.
- Consistent rules, expectations, routines.
- Teaching Assistant will be in class every day.
- Both teachers will attend Parents' Evenings/ meetings.

**2 for 1
special
for a limited
time**

Expectations in Class 5

- * Academic challenge – shift from Y4 objectives
- * Pace
- * Independence
- * Responsibility
- * Uniform
- * PE kit
- * Pencil cases – provided by the school. Please keep own pencil cases at home.
- * Maturity
- * **Attendance & Punctuality**
- * Preparation for Year 6

- * We are both available on Friday mornings so please book an appointment if you would like to talk to us about any matters affecting your child.

Primary National Curriculum

- * English (daily)
- * Maths (daily)
- * Science
(2.5 hours per week)
- * Religious Education
(2.5 hours per week)
- History
- Geography
- Art
- Design Technology
- Computing
- Citizenship
- P.E. (Tuesday/ Thursday)
- Music (Mr Rees - Fridays)
- German (Miss Siswick - Fridays)

Creative Curriculum Projects

Autumn Term: Invaders & Settlers

Science: Properties & Changes in Materials, Space

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

Spring Term: Film

Science: Forces, Life Cycles

R.E.: Local Church, Sikhism, 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)
- * War-game by Michael Foreman
- * Hugo Cabret by Brian Selznick
- * Varjak Paw by S.F. Said
- * Ancient Greek Myths
- * The Odyssey
- * Percy Jackson and the Lightning Thief by Rick Riordan
- * Tony Robinson's Greeks



Handwriting Guidelines and Expectations

Year 5

- * ***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.**



diagonal join to ascender (e.g. at)

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

abcdefghijklmnopstu

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 ...

abcdefghijklmnopqstu

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.

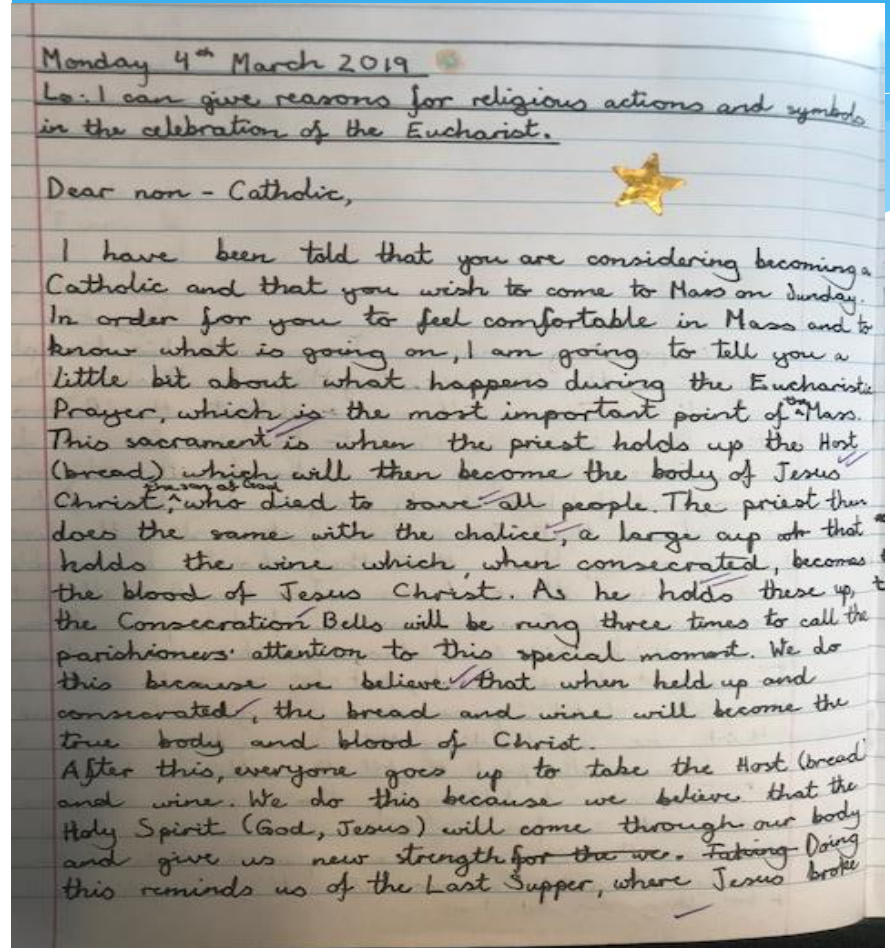
g j y

Joins are not made to or from these letters.

