

Welcome to Year 5

Mrs Sharp, Mrs Chaudoir, Ms Bealin-Kelly

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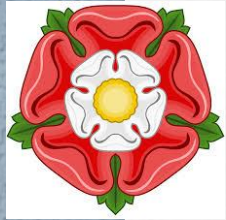


Staffing

Sapphire: Mrs Sharp (Mon/Tues), Mrs Chaudoir (Wed/Thurs/Fri)

Emerald: Ms Bealin-Kelly,

- o Learning Support: Mrs Canning and Mrs Herbert in Sapphire; Mrs McCauley Mrs Santos and Mrs O'Halloran in Emerald



2022 – 23 Curriculum



The Americas and Properties of Materials– Autumn 1

- o Tropical Rainforest and Forces- Autumn 2
- o Anglo Saxons and Earth and Space– Spring 1
- o Vikings and Changes to Materials 2 - Spring 2
- o Tudors and Living Things and their Habitats- Summer 1
- o Weather and Animals Including Humans– Summer 2



RE topics – 2022-23

- Autumn:

- Ourselves
- Judaism
- Life Choices
- Hope

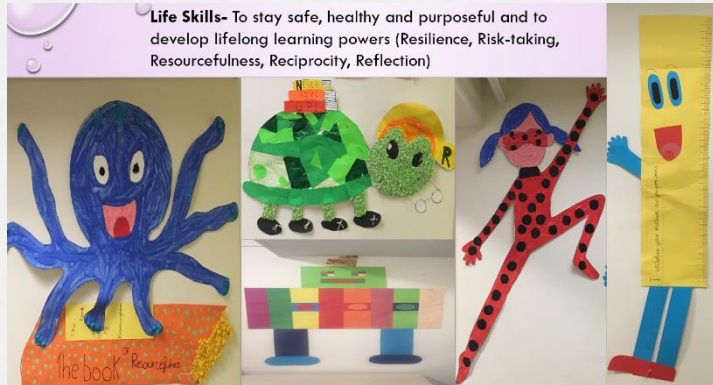
- Spring:

- Mission
- Memorial Sacrifice
- Sacrifice

- Summer:

- Transformation
- Freedom and Responsibility
- Islam
- Stewardship

Flourish



ZONES OF REGULATION

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

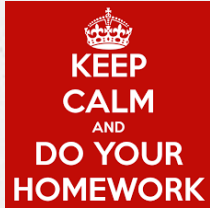
Relationships education to
prepare
children to have healthy
relationships
with other people.

Responsibilities and Expectations of Year 5 children



- o Independence – preparing for Year 6
- o Look after their own possessions
- o Wear uniform correctly and with pride (earrings)
- o PE kit – Tuesday and Friday (every day preferable)
- o Complete homework on time & to an acceptable standard
- o Develop skills to show pride in work
- o Arrive at school on time – 8.40





Homework

- o Homework diary- timetable and homework schedule
- o Communicate with school staff through this diary
- o 30 minutes per night(max). Reading not included
- o If they are struggling with a piece of work-STOP! The children are reminded to see us if they don't understand homework (not on the day it's due!)
- o If there are any problems – please let us know via diary or come to talk to us



Homework Timetable

Daily	Reading Spelling practice (Spelling Test on Thursday)
Monday	<u>Due:</u> Reading Record
Tuesday	Timetable Test
Wednesday	<u>Due:</u> Reading Record
Thursday	<u>Due:</u> Grammar, Reading, Maths, Science/Topic Spelling Test
Friday	<u>Set:</u> Spellings, Grammar, Reading, Maths, Science/Topic (on occasion) Due: Reading Record

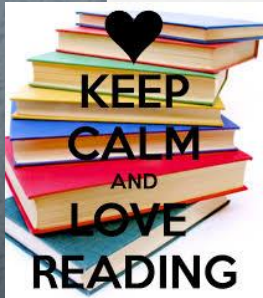
Reading

- o Encourage reading as much as possible. Read both fiction and non-fiction- minimum of 10-20 minutes every night
- o When possible, still ask your child to read with you aloud
 - o Read aloud and to themselves
- o Question whilst reading to check for understanding (question prompts available in class)

3 x Reading Diary entries each week.

