

Welcome to Year 5!



The background of the slide is a light blue surface decorated with various colorful crayons and scattered letters. Crayons in shades of red, green, yellow, purple, and pink are positioned around the edges. Letters in different colors and fonts are also scattered across the background. A white rounded rectangle contains the main text.

**The Year 5 team are very pleased to welcome you today.**

### **Itinerary:**

- **Adults in Year 5**
- **Timetable**
- **Overview of the term**
- **Assessment**
- **Learning priorities**
- **Homework**
- **Ways you can support your child.**

The background of the slide is a light blue surface decorated with various colorful elements. There are several crayons in different colors (red, green, yellow, purple, orange, pink) scattered around. Interspersed among the crayons are large, stylized letters of the alphabet in various colors. The overall theme is educational and child-friendly.

**Adults working in Year 5 ...**


**Teachers Mrs Harley and Mr Gobin  
and Teaching Assistants  
Mrs Harris, Mrs Simpkin.**

**PE is being taught by coaches from Non Stop Action  
on Tuesdays and Fridays.**

**Music is being taught by Mr Mosley on Mondays.**

**Mrs Harley Monday, Tuesday and Wednesday.  
Mr Gobin Thursday and Friday.**

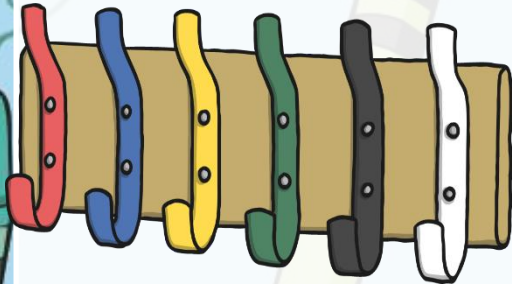




Children come in via the Year 5 external door (by the water fountain).

The toilets are the same as Year 4.  
The boys cloakrooms is in class, the girls is in the girls toilets.

## Helpful things to know



Everyone has a named peg and a named tray. Stationary can be bought from school or from home.

Children have their pencil cases on their desks along with books and resources.  
**Too much can be a distraction!**

# Timetable

## A typical day in Year 5.

Being late  
means they  
miss out on  
consolidation  
tasks

Register

After the children arrive they will be asked to complete a range of tasks including: maths questions to consolidate previous learning, responding to marking comments, Times Tables.

Maths or English

Break

Maths or English

Lunch

Collective Worship

History/Geography/Science/PSHE/RE/PE/Music/Art/DT



# Questions or queries during the week?

Email admin FAO Mrs Harley / Mr Gobin.

[admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk)

Book an appointment via the school office for a telephone call to be arranged.

# In Year 5...



- We are kind and considerate to others.
- We respect all adults and children.
- We respect our classroom and all of the equipment we use.
- We listen well at all times.
- We raise our hand to participate in lessons.
- We think about how our actions might make others feel - we try and fill our own and others buckets.
- We are always ready to learn.
- We are honest.
- We know that mistakes are made and that that is okay as long as we learn from them.
- We work together as a team.
- We have fun!



# Learning expectations



- In Upper Key Stage Two we will expect the students to be more independent, motivated and focused.
- Students should be focused on learning during class time and try to challenge themselves. We don't grow when things are easy; we grow when we face challenges.
- There are challenge tasks set for every English and Maths lesson and most foundation subjects.
- Students need to go to the toilet and get a drink at break and lunchtime so they can focus on learning in learning time.





# Organisation



- Students will need to be responsible for their belongings and keep their stationary organised and safe. New stationary can be bought outside of school or from the stationary shop in school. Too much is a distraction!
- All students need 2 blue writing pens, one must always be kept as a spare.
- It is helpful if all PE kit, other items of clothing (including uniform) and special items of stationary are clearly labelled with the child's correct name.
- Water bottles - need to be named and brought in daily. We recommend a larger bottle, to minimise repeated topping up of water.
- Students should come to school dressed in appropriate clothing for the weather, e.g. waterproof coat.
- Hair accessories - small and in school colours.
- Earrings - small, plain studs only, must be taken out for PE (or taped if the child is unable to take them out)
- Children are welcome to bring in a reading book from home but they are also able to select one from our class collection at the front of the class.



# PE



- Students need to come into school dressed ready for PE on Tuesday and Friday.
- Tuesday is an indoor PE day focusing on gymnastics and dance.
- Friday is an outdoor PE day focusing on team sports.



# Reading

It is important that your child chooses an appropriate text as well as selecting a variety of texts across the year. Consistent reading helps build stamina and informs their use of language in their writing.

The below is a typical question that might be asked that demonstrates the importance of reading widely, of being exposed to a rich vocabulary and experiencing as broad a range of language as possible.

*'He was bowled over in an instant by the impatient and contemptuous mole.'*

*What does this tell you about how Mole felt about Rabbit? Give evidence from the text.*

It is important to continue to discuss texts with your child to help build comprehension skills and clarify new vocabulary.

Overall, pupils tend to find retrieval the easiest of the strands and inference the hardest.

V

ocabulary



I

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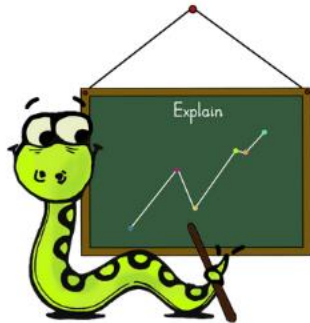
P

redict



E

xplain



R

etrieve



S

equence or  
summarise





# Inference

Make inferences from the text/explain and justify inferences with evidence from the text.

