

Welcome to Year Five



We are made up of one teacher, one teaching assistant and two learning support assistants.

Miss Hoskins



Mrs Vieira



Miss Hector



Miss Cimmino



Expected Behaviour



Attendance and Punctuality

We also say “good morning” as we come in and apologise if we are late.

Academic Challenge

We are progressing from Year 4 objectives to develop our skills in Year 5

Independence

In order to prepare for Year 6, I encourage child-led pedagogy where possible.

Responsibility

Pupils have their own pencil cases, stationary and lockers

Uniform

We wear our uniform correctly and with pride

PE Kit

Children come in with their swimming suits in their bags on Tuesdays. They come in their PE kits to school on Wednesdays

Pencil cases

Provided by the school

Behaviour

We use the rainbow system. Term one is about setting high standards to continue promoting good behaviour throughout the year.

Year 5 Curriculum



English (daily)

Maths (daily)

Religious Education (2.5 hours a week + collective worship)

Science (once a week)

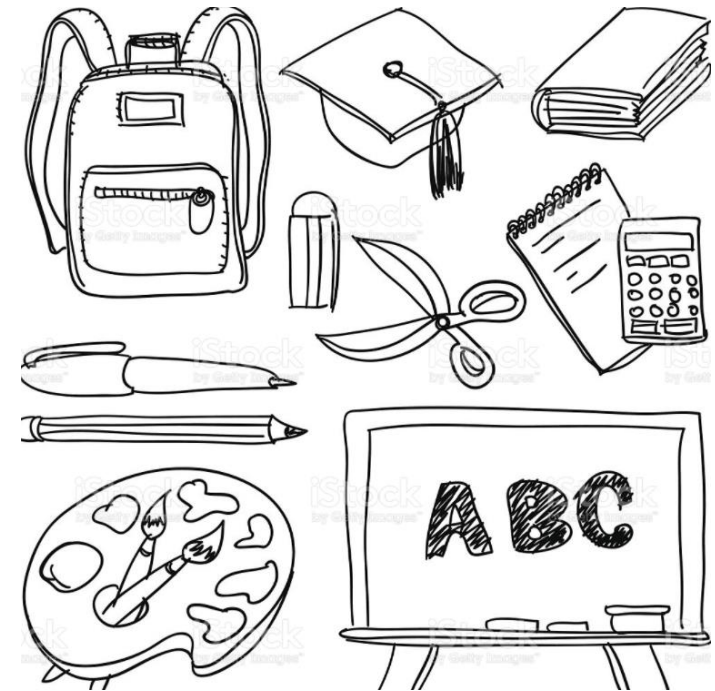
Creative Curriculum (twice a week)

PE (twice a week)

Music (once a week)

German (once a week)

Daily Catch-up Session



**ST VINCENT'S CATHOLIC PRIMARY SCHOOL
TIMETABLE – Year 5 2021-22**

Timetable

Available on the school website

YEAR: 5		TERM: Autumn		TEACHER: Miss Hoskins	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Reading books out				Reading books in	
8:00-9:00 Soft Start			Thursday: Information Meeting		
9:00-9:10 Handwriting	9:00-10:00 English	9:00-9:15 Handwriting	9:00-10:00 English	9:00-9:30 Times table challenge	
9:10-9:30 WHOLE SCHOOL ASSEMBLY		9:15-10:00 Outdoor PE		9:30-10:00 WHOLE SCHOOL CLASS ASSEMBLY	
9:30-10:25 Mark homework / spelling test	10:00-10:25 Religious Education	10:00-10:20 Y4, 5 & 6 ASSEMBLY	10:00-10:25 Religious Education	10:00-10:25 Maths	
10:25-10:45 Morning play on roof					
10:45-11:30 English	10:45-11:30 Religious Education	10:45-11:30 English	10:45-11:15 Years 5 & 6 Singing together	10:45-11:15 English	
			11:15-11:30 Handwriting	11:15-12:30 Curriculum	
11:30-12:30 Maths	11:30-12:30 Maths	11:30-12:30 Maths	11:30-12:30 Maths		
12:30-1:00 Lunch in hall					
1:00-1:30 Lunch play on roof					
1:30-1:45 Wellbeing activity	1:30-3:00 Indoor PE - Swimming	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 Science	1:45-2:45 Curriculum	1:45-2:25 Music <i>Group A 1:45-2:05 Group B 2:05-2:25</i>	2:30-3:00 German
2:45-3:15 Catch up session		2:45-3:15 Catch up session	2:45-3:15 Catch up session	3:00-3:15 Catch up session	
3:15 End of Day					

Curriculum Projects



Autumn Term

Anglo-Saxons and Vikings



Spring Term

North and South America



Summer Term

Ancient Greece



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 practice 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 practice 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.

