



Year 5 Curriculum Evening

A guide to Year 5
and how you can help your child

Meet the Year 5 Team



Year Leader - Mrs Barney

5S

Mrs Barney

TA

Miss Clare

5P

Miss Durston

TA

Mrs Knight

5J

Miss Kelly

TA

Mrs Asten

Mrs Quigley (Maths)

Rotation: Mrs Pullen (R.E), Mrs De Brunner (French), Miss Clare (Music)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	The Adventures of Odysseus	The Switch	Journey to the River Sea	The Arrival	Holes	
Class Poetry	Please Mrs Butler		Life Doesn't Frighten Me		The Highwayman	
Writing Focus	Narrative - Myths and Legends Recount - diary	Instructions, Character descriptions Poetry	Persuasion	Biography	Discussion Text	Recount - Newspapers
Maths	Place Value Addition and subtraction	Multiplication and division Fractions A	Multiplication and division Fractions B	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Negative number Converting units Volume
Science	Space	Forces	Living Things and Their Habitats	Animals Including Humans	Properties of Materials	
Computing	E-safety	Scratch	Vector Drawings	Databases	Video Editing	
PSHCE	Relationships	Being in my world	Healthy Me	Changing Me (puberty)	Celebrating Differences	Dreams and Goals
Geography	N/A	European Mapping & Modern day Greece	Rivers	N/A	N/A	National Parks of the UK
History	Ancient Greece	N/A	N/A	The Viking and Anglo-Saxons	Tudors	N/A
Art	N/A	Sculpting Pottery	Seascapes - using chalk	N/A	N/A	Tudor Portraits
DT	Baklava	N/A	N/A	Making Habitats	Textiles - Phone Cases	N/A
PE	Swimming	Swimming	Gymnastics	Dance - Cultural	Gymnastics	Dance - Topic
Games	Cricket	Hockey	Sports Leadership	Football	Athletics	OAA
RE	Christianity and Hinduism Harvest - Pongal	Christianity and Hinduism Gods, Diwali and Christmas	Epiphany, new beginnings, Rites of passage	Festivals Christianity and Easter Easter Experience Holi	Hinduism - Rites of passage (birth, marriage and death)	Hinduism - Journeys and Rivers and Symbols
French	Buildings in a town Directions	Saying the time Writing short sentences	Numbers 0-50 Sports and hobbies Expressing opinions	Conjunctions Food vocabulary Dictionary skills	Asking and saying the date Weather phrases Seasons	Asking and saying where someone lives
Music	What is music?	Singing Performances	Djembe Drumming	Djembe Drumming	Singing and composition	Glockenspiel
Visits/Visitors	Greek Day	Planetarium	Kingfisher Field Work - Grove Park	Ecology Centre Viking Day (TBC)	Hampton Court Palace	Morden Hall Park



Home-school Books

Children are responsible:

- * Recording their homework each day
- * Recording their reading (page numbers)
- * Bringing their HSB to school
- * Taking their HSB home each day
- * Recording new vocabulary
- * Asking an adult to sign each week

Communication Notes:	Vocabulary I've found:

PARENTAL SIGNATURE _____	TEACHER SIGNATURE _____	MERITS AWARDED <table border="1"><tr><td>3</td></tr></table>	3
3			

Merits awarded for Home-School Book

- Child to record homework each day and neatly
- Recording and reading homework completed at least 4 times a week
- Writing in new vocabulary
- Home-School Books will be seen by the teacher for the previous week

Inclusion



We want all children to thrive at SPJS. All children's progress is discussed regularly within the year group and the senior leadership team.
To support all learners we provide:

High quality teaching, adapted for individual pupils in the classroom.

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Recommended learning aids; such as coloured overlays, visual timetables

Adapting our teaching, for example, giving longer processing times, reading instructions aloud, methods of recording (eg mind-maps) etc.

