



Year 5



PARENT WORKSHOP

Miss Brown



Welcome to year 5! It is lovely to see all the children back in school. They have settled in well and are getting used to our new routines.

I am eager to share lots of interesting and exciting lessons and learning with the children.

I hope you will find these slides useful, if you have any questions please do not hesitate to send an email to the office which will then be forwarded to myself.





School day

Children can start coming in to school at 08:40 with all children in class by 08:50. At the end of the day, children can be collected between 15:20 and 15:25.

Our lunch time is between 12:20 and 13:10.

Year 5 lunch begins at 12:25 and ends at 1:10pm.



Absences

Please inform school on the first day of absence that your child is not in school. We are required by law to log the reason for any absence. If we do not know why your child is not in school, the absence will be recorded as unauthorised and shown on your child's report at the end of the year.

If your child has a medical appointment, please email the school office with confirmation of this. This is a requirement of the local authority. Children are expected to return to school if possible.

Lateness into the classroom must be avoided as children who are late miss vital teaching points.

As you are aware, holidays cannot be authorised in school time.



What to wear:

Pupils at St Thomas's are expected to wear school uniform every day except their PE days when they are to come in their sports kit.

Our full uniform list can be found on our website.

Please remember to label all clothing so that it can easily be identified and returned to you.

We ask that children use only the reading bags.

Girls:

Royal blue sweat shirt or cardigan. Bright yellow polo shirt.

Grey skirt, pinafore or trousers, White socks, grey or black tights. Black school shoes (no trainers)

Yellow/white gingham dress is optional for Summer

Boys:

Royal blue sweat shirt. Grey trousers or shorts. Bright yellow polo shirt.

Grey or black socks. Black school shoes (no trainers)

*Personal Property:
Children are asked to leave valuable possessions at home as school cannot be held responsible for its safety.*

PE Kit:

Indoor:
Navy short, plain white T-shirt and black plimsoles. Your child will need a named drawstring bag to be hung in the cloakroom.

Outdoor:
Navy tracksuit and trainers.

PLAYTIMES AND DINNER TIMES



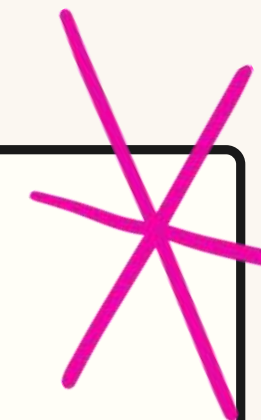
- **PLAYTIMES:**

We have one playtime in the morning at 10:35am and one in the afternoon. The afternoon playtime will be a 10 minute exercise session (daily mile) at 2:25pm. Children need to bring a coat to school every day and in warm weather, a sunhat and sun cream is recommended. Please name all of these items. As a health promoting school, KS2 children may bring a piece of fruit to eat at playtime.

We ask that you ensure that your child brings their water bottle to school each day.

- **DINNER TIMES:**

We strongly encourage children to choose a school dinner, as storing backed lunch boxes has to be in their classroom and are not kept refridgerated.





HOME TIME:

For your child's safety, we ask that all infant children are collected by one responsible adult at their individual time. If a different adult than usual is to meet your child, please inform school via email or speak to your child's class teacher.

Children can meet their parents outside the school gate from Y4 onwards, once you have sent an email confirming this to the school office. **Teachers will keep a record of this in their classroom.** Please remind your child to come back into school if they cannot see you.

