

WELCOME TO YEAR 5



Introduction to the Year 5 Team

We would like to welcome you and your child to Year 5. In Year 5, our teachers are:

Miss Mason - Year 5 Year Leader and 5AM class teacher

Mr. Woest – 5W Class teacher

Miss Maloney – 5M Class teacher

Mrs. Khan and Mrs. Jasingh – 5K Class teachers



Introduction to the Year 5 Team

Some of the other adults who support us in Year 5 include:

Mrs. Reid - HLTA

Mrs. Guerin - TA

Mrs. Morris – TA

Mrs. Khan - TA



Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

Ready to learn; Respectful of themselves and others; Safe in school We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.



At Claycots, we are...

- ▶ **Ready**
- ▶ **Respectful**
- ▶ **Safe**

In Year 5, we enter the school calmly at all times and have our equipment ready in lessons. We follow the school rules at all times to ensure that we are working hard, trying our best and lead our learning.



Ready Respectful Safe

Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners • Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



Rewards

- ▶ In each Year 5 classroom there is a mountain **recognition board** that we all want the children to climb. We focus on three targets, these will change throughout the year. *Don't forget to ask if your child has climbed the mountain yet.*
- ▶ Each week one child from each class has the potential to earn a **Headteacher Award** for being Ready, Respectful and Safe. Alongside this, one child from the year group has the chance to earn a **Kindness Award** each week.
- ▶ **Postcards, phone calls and text messages** will be sent home to celebrate your child's success.
- ▶ **House points** are given to children who show that they are following the school rules, working hard, challenging themselves, showing resilience or compassion.



House Teams

BRAY LAKE



DORNEY LAKE



JUBILEE RIVER



RIVER THAMES



- Your child should know which house they are in. If they are unsure, they can ask their class teacher.

School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
 - ▶ School tie
 - ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
 - ▶ Black or grey skirt/trousers
 - ▶ White or grey socks or grey tights
 - ▶ Flat black school shoes must be worn
- NOT TRAINERS**



P.E. Kit

P.E. lessons for Year 5 are on Thursday afternoons. Children should come to school in P.E. kit on this day. They do not need to bring in additional school uniform.

- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms (especially during the colder months)
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non marking trainers



What does the curriculum look like?

These are our themes and books we will be reading in Literacy and Shared Reading.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---|------------------|---------------------------------|------------------------------------|--|
| Migration | Ancient Greece | Weather | Earth and Space | World War 2 | Harry Potter |
| Ali's Story | The Adventures of Odysseus by Hugh Lupton | The Wizard of Oz | The Many Worlds of Albie Bright | Rose Blanche | Harry Potter and the Philosopher's Stone |
| The Boy at the Back of the Class | Who Let the Gods out? | Boy in the Tower | Beetle Boy | Bright storm: A sky-ship adventure | Harry Potter and the Philosopher's Stone |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|--------------------------------------|--------|--------|-----------------------------------|--------------------------------|------------|----------------------------------|--------------------------------------|--------|---------------------------------|---------------|---------------|
| Autumn | Number – Place Value | | | Number – Addition and Subtraction | | Statistics | | Number – Multiplication and Division | | Perimeter and Area | | Consolidation |
| Spring | Number – Multiplication and Division | | | Number – Fractions | | | | | | Number – Decimals & Percentages | | Consolidation |
| Summer | Number – Decimals | | | | Geometry- Properties of Shapes | | Geometry- Position and Direction | Measurement- Converting Units | | Measures Volume | Consolidation | |

The units we will be covering in Maths in Year 5.

What does the curriculum look like?

| Year | Curriculum Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|------------------|---|---|---|---|---|---|
| 5 | Theme | Migration | Ancient Greece | Weather | Earth and Space | World War 2 | Harry Potter |
| | Science | Properties and changes of materials <i>(Identifying & Classifying)</i> | Living things and their habitats (Life cycle of mammal, amphibian, insect and bird Reproduction in plants and animals) <i>(Observing over time)</i> | Animals including humans (Time line of humans. Puberty) <i>(Research)</i> | Earth and Space (Movement of Sun, Earth, Moon and planets Day and night) <i>(Research)</i> Scientist Study – Stephen Hawking | Forces (gravity, air resistance) <i>(Fair Testing)</i> | Properties and changes of materials (make potions) <i>(Pattern Seeking)</i> |
| | Geography | World map – where do the largest groups of ethnic minorities in the U.K. originate from? Name and locate key cities in the U.K. Immigration – why do people immigrate/move from their country of birth? | | Tornados/rainbows – what causes different types of weather? The Water Cycle | What does the earth look like from space? (Geographical vocabulary- equator, northern and southern hemisphere, latitude, longitude, tropic of cancer and Capricorn, Arctic and Antarctic, Time zones) | | |
| | History | Martin Luther King – Black History Month | Ancient Greece Study of life, achievements and their influence on the Western world (Democracy Olympic games Greek theatre Famous Greeks Greek inventions Economic activity including trade links) | | | Causes of WW2 and main countries involved Time line of key events Evacuees Battle of Britain Blitz Rationing Propaganda How the war ended Primary and secondary sources – using artefacts | Using historical <u>sources</u> - Fact vs fiction - witches |

What does the curriculum look like?