2

Look at the first paragraph, beginning: *A Siamese cat...*

*Gaby pulled the cardigan tighter around her.*

Why does Gaby do this?

Tick **one**.

She is thinking of wrapping the cat in her cardigan.

☐

She is worried about damaging the cardigan.

☐

She is feeling cold.

☐

She is worried the cardigan will be difficult to climb in.

☐

# Inference

Make inferences from the text/explain and justify inferences with evidence from the text.

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*Gaby pulled the cardigan tight*

Why does Gaby do this?

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cat in her cardigan.

She is worried about damaging  
the cardigan.

She is feeling cold.

She is worried the cardigan will  
be difficult to climb in.

☐☐☐

10

Look at page 5.

What are **three** ways the cat shows it does not enjoy Gaby trying to rescue it?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2 marks



# Independent Writing

At the end of Year 5, unlike other core subjects, writing is assessed against a set of criteria (TAF statements) drawing evidence from all pieces of writing across the year.

They are assessed as meeting one of these criteria:

Working Towards Age Related Expectations

Expected Age Related Expectations

Above Age Related Expectations

Children have to meet all the criteria in each statement to be awarded either working towards the expected standard, working at the expected standard, or working at greater depth.

## Year 5

### Working at the expected standard

The pupil can:

- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere<sup>†</sup>
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing
- use the range of punctuation taught up to and including Y5 mostly correctly<sup>^</sup> (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,<sup>\*</sup> using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.<sup>2</sup>



# Spelling and Handwriting

- Weekly teaching of spelling rules will take place. Each week a spelling list of ten words will be posted for the children to learn, these will either represent specific spelling patterns or will consolidate recall of 'common exception' words that do not necessarily follow any particular pattern. Pupils will have the opportunity to practise these words, before applying their knowledge at the end of the week in a dictation, or similar form of assessment .
- It is vital this year that we keep practising handwriting and its legibility. This is part of the assessment focus for writing at the end of year 5.
- We use a continuous cursive style of writing which aids the speed and fluency of joining letters.



# Homework



- Homework will be **set on a Thursday and due in on a Wednesday**, it needs to be completed on time and will be put on Google Classroom.
- Most of the time it should be submitted online by completing it on the computer or submitting a picture. Sometimes we will ask for it to be brought into school so we can put it on display.
- Maths homework will focus on fluency and revisiting methods we have looked at in class. TTRS is included in this.
- English homework will be set each week and will vary from one week to the next. It will usually focus on writing or using skills we have covered in class.
- Sometimes we will set homework that relates to our topic. It could be research for instance as with our recent History homework in Week 1.
- Spelling - each week the class are set 10 words to learn at home, ready for a dictation test the following Thursday. Some children may also have additional words.
- Reading logs will be checked every Tuesday and our Star Readers will be selected.



# Topics

## Autumn

### English

#### **Before half-term**

Poetry: Using descriptive and figurative language.

Narrative: Story writing based on a narrative text.

SPaG (Spelling, grammar and punctuation): Classifying different words, identifying and writing different types of sentences, using cohesive devices to link sentences and paragraphs.

#### **After half-term**

Narrative: Story writing based on a narrative text.

Non-fiction: Journal writing based on science topic - space.

SPaG: Clauses and relative clauses, using the comma to clarify meaning and for parenthesis.



# Topics

## Autumn

### Maths

**Number and Place Value:** Reading, writing, rounding and ordering (using  $<$   $>$ ) five and six digit numbers.

Adding and subtracting multiples of 10, 100 and 1000.

**Addition and subtraction:** Using mental strategies to add and subtract two and three digit numbers.

Using standard methods to add and subtract four and five digit numbers.

**Multiplication and division:** Finding factors and multiples of numbers, square, cube and prime numbers. Multiply and divide by 10, 100 and 1,000.

**Statistics:** Students will interpret line graphs, tables and read timetables.

**Measurement:** Finding the perimeter and area.

# Topics

## Autumn

**History:** How did a pile of dragon bones help to solve an ancient Chinese mystery?

**Geography:** How do volcanoes affect the lives of people on Himaey?

**Science:** Earth and space, forces.

**French:** Getting to know you/ All about ourselves - jobs, emotions, body vocab and describing physical appearance.

**Music:** Classic rock.

**Computing:** We are cryptographers

**DT:** Bridges

**Art:** Every picture tells a story

**PSHE:** Being me in my world

**RE:** What does it mean if Christians believe God is Holy and loving?  
What matters most to Humanists and to Christians?





# What can you do at home?



- Read! As much as possible!
- Handwriting - practice using cursive handwriting and using those capital letters and full stops.
- Practice using a ruler to draw straight lines, ready for drawing neat margins and underlining titles.
- Practice times tables and related division facts - little and often is the best approach.
- Try to read out loud using expression. If you are feeling shy, why not read to a younger sibling, pet or favourite toy?
- Discuss what you are reading with a member of your household.
- Look at the Year 5 Vocab list.






# In a nutshell!



- Read
- Write
- Times tables
- Motivated and focused



We have high expectations  
but we are here to support  
the children to achieve these.



We appreciate your time  
today.

Lets learn together!