x z

* anticlockwise letters

A good example of writing (from last year)



Assessment

- * Working Towards (the year 5 objectives)
- * Expected (in the Year 5 objectives)
- * Greater Depth (the Year 5 objectives)
- * The objectives are different to Year 4!
- * Please see 'Curriculum & ethos' section of the website for more information about assessment. See termly Newsletters for information about the learning taking place each term.
- * Pupil wellbeing



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. Is this a typo?	
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

SPaG Homework

(Spelling, Punctuation and Grammar)

- * Children will pick 5 of their spelling words for the week and write a sentence to include them, showing that they understand the meaning. If they want a challenge, they can try to include more than one spelling word in their sentence! Each sentence must have the correct spelling for all words, be correctly punctuated and be written in their neatest handwriting.

Creative Curriculum

We now have four different activities, and we ask that your child does two each half term. Each task may take longer than one week as they may like to include lots of different components to their homework (such as writing, photos, drawings, artwork or a model). All work should be presented to a high standard. If your child requires any extra paper or card to complete a piece of homework, please ask an adult in our class and we will provide it. Tick off and date each task as of when completed.

1 Science Task


2 Topic-related tasks

1 Religious Education task




WHERE JAPAN IS IN THE WORLD


Japan is an Island nation, located 200km off the east coast of Asia and separated from it by the Japan sea. There are four main islands: Hokkaido, Honshu, Shikoku and Kyushu and 3900 others.




Because much of the land has many mountains, most people live on the crowded coastal plains where there are some big cities.



Map of the world:




Map of Japan:




1930 - 1939

Only rich people owned cars in the 30s, but more and more people were buying them. Most people only owned a bicycle or maybe a motorcycle. It was during this decade that it was realized how dangerous cars could be, and driving tests, speed limits and seat belts were introduced to try and reduce the number of accidents.




Most people relied on public transport. London's trains, buses and undergrounds went further out of the city and into the suburbs.




Trains abroad were definitely better than ours. Air travel was only just starting up, and ships were faster than ocean liners, but more luxurious.

Trains had covered top speeds and the speed was only 20mph. Then they adapted the first diesel engine in to reduce costs. New features included a drivers cab over which the top deck was extended for more seating.

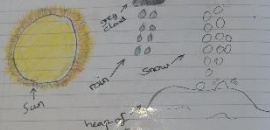


Trams were also a cheap and popular form of public transport, because they ran on rails they were easier to maintain and could be bigger and carry more people, which had their uses. However, during the Second World War, many trams were destroyed by bombs and not repaired as there were more important things to be done and the metal was needed for other things. Buses became more popular as they could drive around any damaged roads. Trams became less popular until 1950 when the last tram completed it's final journey. However, many cities are now rebuilding trams as a way of keeping traffic levels down. This is good for the environment and helps cut down traffic jams.




Climate and weather

Japan lies between 24° and 45°N. The difference is the same as between southern Iceland and Southern Egypt. In the north, the summers are short, cool and rainy and the winters are long and cold with snow lying on the ground for up to four months a year. In the south temperatures are about 15°C higher throughout the year.



In summer west winds blow across Japan from the Pacific ocean, they are very humid and with the summer heat the weather can be very uncomfortable. Japan also has plenty of rain. Few places receive less than 100mm a year. The rainiest seasons are spring and autumn.

Here is a graph that shows the amount of rainfall and temperature in Tokyo.



Month	Temperature (°C)	Rainfall (mm)
J	5	50
F	6	100
M	7	150
A	16	200
M	21	250
J	26	300
J	27	350
A	26	300
S	21	250
O	16	200
N	10	150
D	5	100

CGP books

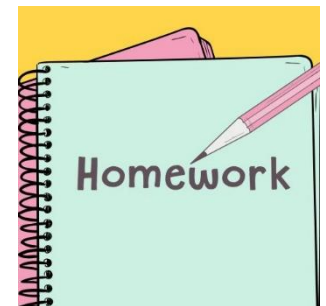


- * Comprehension book answers will be sent home and these are to be marked by a parent please.
- * CGP Maths and SPaG books will be marked in school as a whole class activity every Monday morning.

Homework changes

- **Daily Reading – Reading Diary**
- **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**
- **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)
- **Mathletics exercise linked to weekly Maths work**
- **Creative Curriculum Homework-recorded**
- **Wednesday Word Reflection**

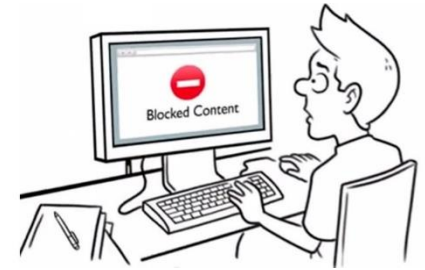
All homework will be now be completed in one folder.