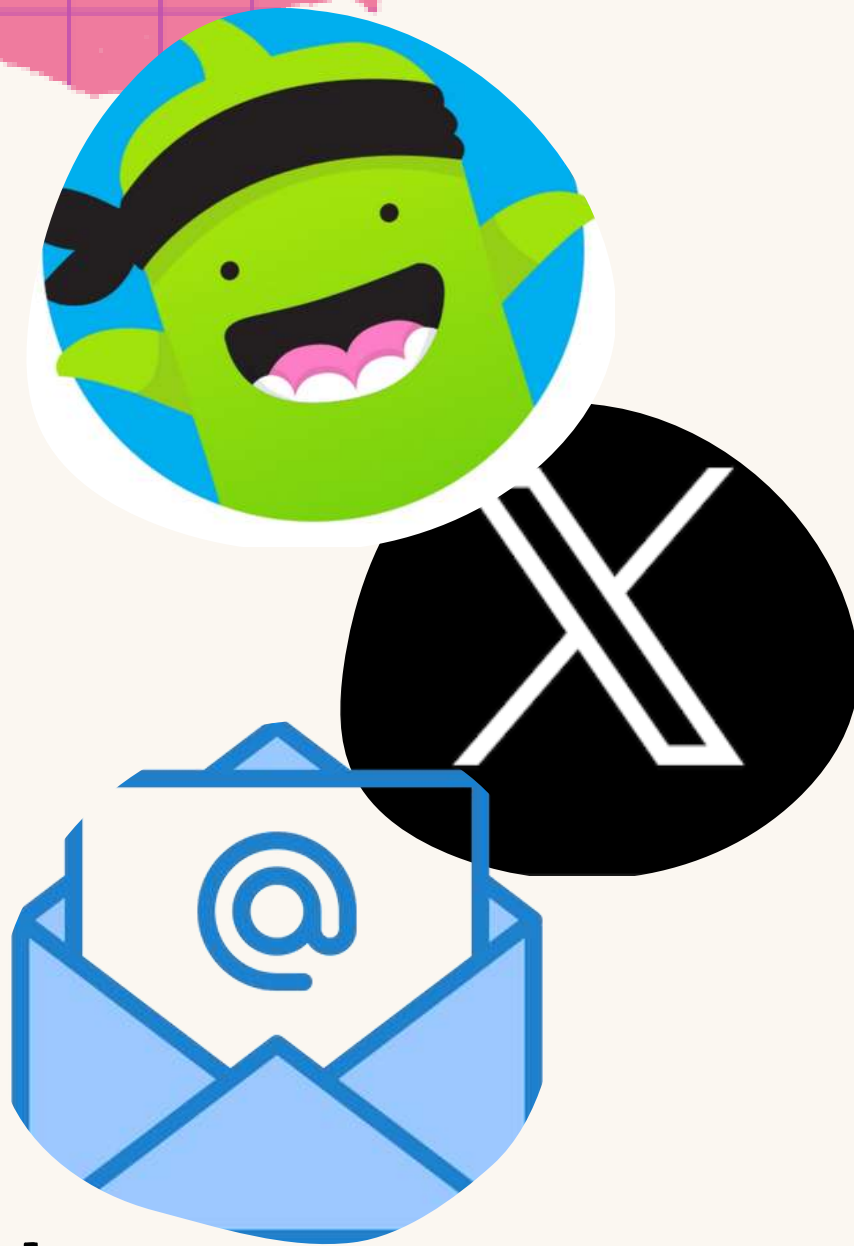
If older children are to go home alone, please make sure they understand the importance of going straight home.



Communication

We hope to communicate with parents as effectively as possible at St Thomas through:

- email
- regular Newsletters via email
- Dojos
- 'X' (Twitter) @stthomasCEP



Please also check your child's reading bag to make sure that you do not miss information sent out.

If you have any concerns or information that you feel we need to know, please contact your child's class teacher by emailing the school office.

Our school website also contains key event information.



Physical activities



Your child will have a PE lesson twice each week. These will be on Tuesday and Thursdays. Please ensure your child comes to school in their kit on these days.
Please note, no football shirts are to be worn for PE.

We ask that children's indoor PE kits are kept in school at all times in a named PE school drawstring bag. We will send these home each half term for you to check for size.

The authority's policy is that all watches and earrings must be removed before undertaking any physical activity. It would be helpful if these were not worn on the days that your child is involved in PE or games.

Homework

Homework will be set on a Friday and is due in on the following Friday every week.

Each week there will be either an English or a Maths task. These should take no more than 20 minutes per task. Year 5 children have been given a folder to file homework sheets. This can be kept in school or be used to take tasks to and from school/home. The children will always have a paper copy of their spellings for the week that they can keep in school to revise. The date of the spelling check is always printed in the top right hand corner of the sheet.