Interventions to boost/ support learning in small groups

**If you have any concerns/ worries about your child's additional needs:
(learning/ mental health and well being etc)**

1st – discuss with the class teacher

2nd – organise a meeting with Mrs Quigley if required

Expectations in Year 5

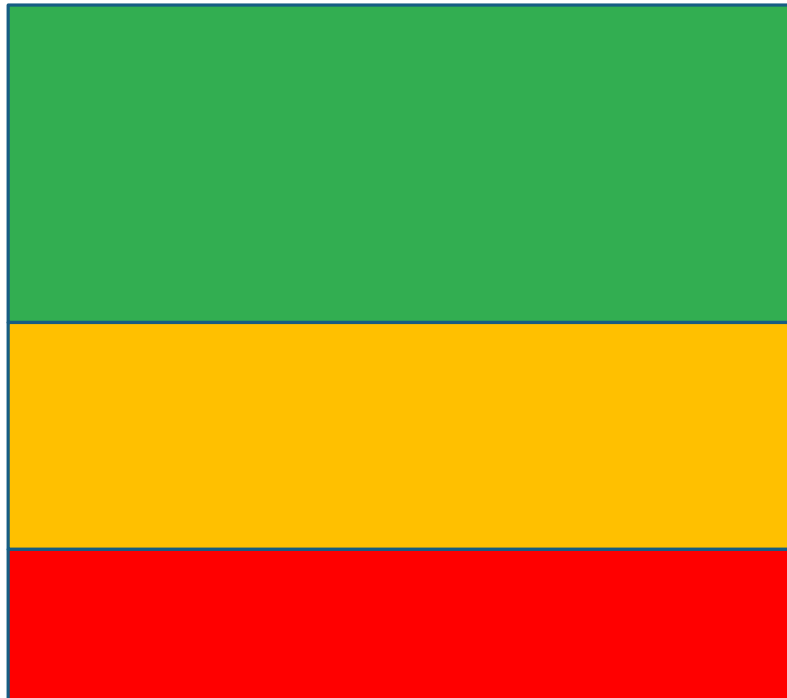


- * Independence - taking responsibility
- * Initiative
- * Resilience
- * Respect - role models

In Year 5 children should be able:

- * tie shoe laces
- * organisation - remembering their own equipment, uniform etc
- * write their full name and surname
- * know their home address and a contact number
- * tell the time
- * know all times table facts up to 12×12 in under 4 seconds

Behaviour Policy



STANLEY PARK JUNIOR SCHOOL CODES OF BEHAVIOUR IN CLASS

At the beginning of every day, all children will be on green on the behaviour chart for good behaviour.
Good behaviour will be rewarded in a variety of ways, including Merit Points, Sunshine Points, stickers, class awards, Star of the Week certificate and End of Term Awards

WHAT HAPPENS IF I MISBEHAVE IN CLASS?

Poor Learning Behaviour
e.g. fidgeting, calling out, distracting others, swinging on chairs.
You will be reminded of school Codes of Behaviour/Class Rules

Repeated Poor Learning Behaviour
Your name will be moved down to orange on the chart and you will be reminded again of expectations

Continued Poor Learning Behaviour
Your name will be moved to red on the chart.
You may be asked to work out of class.
You will spend some of your lunchtime (up to 10 mins) with your teacher to reflect on your choices.
If such behaviour continues, you will spend time out of your class in a Year Leader's class
A green Incident Form will be completed.

Two incidents of 'Red' Behaviour in a week
You will be given a Formal Detention (20 mins).
Your parents will be informed.

Ongoing Unacceptable Behaviour
If you require 2 Formal Detentions, for "Red" behaviour in consecutive weeks, a Support Plan will be put in place. Your parents will be contacted about this.

High Challenge

e.g. rudeness, deliberately creating a disturbance, making classroom unsafe for others, refusing to do as asked by an adult, threatening behaviour, leaving the classroom without permission
You will be given time out in a year leader's class.
You will be given a Formal Detention.
Your parents will be informed.

Repeated High Challenge/Extreme Behaviour
Internal or external exclusion.
Your parents will be involved.
Governors will be informed.
Possible referral to outside agencies.

WHAT HAPPENS IF I AM NOT MAKING ANY EFFORT WITH MY LEARNING?

Lack of Effort/Non-Completion of Homework
You will spend some lunchtime with a teacher to finish/complete your work

Ongoing Lack of Effort/Non-Completion of Homework
Your teacher will speak to your parents.
If there is no improvement, your teacher will speak to the Headteacher/Deputy/SENCO

Curriculum Headlines







Year 5 SPJS Curriculum Headlines

Week beginning: 26th June 2023



Please find below an outline of what your child will be learning this week. To help you support your child, we have provided relevant website links as well as a brief summary of the learning outcomes.

Subject	What pupils will be learning:
Reading and Writing 	<ul style="list-style-type: none"> We will be compiling all our evidence from the crime scene, alongside the witness statements. We will be looking at more newspaper articles and how they are laid out. Click here The children will be recapping how to punctuate using inverted commas for direct speech.
Words of the Week	<ul style="list-style-type: none"> This week we will be revising our spelling patterns from this year. <p>Single chilli: enemy Double chilli: ornament Topic: variable</p>
Maths 	<p>We are starting our units of measure topic. When cooking, encourage your child to weigh out the ingredients and look at the scales. Can they convert kg and g? Click here</p>
Foundation subjects 	<p>Computing: We will be looking at how camera angles are used to alter people's perceptions of characters. Click here to see examples of camera angles.</p> <ul style="list-style-type: none"> Maybe watch a film together over the weekend and see how many you can spot. <p>D&T: We will be practising different sewing stitches: running, back, blanket and wrap stitch.</p> <p>Science: Dissolving.</p>
SPORTS WEEK!	<p>We have so many fun and active workshops and activities for the children to get involved with next week. Every morning, the teachers will be out in the playground running a range of fun, independent competitions.</p> <p>Monday Sports week assembly. Fitness activities run by Sutton SSP.</p> <p>Tuesday Trampolineing. Healthy heroes workshop.</p> <p>Wednesday Sports day practice.</p> <p>Friday Sports day!</p> <p>T-shirt colours for sports day: 5S - RED 5P - BLUE - normal school PE top 5J - GREEN</p>
Reminders 	<ul style="list-style-type: none"> Thank you to all who were able to help on a stall or attend our Summer Fair on Saturday. Please ensure that your child brings a water bottle to school each day - especially now the weather is warming up. We would encourage you to ensure that your child has put on some sun-cream before coming to school too. We look forward to Maths Week (03.07.23). Please check your emails for further information and fill out the Google Form if you are able to support with the MAKING MATHS REAL FAIR on Tuesday 4th July.