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



Online Safety



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

LGfL

DigiSafe



St. Vincent's Catholic Primary School
Acceptable Use Policy (AUP)

TA

Acceptable Use Policy for KS2 Pupils

This week your child will have read and been 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.
- * Punctuality and attendance (class incentive)- **Year 5 and Year 6 will be collected at 8:50am (5 minutes earlier than other classes).**
- * Support with homework- check what homework children have, discuss tasks, encourage good research skills, help children to check and improve their own work.
- * Support us on trips and creativity mornings
- * Reading- discuss books, encourage quiet time to read, record together in Reading Reflection Diaries, range of reading genres, check reading is age-appropriate, library visits.
- * Teach organisational skills- encourage independent use of equipment checklists (PE kits/ swimming kit, homework timetable).
- * Communicate with school- any issues/ concerns.
- * Secondary schools- attend meetings.
- * 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
- * Home- school partnership (behaviour)



School Trips

* **Please do...**

- * Read any notes you are given carefully and ask the teacher or school staff for more information if necessary.
- * Know which children you are looking after during the trip and help the teacher and school staff by making sure you know where they are at all times.
- * Wear the school 'high visibility' jacket throughout the trip.
- * Follow the instructions of the teacher or school staff.
- * Speak to the teacher or school staff immediately if you are worried about the health and safety or behaviour of the children at any time. Any information about a child should only be passed onto the child's parent or carer through the class teacher or Head teacher.
- * Talk to the children about what you are seeing and doing. Try to ask open questions that encourage the children to think and extend their learning.
- * Help the children in your group with any tasks they have been given but try not to do the work for them.

* **Please don't...**

- * **Take a child anywhere by themselves. If a child needs to go to the toilet, they must go with the teacher or member of school staff.**
- * **Smoke, use your mobile phone or drink hot drinks or alcohol while you are with any children.**
- * **Bring younger children or dogs on the trip.**
- * **Give the children (including your own) any money, food, drinks or gifts during the day.**
- * **Take any photos during the trip.**
- * **Speak in a different language to avoid excluding others.**



**ST VINCENT'S CATHOLIC PRIMARY SCHOOL
TIMETABLE- KEY STAGE TWO 2019-20**

YEAR: 5 DATE: AUTUMN 2019 TEACHER: T. Avdiu & Y. Robinson

Monday HOMEWORK IN	Tuesday	Wednesday HOMEWORK OUT	Thursday	Friday
REGISTRATION AND PRAYERS (8.50-9.00)				
9.00-9.15 No Nonsense Spelling/Handwriting	9.00-9.15 No Nonsense Spelling/Handwriting	9.00-9.15 Times tables challenge	9.00-9.15 Times tables challenge	9.00-9.15 No Nonsense Spelling/Handwriting
9.15-9.45 Whole School Assembly			9.15-9.40 Year 3 & 5 Singing Assembly	
9.45-10.00 Handwriting	9.15-10.15 English Whole School Comprehension	9.15-10.15 Maths	9.45-10.15 Maths	9.15-10.15 English
10.00-10.15 Marking, CGP SPAG & Maths books Spelling Test				
(10.15-10.30) BREAK				
	<i>Mrs Avdiu duty</i>	<i>Mrs Robinson duty</i>		
10.30 - 11.30 Maths	10.30 - 11.30 Maths	10.30-11.00 Key Stage 2 Assembly	10.30 - 11.00 Maths cont.	10.30 - 11.00 Whole School Assembly
11.30-12.30 English	11.30-12.15 Creative Curriculum	11.00-12.00 English	11.00-12.30 English	11.00-12.00 Religious Education
	12.15-12.30 Child - led worship	12.00-12.30 Science		12.00-12.30 Maths
(12.30-1.25) LUNCH				
1.30-3.00 Religious Education	1.30-3.00 P.E. Swimming	1.30-3.00 Science	1.30-2.15 P.E.	1.40-2.30 German
			2.20-3.15 Creative Curriculum	2.25-3.15 Music
3.00-3.10 Class novel	3.00-3.10 Class novel	3.00-3.10 Class novel	3.00-3.10 Class novel	
HOMEWORK RETURNED		HOMEWORK OUT		

Any Questions?



Thank you for coming 😊

Please see school website for these slides and for more guidance and support