Boy overboard

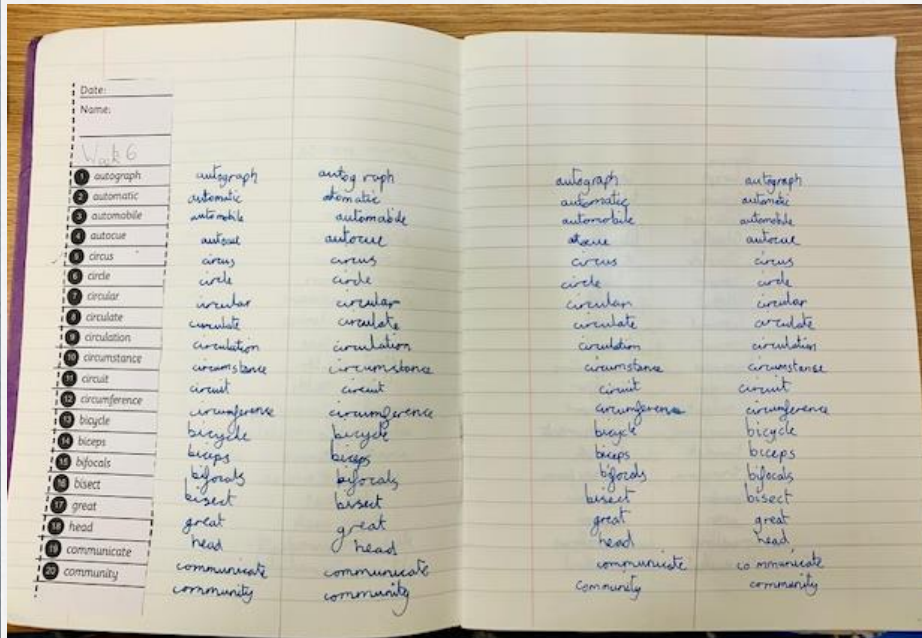
14/9/22 - Jamal cant sleep from the worry of where his parents are. Quietly, he sneaks out of Yusuf's house and practices his football skills. From the darkness, Bibi emerges. The worry about being caught is dispelled when their house explodes. The government are to blame.



Spelling – LEARN the words!

Not just ‘write four times’

Spelling Tests on Thursdays!



- Saying spellings aloud
- Look for other words that follow the pattern
- Create ‘WordArt’
- Draw in flour, glitter, dirt spaghetti!

Still practise the 3/4 and 5/6 words!

Statutory spelling lists can be found in the front and back of your child's spelling books.

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph - long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe thought through extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s)
'n' spelt as 'kn'	-ough letter strings		fruit heard heart history imagine important increase island learn length material minute natural often
knowledge knowledgeable	enough though/although thought through (currently taught in Years 5/6)		particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
-tion and -sion	Words from other countries		
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	cross-curricular words	
'or' sound spelt 'ough'	'i' sound spelt as 'u'	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
caught naughty (regional pronunciation)	busy/business		
'e', 'ey' and 'eigh' sounds	adding prefixes		
eight/eighth reign weight height (exception)	(dis)appear (dis)believe (re)build (re)position		
adverbials	unstressed vowels		
therefore	different favourite February interest library ordinary separate	's' sound spelt as 'c' before 'e', 'i' and 'y'	
-ous words		bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
famous various	double consonants		
	address appear arrive different difficult disappear grammar occasion opposite pressure suppose		

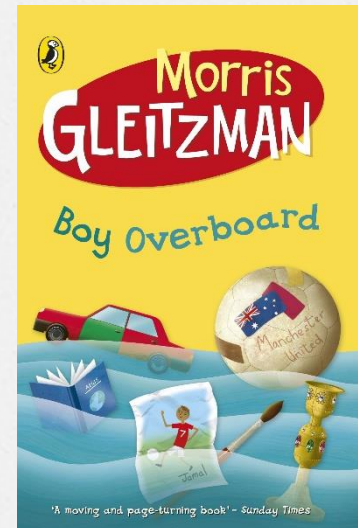
Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern)	disastrous marvellous mischievous
		Double consonants	Words originating from other countries
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
Unstressed consonants			Cross-curricular words
government			forty temperature twelfth
Suffixes and prefixes			-le words
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)			available vegetable vehicle muscle
'i' before 'e' except after 'c' when the sound is 'ee'			'c' makes 's' sound before 'i', 'e' and 'y'
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)		Word families	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
	-tion words	familiar identity signature symbol (this is revision from year 3/year 4)	
		'y' makes the 'i' as in 'bin' sound	
	-ough letter strings		
	thorough		

Class Texts

We will be reading class texts over the year. It is very useful for children to have their own copy of each book if possible. In the Autumn term we will be reading *Boy Overboard*

We will occasionally assign chapters with comprehension questions for these texts as homework.