| | | | | | | | |
|--|--------------|--|--|---|---|---|---|
| | DT | | <p>Designing, making and <u>evaluating</u> <u>Greek</u> vases</p> <p>Prototype out of papier mache</p> <p>Finished product in clay</p> | <p>Cooking Focus (Seasonality and know where and how a variety of ingredients are grown, reared, caught and processed) Grow vegetables and cook seasonal dishes</p> | <p>Making a rocket to launch using levers pulleys and gears</p> <p><i>(Plant vegetables ready for Summer 2)</i></p> | | <p>Apply understanding of computing to program monitor and control a product</p> <p>Workshop</p> |
| | Art & Design | <p>Graphic novels – The Arrival by Sean Tan</p> <p>Create a 'photo strip journey' Photography (Exhibition – invite parents. Fundraiser)</p> | | <p>Observational drawings of landscapes</p> <p>(local area)</p> | | <p>Blitz landscape in Oil Pastels</p> <p>Screen printing Blitz Landscape (workshop)</p> | |
| | Computing | <p>Scratch Tessellations/Art with coding Computer generated Art</p> | <p>Scratch Coding Develop interactive game</p> | | <p>Internet safety and uses</p> | <p>Free choice Cracking computer codes (Turing) Research using i-pads</p> | <p>How computer <u>are</u> linked – input from David</p> <p>Podcasts Blogging</p> |
| | RE | <p>Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p> | <p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p> | <p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p> | <p>Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p> | <p>Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p> | <p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p> |

What does a Year 5 week look like?

- PE sessions on Thursday
- 5x English lessons including SPAG/Handwriting
- 5 x Guided Reading sessions
- 2 x Shared Reading sessions
- 1x Computing
- 5 x Maths lessons
- Daily times tables
- 1 x Spanish lesson
- Creative Curriculum
(Art, DT, History, Geography)
- Music
- 1X RE/PSHE lessons
- 1 x weekly spelling test (Friday)



Reading

Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. Even in Year 5, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.











Homework

- ▶ Homework will be given out at the beginning of each half term and will be due in on the last week of each half term. Homework, as seen below, will be glued into your child's homework book. HPs will be given to children who complete their homework.

Homework Autumn Term 1, Year 5 *'Creative Curriculum'*

Children have their homework books to complete their activities. Please tick or sign to show when pupils have completed an activity, and then return all completed homework on Friday 23rd October. House points will be rewarded for each activity completed - up to 8 house points to earn!

| | | | |
|--|--|---|---|
| <p>Discovery - Use a computer, Ipad and/or books to find and record some facts about Shaun Tan. Create a fact file on Shaun Tan - his job, personal life, achievements.</p>  | <p>Investigate - Explore your home and the world around you and write/draw 3 items for each property of each material: magnetic, soluble and water-proof.</p>  | <p>Create - Create a picture of your family. Use a paragraph describing each person in your family. Challenge yourself and use expanded noun phrases such as beautiful hair or kind, friendly Grandma.</p>  | <p>Build - Create a map of the country that you were born in. Include buildings, roads, rivers, parks and anything else important.</p>  |
| <p>Visit - Your local shop or library. Take out a new book or buy something. Write your shopping list, the correct amount spent and any change or write about the new book you have chosen.</p>  | <p>Predict - Read a story or log onto Bug Club to read. Look at the front cover and make a prediction- (a good guess) about what the story is about. Then read for at least 10 minutes to see if your prediction was right.</p>  | <p>Share - Share your favourite story with someone in your family. Explain why it is your favourite story. Write a paragraph about why it is your favourite. Can you use emotive language in your answer?</p>  | <p>Revise - Log into TTRockstars. Challenge yourself to beat your previous speed.</p>  <p>Challenge - log into Mathletics and complete a lesson.</p> |

Homework

In addition to the half termly homework, children have access to weekly Maths and English homework via:

- ▶ Athletics
- ▶ Times Table Rock Stars
- ▶ Bug Club
- ▶ Spelling Shed

If you are unsure of your child's login details, please contact your class teacher.



Pupils walking home unaccompanied



In Year 5, you may wish for your child to walk home unaccompanied.

- ▶ To allow your child to walk home alone, you must provide written permission.
- ▶ If at any stage you would like to remove this permission, you must contact the school office.



Mobile Phones



- ▶ Pupils **do not** need a mobile phone in school as it is a risk to the safeguarding of pupils and staff.
- ▶ Any child with a mobile phone in school will have it confiscated if they have not handed it to their teacher at the beginning of the day.
- ▶ If a pupil is travelling to and from school independently, we understand that you may want them to have a mobile phone for their safety.
- ▶ In this instance, the school must have written permission from their parent or carer.

The school accepts no responsibility for your child's devices while on school property.



Year Group reminders

Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks. We encourage children to make healthy lifestyle choices.**



Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



A COVID symptom guide

| Signs and Symptoms | Cold | Flu (Influenza) | COVID-19 (Wuhan Coronavirus) |
|---|------------------|-----------------------|------------------------------|
| Fever | Mild if present | Often | Often |
| Fatigue, Tiredness | Occasional, mild | Common | Occasional |
| Sneezing | Common | Infrequent | Infrequent |
| Body Aches | Common | Common | Occasional |
| Headache | Very infrequent | Common | Occasional |
| Sore Throat | Common | Occasional | Occasional |
| Stuffy or Runny Nose | Common | Occasional | Infrequent |
| Diarrhoea | No | Occasional | Infrequent |
| Watery eyes | Common | Common | Infrequent |
| Cough | Mild | Dry cough | A dry cough, often severe |
| Shortness of Breath | No | Rare | With mild/moderate infection |
| Difficulty Breathing* (*Needs oxygen or ventilator) | No | In severe infections* | Common in severe infections* |

Working Together ...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to your class teacher.

1. Class Teacher
2. Year Leader – Miss Mason



