

# Welcome



Year 5

Autumn 2023

# Staff at Highfields



Head teacher – Mr Rowe

Deputy Head – Mrs Vanzaria/Mrs Singala

Year 5 Teachers – Mrs Mulla and Miss Waka

Year 5 Support Staff – Mrs Navsa



# The School Day

8.20: Gate is opened (children go into the classroom and a task is displayed on the board)

8.30am: Gate is locked. All children expected to be in school at this time as registers are taken

8:45am: Formal learning begins

10.15am – 10.30am: Playtime

12pm – 1pm: Afternoon learning begins

3pm: Home time – KS1 Pick up first then meet KS2.

# Attendance

- Attendance should be 95% or more and is monitored closely by the Attendance Lead (Mrs Bolina and the Education Welfare Officer).
- It is the parents/carers responsibility to notify the school, as soon as possible, if you know your child will not be in attendance or will be late.
- To support an absence we may ask to see medical evidence for appointments or medication.
- Should periods of absence continue without being authorised, you will either be issued with a Penalty Notice of £120 per parent per child (discounted to £60 if paid within 21 days), or your case will be referred by the Local Authority directly to the Magistrates' Court.



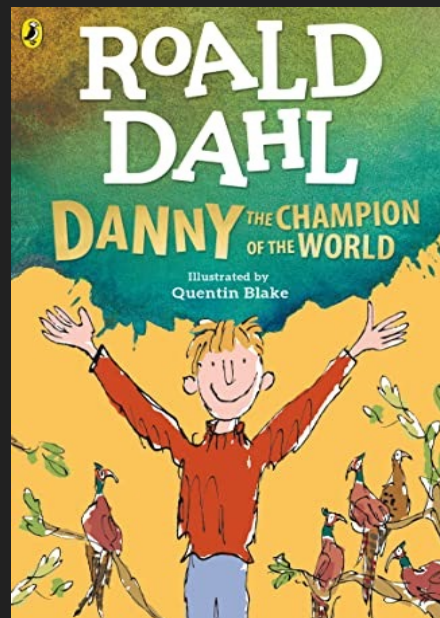
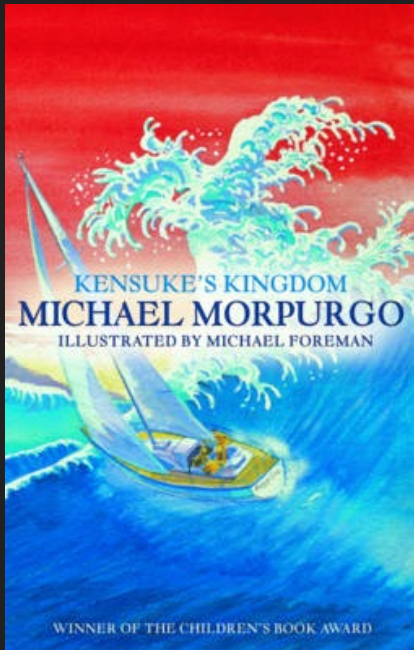
# What we will be learning in Year 5

English — We have been working on Non — Fiction writing. Our first unit is about Water and how important it is to us.

Maths — Addition and subtraction using the column method and building on our place value knowledge (5 & 6 digits). We will also be looking at how to compare numbers. As a whole school focus this year we also want to improve children's reasoning.

# Over the year we aim to...

○ Complete 3 fiction and 3 non-fiction types of writing.