Recommend books:

<http://www.arbookfind.co.uk/>

Books for Year 5 – our recommendations

~~Brightstorm~~: A Sky-Ship Adventure by Vashti Hardy

~~Malamander~~ by Thomas Taylor

Wolf Brother by Michelle Paver

Who Let the Gods Out by ~~Maz Evans~~

The Violet Veil Mysteries by Sophie Cleverly

Beetle Boy by MG Leonard

Boy in the Tower by Polly Ho-Yen

The Wolf Wilder by Katherine ~~Rundell~~

Heidi by Johanna Spyri

Artemis Fowl by Eoin ~~Colfer~~

The Wonder Garden by Jenny Bloom and ~~Kristiana Williams~~

The Breadwinner by Deborah Ellis

The Butterfly Lion by Michael ~~Morpurgo~~

Charlotte's Web by E.B. White

Clockwork by Philip Pullman

Danny the Champion of the World by Roald Dahl

~~The What on Earth? Wallbook~~ Timeline of Big History by Christopher Lloyd

Dial a Ghost by Eva Ibbotson

Indiana Bones by Harry ~~Heape~~

Dragon Rider by Cornelia ~~Funke~~

Emil and the Detectives by Erich ~~Kästner~~

The Incredible Adventures of Professor Branestawm by Norman Hunter

I Know What You Did Last Wednesday by Anthony Horowitz

Peter in Peril by Helen Bate

Cloud Soup by Kate ~~Wakeling~~

The Ghost of Thomas ~~Kempe~~ by Penelope Lively

Harry Potter and the Chamber of Secrets by J. K. Rowling

Harry Potter and the Goblet of Fire by J. K. Rowling

Harry Potter and the Philosopher's Stone by J. K. Rowling

Harry Potter and the Prisoner of Azkaban by J. K. Rowling

Heard it in the Playground by Allan ~~Ahlberg~~

The Ultimate Alphabet by Mike Wilks

The Hundred and One Dalmatians by Dodie Smith

The Iron Man by Ted Hughes

~~Krinklekrax~~ by Philip Ridley

Wild is the Wind by Grahame Baker-Smith

~~Scribbleboy~~ by Philip Ridley

~~Stig~~ of the Dump by Clive King

Hacker by ~~Malorie Blackman~~

When Hitler Stole Pink Rabbit by Judith Kerr

~~Moondial~~ by Helen ~~Cresswell~~

The Demon Headmaster by Gillian Cross

The Witches by Roald Dahl

Bill's New Frock by Anne Fine

The Mouse and His Child by Russell Hoban

~~The Clocktower~~ Ghost by Gene Kemp

The Sheep-pig by Dick King-Smith

King of the Cloud Forests by Michael ~~Morpurgo~~

The Phoenix and the Carpet by E. Nesbit

The Scarecrow and his Servant by Philip Pullman

A Series of Unfortunate Events by Lemony Snicket

Woof! by Allan ~~Ahlberg~~

Laughter is an Egg by John ~~Agard~~

The Factory Made Boy by Christine ~~Nostlinger~~







Aquila by Andrew ~~Norriss~~

The Miraculous Journey of Edward Tulane by Kate ~~DiCamillo~~

Taken from <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/>

Is the book in my child's range? Check at: [Arbookfind.co.uk](http://www.arbookfind.co.uk)

How to Help

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often....? • Who had...? Who is...? Who did....? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Times Tables

- o Essential grounding for Year 5 and 6 maths
- o They are learnt through repetition!!
- o Need to be confident in inverse facts
E.g. $4 \times 5 = 20$ so $20 \div 5 = 4$
- o Times Table Rockstars
- o 5 mins practise daily each week

Helping your child

- Read with and to them, question them on text and any unfamiliar vocabulary
- Test their spellings both in writing and orally
- Times tables reminders
- Support homework if necessary
- Don't feel guilty! They are learning responsibility!



Key dates for this term

22nd – 25th September: Art Exhibition

18/20th October: Parents Consultations

4th November: Sapphire class assembly

8th November: Explorer Dome

11th November: Emerald class assembly



High Ashurst

- o 2 night residential camping experience at High Ashurst, Box Hill
- o Range of activities designed to build confidence and team work
- o 22nd – 24th May 2023
- o Approx. costing: £250
- o Final costs and further details to be given at a later date



- o £5 donation towards cooking
- o Parent volunteers- hear readers and share any of your expertise



Issues or concerns

- o Please let us know!
- o Note in diary or email through office
- o Let us know if you would like a call or set up a meeting

**Thank you for coming.
Any questions?**