Homework



Monday – spelling activity DUE Wednesday

Tuesday – Written maths DUE THURSDAY

Wednesday – My Maths (online) DUE FRIDAY

Thursday – Written task (topic based) DUE
FOLLOWING MONDAY

Doodlemaths

Reading

Homework

How can you help your child at home?



Link making

- * Read with your child (adult to sign):
 - * Read for enjoyment
 - * Read school book or another book of choice
 - * Read together, take turns, share etc. (modelling)
 - * Read a wide range of books
 - * Discuss vocabulary and record in HSB
 - * Discuss and question your child on events, character feelings, opinions and predictions

- * Any difficulties with homework:
 - * Encourage children to have a go/attempt the task
 - * Prompt, if possible, to get started
 - * Write a note for class teacher if too challenging or taking too long or the internet is not working.
 - * Not completed (refused, forgot, misplaced etc. - another day to complete at home if it's the first time). On the second occasion, the child will be asked to stay in at lunchtime. We will expect to see the homework the next day.
 - * On the third time, it will be a formal detention.



Online Platforms



MyMaths
Spelling Shed
TT Rockstars

Google Classroom - Writing Task
Doodlemaths



All usernames and passwords can be found in the
back of the home school book

Mathematics



- * Taught by Y5 teachers and Mrs Quigley
- * Support and challenge throughout all sets. All sets study the Year 5 curriculum, but is challenged in different ways.
- * Maths sets are constantly reviewed - We take into account classwork, attitude to learning, assessment and reasoning skills.
- * Fluent in Five - arithmetic skills, written and mental methods
- * Arithmetic AND Reasoning focus
- * Regular Assessment to inform planning;

Mathematics - end of year expectation



Arithmetic:

$$3 \times \boxed{} \times 100 = 1200$$

$$\boxed{} + 3902 = 7265$$

$$\frac{3}{8} + \boxed{} = 1\frac{1}{8}$$

$$\boxed{} \times 10 = 8.2$$

Arithmetic Assessment at each half term - copy sent home

Mathematics - end of year expectation



Reasoning:

(applying, verbalising, explaining, proving)

Here are some fraction cards. All of the fractions are equal.

$$\frac{4}{A} \quad \frac{B}{C} \quad \frac{20}{50}$$

$A + B = 16$
Work out the value of C.

A **square** number and a **prime** number have a total of 22

What are the two numbers?

$$\boxed{} + \boxed{} = 22$$

square number prime number

Challenged horizontally - application of skills to a wide range of topics and question types

Maths

How can you help your child at home?

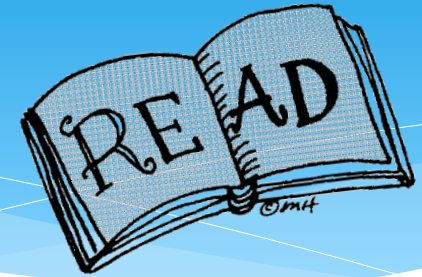


- * Regular practice of times tables - look for patterns and connections, TTrockstars, multiplication grid
- * Practical activities such as: cooking, DIY, spending experience of money (pocket money);
- * Talking about the time e.g. we're having dinner at ten to 6. How long is it until dinner time?
- * Support with arithmetic skills your child seems to be struggling with from arithmetic assessment

English



* 6 main areas of focus:



- * Reading
- * Writing - Examples of end of year expected standard and greater depth on website
- * Spelling
- * Punctuation and Grammar
- * Handwriting
- * Speaking and Listening

Whole class reading - Read with Deric



- ✓ Systematic teaching of reading skills.
- ✓ Deep exploration of vocabulary and etymology.
- ✓ Enabling children to use the key skills of reading comprehension decoding/clarifying/ retrieving.
- ✓ Engage children with a variety of texts and genres.