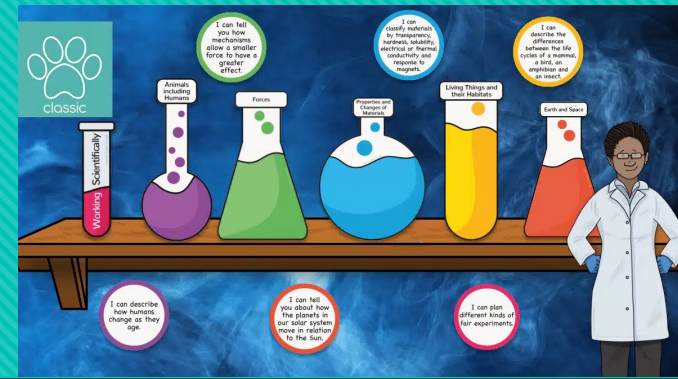


## Year 5 Writing

Transcription	Composition
<p><b>Spelling</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Write from memory, dictated sentences which include words from the ks2 curriculum.</li> <li>Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</li> <li>Spell correctly words with letters which are not sounded e.g. knight, solemn.</li> <li>Use the hyphen to join a prefix to a root e.g. re-enter.</li> <li>Spell some homophones from the YR 5-6 spelling appendix.</li> <li>Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</li> </ul>	<p><b>Handwriting</b> Evidence:</p> <ul style="list-style-type: none"> <li>Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</li> <li>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>
	<p><b>Composition: structure and purpose</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</li> <li>Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</li> <li>Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li>Use dialogue to indicate character and event.</li> <li>Describe characters, settings and plot, with growing precision.</li> <li>Find key words and ideas; begin to write a summary.</li> <li>Evaluate own and others' writing; with direction, proof read, edit and revise.</li> </ul>
	<p><b>Vocabulary, grammar and punctuation</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</li> <li>Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.</li> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</li> <li>Usually maintain correct tense.</li> <li>Begin to recognise active and passive voice.</li> <li>Identify and select determiners.</li> <li>Choose vocabulary and grammar to suit formal and informal writing, with guidance.</li> <li>Use vocabulary which is becoming more precise.</li> <li>Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</li> </ul>



# Science



- This year, children will learn about: Living things and their habitats, including lifecycles of a mammal, amphibian, insect and bird. Animals including humans, focusing on changes from birth to old age. Properties and changes of materials, including dissolving, separating and reversible changes.



# Sentence stems

Choose one of these sentence stems to help you explain your mathematical ideas.

I noticed that \_\_\_\_\_.

I predict that \_\_\_\_\_.

My first step is \_\_\_\_\_.

Another strategy would be \_\_\_\_\_.

The answer is \_\_\_\_\_ because \_\_\_\_\_.

To prove my answer is reasonable, I can \_\_\_\_\_.

I know the problem is asking me to \_\_\_\_\_ because \_\_\_\_\_.

I can prove my answer by \_\_\_\_\_.

I think \_\_\_\_\_ because \_\_\_\_\_.

The most efficient strategy would be \_\_\_\_\_.

My strategy is the same/different than yours because \_\_\_\_\_.

I want to add to what \_\_\_\_\_ said about \_\_\_\_\_.

A Maths definition that I learnt today was \_\_\_\_\_.

Next time I solve a problem like this, I will \_\_\_\_\_.

I learnt \_\_\_\_\_ when \_\_\_\_\_.

\_\_\_\_\_ idea reminds me of \_\_\_\_\_.

I agree/disagree with your answer because \_\_\_\_\_.

I think that makes sense/doesn't make sense because \_\_\_\_\_.

I developed the skill of \_\_\_\_\_.

I can show this idea by \_\_\_\_\_.

A new Maths concept I learned today was \_\_\_\_\_.

Something that is important to remember is \_\_\_\_\_.

\_\_\_\_\_ is important because \_\_\_\_\_.

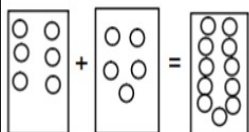
What would happen if \_\_\_\_\_?

I still have a question about \_\_\_\_\_.

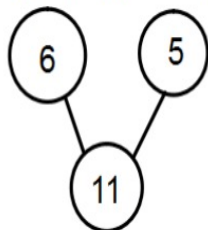
# Reasoning in Maths

**Objective: represent and use number bonds and related subtraction facts within 20**

Step 1  
Concept

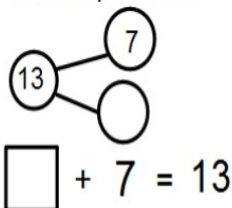


$$6 + 5 = 11$$



Misconceptions  
Spot the mistake.

Step 2  
Closed problems



Relationships  
eg,  $13 - 7 = 6$

Continue the pattern  
 $10 + 8 = 18$   
 $11 + 7 = 18$   
Can you make up a similar pattern for the number 17?  
How would this pattern look if it included subtraction?

Step 3  
Open problems

$$19 = \square + \square$$

$$\square + \square = 19$$

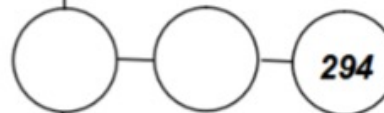
How many ways can you do this?

The sum of 4 numbers makes 14.

What numbers could they be?  
**Always, sometimes never.** When you add 2 numbers smaller than 20 you get an answer bigger than 10.

356

Each line must add up to 979.  
Show your workings.