Handwriting

How to support your child at home
Encourage your child to join fluently
and correctly, focusing greatly on the
presentation of their writing.

Monday 4th March 2019

Le: I can give reasons for religious actions and symbols in the celebration of the Eucharist.

Dear non-Catholic,

I have been told that you are considering becoming a Catholic and that you wish to come to Mass on Sunday. In order for you to feel comfortable in Mass and to know what is going on, I am going to tell you a little bit about what happens during the Eucharistic Prayer, which is the most important point of Mass. This sacrament is when the priest holds up the Host (bread) which will then become the body of Jesus Christ, who died to save all people. The priest then does the same with the chalice, a large cup that holds the wine which, when consecrated, becomes the blood of Jesus Christ. As he holds these up, the Consecration Bells will be rung three times to call the parishioners' attention to this special moment. We do this because we believe that when held up and consecrated, the bread and wine will become the true body and blood of Christ.



After this, everyone goes up to take the Host (bread) and wine. We do this because we believe that the Holy Spirit (God, Jesus) will come through our body and give us new strength for the week. ~~Faking~~ Doing this reminds us of the Last Supper, where Jesus broke

Assessment – Learning Journeys



Learning Journeys – they will be stuck in the front of their English, Writing, Maths and RE books so that we can assess as we go and so that they can see their expected outcomes.

These are also available on the school website.

 My Year 5 Learning Journey for Reading 			
	I am working at the expected standard for Year 5 (EXS)	Evidence (date)	
Word reading	*I can read a book accurately and fluently, focusing on understanding rather than decoding words (at least ORT 15).		
	*I can apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.		
	I can work out the meaning of difficult new words and phrases.		
Understanding and Comprehension	*I can increase my familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.		
	*I can check that the book makes sense to the reader, discussing my understanding and exploring the meaning of words in context.		
	*I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		
	*I can participate in discussions about books that are read to me and those I read independently.		
	*I can understand some of the technical and other terms needed for discussing what is heard and read (see terminology below)		
	*I can recognise themes in what is read, such as loss or heroism.		
	*I can provide reasoned justification for my views about a book.		
	I can draw inferences and explain my thinking, supporting my inference and opinions using evidence or quotes.		
	*I can compare characters, settings, themes and other aspects of what I have read.		
	*I can retrieve, record and present information from non-fiction, using the contents pages and indexes to locate information.		
Terminology: metaphor, simile, analogy, imagery, style and effect			

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

Remote Learning

If a child has to self isolate (Reception – Year 6):

- Work can be accessed via their class Google Classroom page.
- Every week, ‘Self Isolation Work’ will be shared so that if someone needs to isolate then they can immediately access the work. Work can be done in their Homework Books and marked when they return to school
- Times of registration will also be shared and children have the option of video calling (using Google Meet) their class at school to keep in touch with their friends and teachers
- If a whole class has to isolate (Nursery – Year 6):
 - In the event of a whole class isolating, you will be contacted by the school to inform you of this
 - There will be a set timetable that children can follow with a mixture of live sessions with their class and pre-recorded lessons from their teacher
 - All of the classwork and timetables will be shared via Google Classroom
- For more information, please see the Remote Learning page on the school website

Please keep doing home tests when possible to ensure the safety of everyone.

Homework



Homework will be set on Google Classroom every Monday. There will be a range of tasks (details below) for your child to complete. We have brought back the Yellow Homework book for children to use to complete any homework in if they wish.

All the necessary log in details for Google Classroom and Mathematics will be stuck into your child's yellow Homework Book.

All Homework books and Reading books will be sent home every Monday and must be returned to school every Friday.

Guidance for parents on the school website when monitoring pupils homework (how to complete homework and suggested times).

Well-being

Wellbeing activity

To help manage stress or anxiety

Positive feedback

To build on confidence and model good behaviour/learning

Worry Box

To address any specific worries

Happy Box

Child-led worships

Home-school communication

Trusted teacher-student relationship



What can you do to help?



Early nights

Monitor screen-time/acceptable internet use

Punctuality, uniform and attendance – Soft Start

Support with homework – encouraging good research skills and help children improve their own work

Discussions – asking children about their day can reinforce their learning and improve communication skills

Reading – encourage a love of reading through discussions, quiet time and reflection (through a range of genres)

Teach organisational skills – encourage independence through check lists e.g. PE kits/swimming kit, homework, books, correct uniform)

Communicate with school – any issues/concerns

School website – look together and encourage children to comment on class blogs

What we do



Daily 'catch-up' session

Encourage personal responsibility – asking children why they have moved up/down the rainbow

Soft starts – Afa

Support in the classroom – extra scaffolding or challenges

Assessment/monitoring

Shared learning – word banks/feedback/success criteria

Reassurance and praise

Focus on wellbeing

Maintaining contact between home and school

Thank you for listening!

Any questions?