Paper copies of homework can be made available for pupils who require it. Copies of homework will be uploaded to Class Dojo. When appropriate, one other task related to any area of the curriculum may be set.

We expect children to read every day and for reading records to be signed, 5 minutes a day is adequate. In Year 5, children are expected to change their books twice every week. Those who are not changing weekly will be reminded individually.

Children who do not complete homework will complete it in school during a lunch break.



Reading

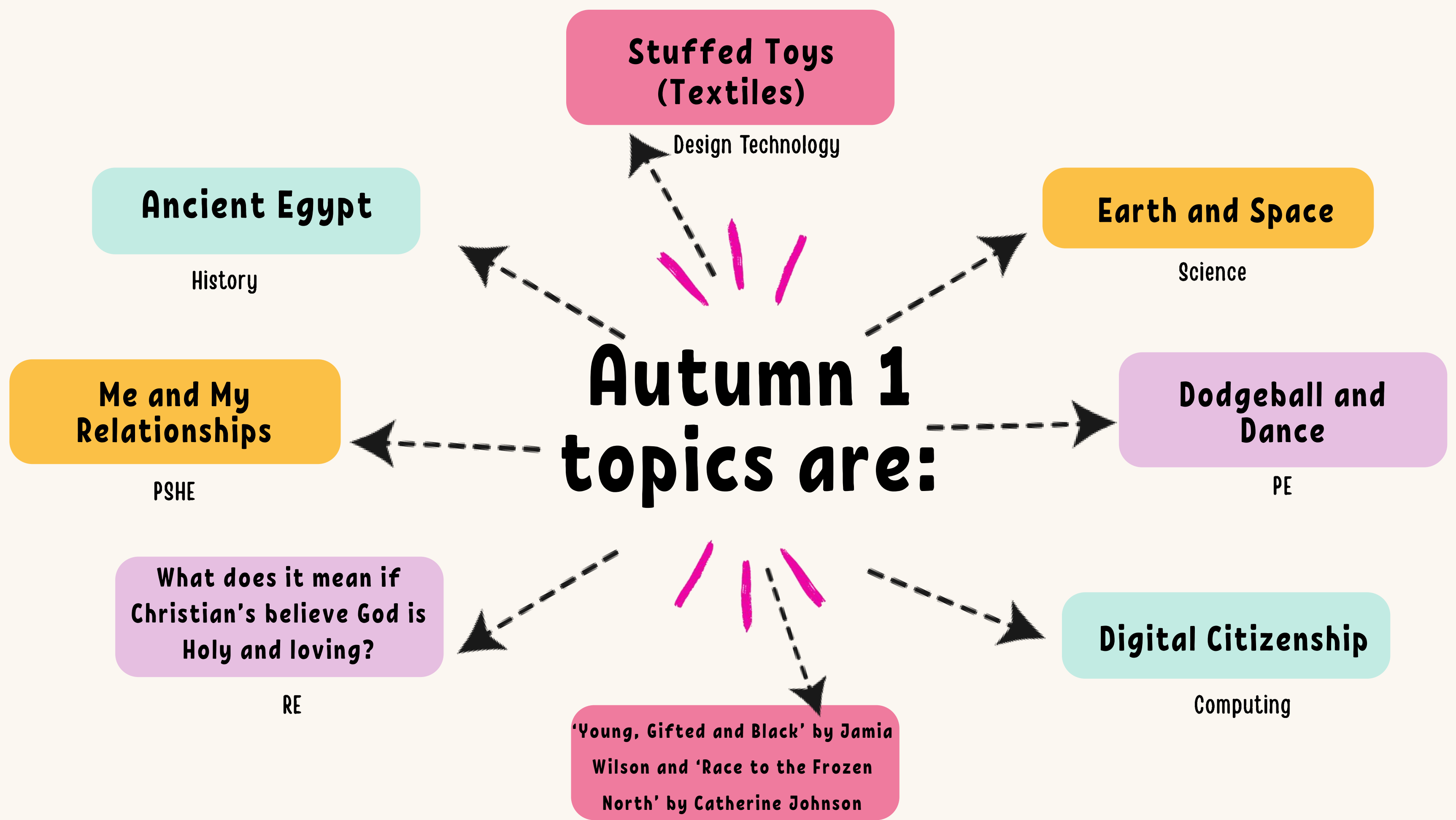


We ask that you read daily with your child. Once your child has read their book, please sign in their reading record 'book finished'. Your child needs to change their reading book at least twice per week. This may vary a little due to the number of pages in different books.