D: Decoding words



E: Explaining new vocabulary



R: Retrieving information



I: Interpreting information

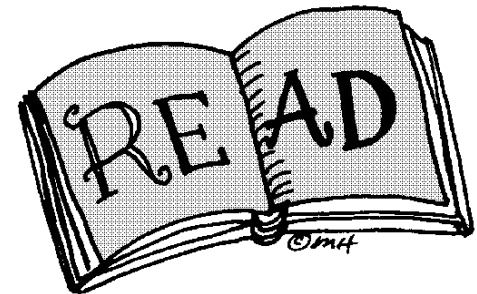


C: Choice (thinking about the choices made by the author/director/artist)



Reading Comprehension

- * Explicit comprehension lessons;
- * Teaching and reinforcement of Reading Skills;
- * Opportunity to apply to longer texts;
- * Independent application;
- * Focus on pace.



Reading Expectations



Look at the paragraph beginning: *She knew the universal rule...*

What does the word *universal* tell you about the rule?

Number the following events 1–5 to show the order in which they happened.

The first one has been done for you.

Gaby breaks the universal rule of tree climbing.

Gaby notices the cat.

1

Gaby tries to pick up the cat.

Gaby remembers the water-balloon fight.

Gaby takes her cardigan off.

Look at page 9.

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

Writing



- * Range of genres:
 - * To inform (biography)
 - * To recount (newspaper article)
 - * To persuade (advert)
 - * Narrative
- * Independent application of writing objectives across range of pieces

Writing



- * All objectives must be met at the end of the year in order to be Working At Age Related Expectations
- * A copy is in children's English books for them to refer to whilst writing



A Year 5 writer should be able to use...

		Target	Sept S.A.	Autumn			Spring			Summer			
Punctuation	1	Consistent use of full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for possession and contraction											☆
	2	Commas to clarify meaning											☆
	3	Brackets, dashes and commas to indicate parenthesis (evidence needed of only one)											☆
	4	Commas after fronted adverbials											☆
Composition	5	A rich, varied and appropriate vocabulary											☆
	6	Description of settings, characters and atmospheres											☆
	7	Integration of dialogue to convey characters and advance the action											☆
	8	Paragraphs to organise information and ideas around a theme											☆
	9	Punctuation to indicate direct speech											☆
	10	A range of devices to build cohesion within and between paragraphs											☆
	11	Sentences with relative clauses											☆
	12	Modal verbs to indicate degrees of possibility											☆
	13	Nouns and noun phrases improved by using prepositions											☆
	14	Pronouns and nouns to aid cohesion and avoid repetition											☆
	15	Adverbs and adverbials including time, place and number											☆
	16	Multi-clause sentences formed with conjunctions and relative clauses											☆
	17	The present perfect form of verbs											☆
	18	Some of the features appropriate to the text (TAP)											☆
	19	Planning, drafting and editing											☆
	20	Proof reading for spelling and punctuation errors											☆
Spelling	21	50% of the spelling rules and patterns											☆
	22	Words with silent letters											☆
	23	50% of words that are often misspelt											☆
	24	The full range of spelling rules and patterns from previous years											☆
Handwriting	25	Increasingly legible, fluent and joined handwriting with increasing speed											☆
Number of objectives:												/25	

STANLEY PARK JUNIOR SCHOOL

Sense of Pride

This term my target is number:	Autumn	Spring	Summer

Spelling



- * Explicit lesson on a Monday with specific spelling focus
- * Words of the Week can be found on curriculum headlines;
- * Testing of spelling rules will be during our English lessons

Grammar & Punctuation:



- * Explicit lesson once a week;
- * Skills will then be applied to writing tasks.

Handwriting:

- * Across all lessons/subjects;
- * Cursive;
- * Blue handwriting pen. They can be bought from the office.
- * Pencil to be used in maths and for drawing.

Speaking & Listening:

- * Presentations of projects
- * Poetry performances

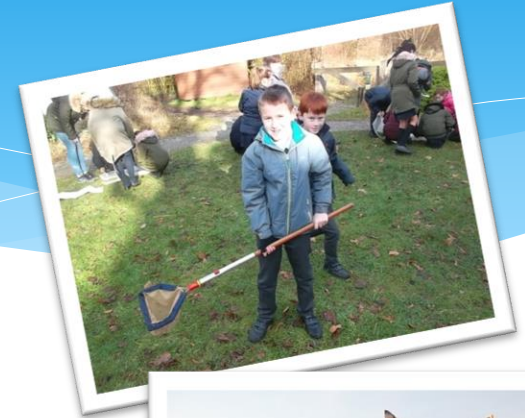




Enrichment Activities TBA

- * Wonderdome - Space
- * Ancient Greek Day
- * Swimming (autumn term)
- * River Field Trip (spring term)
- * Easter Experience (spring term)
- * Hampton Court (summer term)

- * Help on trips and in school





Thank you for listening!