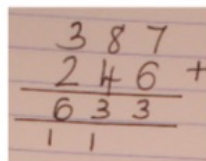


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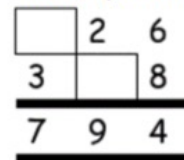
Explain how you solved it.

**Concept: columnar methods for 3 digit plus 3 digit**

Step 1  
Concept



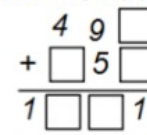
Step 2  
Closed problems



relationships:

If you know  $355 + 445 = 800$   
What else do you know?

Step 3  
Open problems  
(how many ways)



□ + 555 = 8□7  
What is the biggest/smallest number you can put in the rectangular box?

**Dealing with misconceptions**

- Spot the mistake
- Correct the mistake
- Explain the mistake
- True or false problem

Hard and easy questions

Which questions are easy / hard?

$$324 + 225 = 549$$

$$275 + 189 = 464$$

Explain using words and numbers.

Circle 3 numbers that total 496

123 87 284 345 96

Two 3 digit numbers have a total of 509.

Find 5 pairs of 3 digit numbers that have this total...

**Always sometimes never**

Is it always sometimes or never true that the sum of two 3 digit numbers makes a 3 digit number.

**Digit card activities**

Using all digit cards 0-9 once how many 3 digit plus 3-digit = 4 digit equations can you find?



# Context – UK, what a wonderful place!

Project Weeks	Black History Week ( <u>October</u> )	MH+W/Anti-Bullying Week ()
Context	UK, what a place to be!	On Our Doorstep
Big Question(s)	What is unique about different countries of the UK? What affect have humans had on the landscape?	Who and what makes Leicester well known? How has Leicester changed over time? (Evidence) (Continuity and change) Create an exhibition using photographs and historic information about people and places (Create information plaques)







# Reading

A good reader will always...

Visualise



Ask questions



Get the gist/summarise



Link sentences



Understand vocabulary



Understand grammar



Use background knowledge



Form inferences



- Children will read a range of novels in Year 5. We hope to build their vocabulary as well focus on different themes as we read through the different chapters.

## Word skills

- Read all the words correctly
- Read familiar words independently
- Used strategies to read unfamiliar or challenging words
- Needed support with reading
- Read accurately and confidently
- Self-corrected errors independently
- Fluent reading

## Comprehension

- Understood the story well
- Discussed the story and characters well
- Answered simple questions
- Answered all questions well
- Was able to retell the story in detail
- Recalled key events in the story
- Used reading strategies to understand the meaning of unfamiliar words
- Able to make good predictions about what will happen next in the story
- Struggled and needs to read again to improve understanding
- Used visuals to support understanding
- Needed lots of support to understand the main events of the story

## Attitude and interest

- Was able to talk about their favourite part of the story
- Engaged in the book
- Enjoyed reading this book
- Good expression
- Took punctuation into account when reading
- Found this book difficult
- Didn't enjoy reading this book
- Has learnt all about... and could explain in their own words



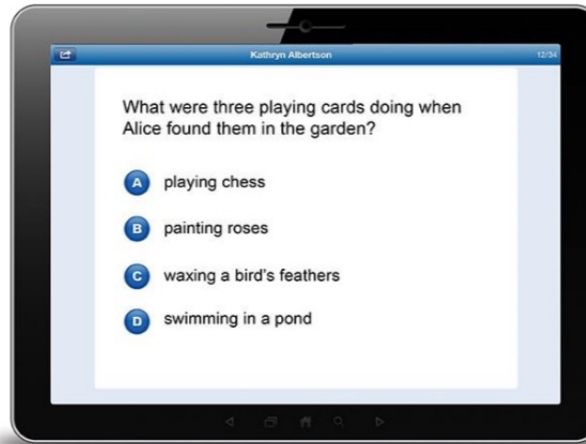
# Accelerated Reader

A database of over 27,000 book quizzes

Measures comprehension

All quizzed books have a Book Level

- An estimate of the reading difficulty of the text
- Based on average sentence length and the difficulty of words
- Ranges between Book Levels 0.2-13.5



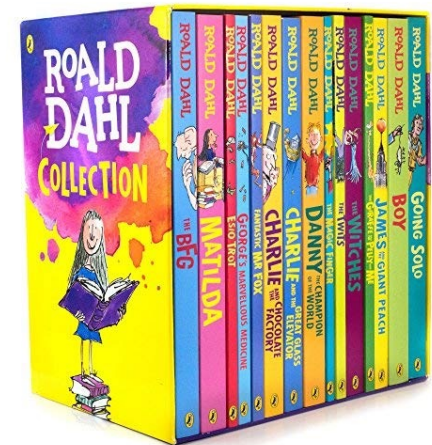
- Accelerated Reader provides instant feedback and tracks all scores
- Teachers monitor quiz results and provide encouragement & guidance
- Students aim to average 85% or above on their comprehension quizzes. This indicates good comprehension and will lead to greater progress in reading ability

How parents can help :

Listen to your child read daily.