As class teacher, I will be listening to children read throughout the term and this will be evidence in their reading record.

The children will also receive 3 x 20 minute guided reading sessions focusing on comprehension skills or fluency/reading with expression.

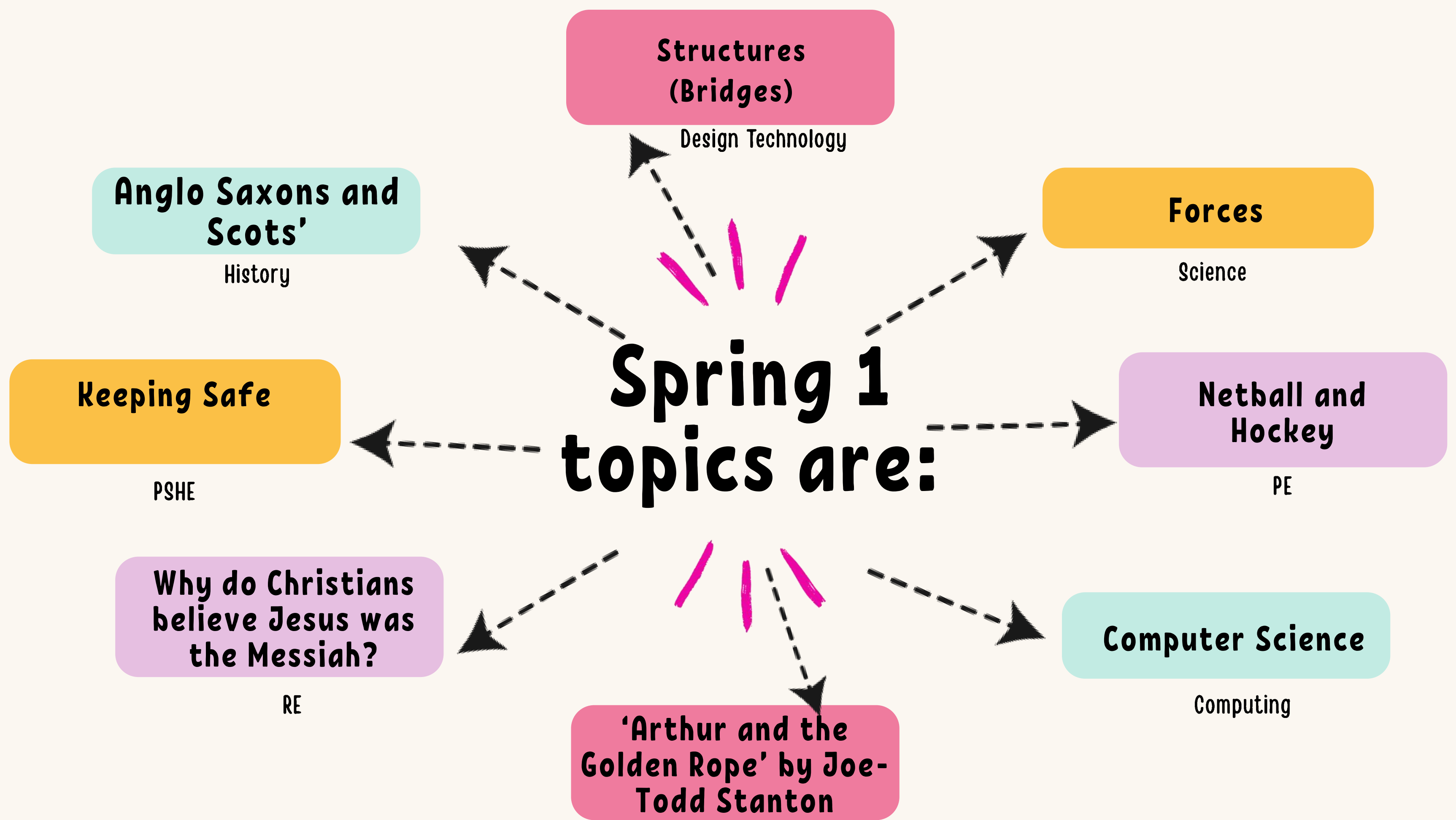
Library books are changed on Wednesdays.



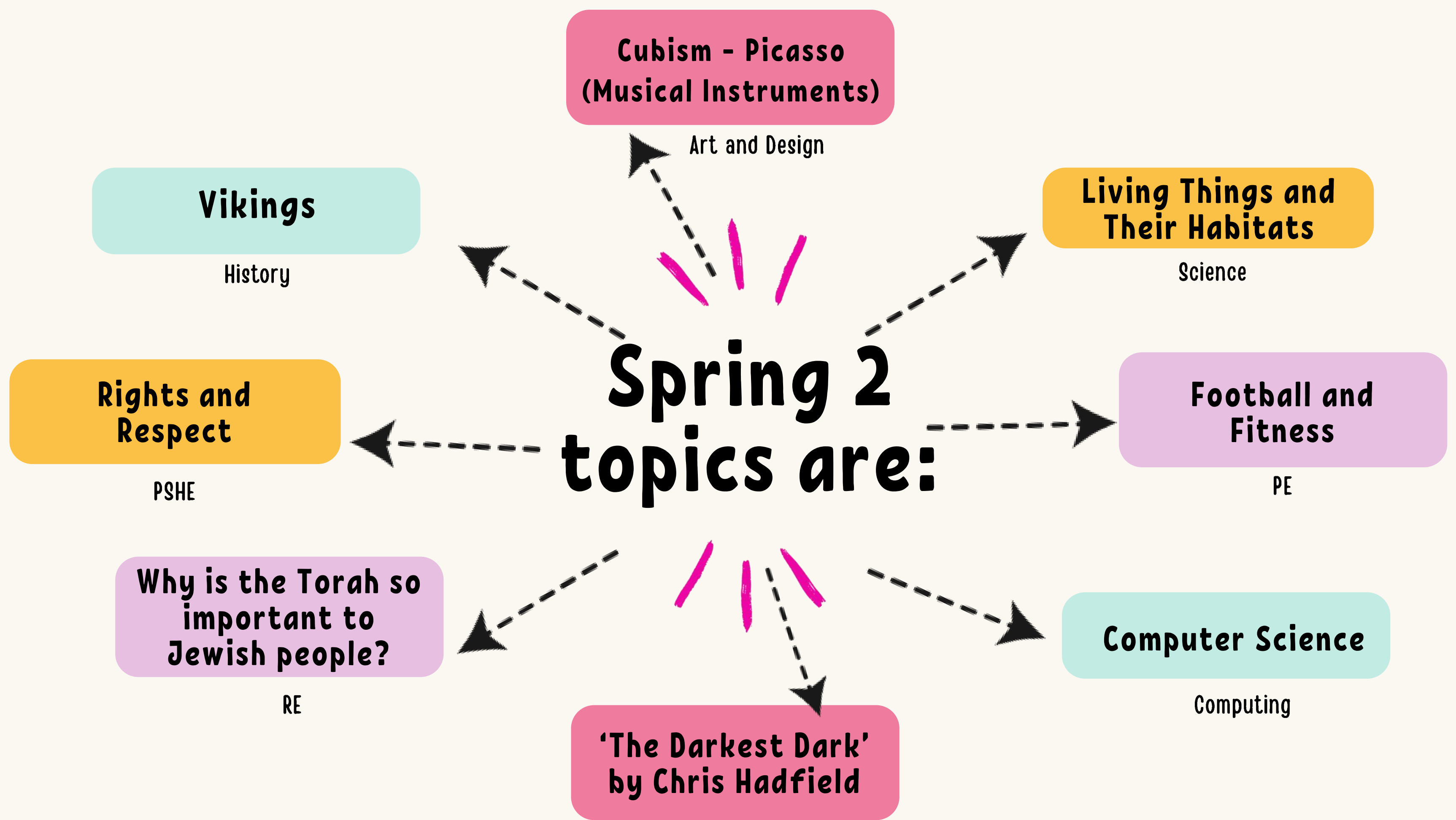
A variety of writing genres will be visited through our class text in English