Ask questions – See guidance in next slide

Take children to the local library





## Question prompts to use with your child when reading at home



### Visualise



- What picture can you see in your head?
- Can you draw a picture for me that shows what you are visualising after reading that part?
- Let's see if we are thinking the same thing here! You describe what you can see in your mind and I'll describe what I can see in my mind.

### Get the gist/summarise



- In your own words, tell me what happened in that paragraph/chapter/book.
- Can you summarise, in one sentence, what happened in that paragraph/chapter/book?
- So far what is the most important event that has happened in this book?

### Understand vocabulary



- What do you think that word means?
- Can you tell me a synonym (another word) for that word?
- Could you try and use that word in your own sentence?

### Use background knowledge



- Does that remind you of anything that you have seen/read/heard about before?
- Did anything pop into your mind as you were reading that?
- Can you tell me about a time when something similar happened to you?

### Ask questions



- What would you ask the author if you could?
- Do you have any wonderings?
- Have any questions popped into your head whilst we've been reading?

### Link sentences



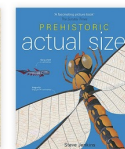
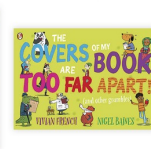
- Think back to what we just read, how does that link to what we are reading now? Does it add any detail or tell us more about a character?
- Does what we just read make you change your mind about what we read/thought/visualised before?

### Understand grammar



- Why do you think that word is in **bold**/*italics*/underlined?
- Who is the author talking about when they say he/she/they in that sentence?

Questions to ask when reading with your child at home. These link to the strategies they are taught in school.





# Homework

Homework will now be set on One Note to give children the confidence to access and use technology.

Homework is set every Friday and expected to be returned by the following Wednesday.

The children will have maths and English alternated weekly.

Marking will be done online.

# Login Details

- 24 first initial and surname
- @highfields-pri.Leicester.sch.uk
- Password : Class5fm/Class5rw



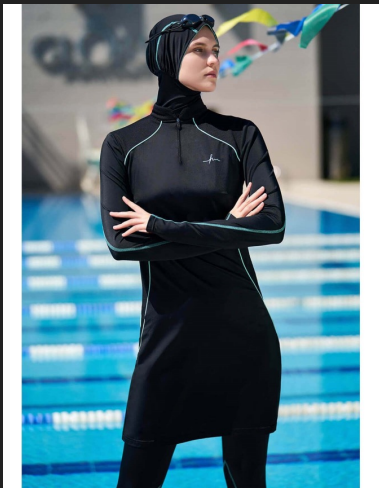
# P.E.

- Children in Year 5 have P.E. every Thursday
- They must come to school with the correct P. E. kit including trainers / plimsolls
- No jewellery is allowed, so please make sure your child is not wearing any on P.E. day



# Swimming

Swimming is part of the Y5 Curriculum.  
Children will need to bring their  
swimming kits from home.





# LABELS

As we have all Year 4 and 5 children using the same cloakroom and all wearing the same uniform it is **VERY IMPORTANT** you put your child's name in their clothes.

This includes their P.E. kit, plimsolls, coats, hats, scarves, jumpers, fleeces, trousers, dresses, skirts. . . . .in fact **ANYTHING** they wear!



# Accidents and Illness

- If your child has an accident at school it will be dealt with by a trained first aider and written in an accidents book.
- If it is serious then you will be called
- With any injury that requires treatment, a slip is completed and sent home with the child.
- If your child is unwell please ring the school in the morning.
- If your child has been sick (vomited) then they **ARE NOT** allowed back at school until 24 hours after they were last sick. This is to protect other children from catching any possible bug.



# Residential May 2024





# Teacher emails

○ t.mulla@highfields-pri.leicester.sch.uk

○ t.waka@highfields-pri.leicester.sch.uk



ANY

QUESTIONS?