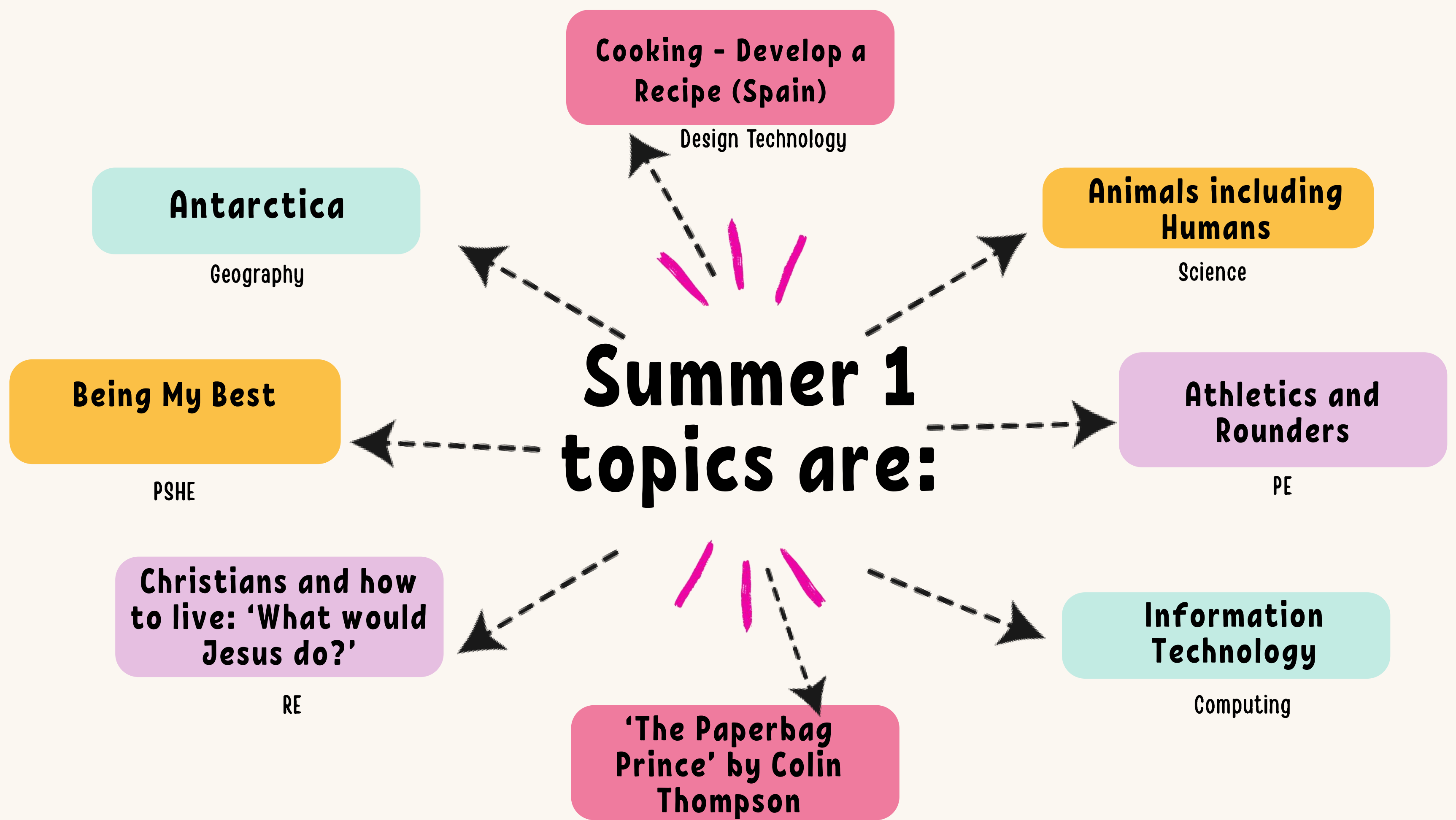
A variety of writing genres will be visited through our class text in English



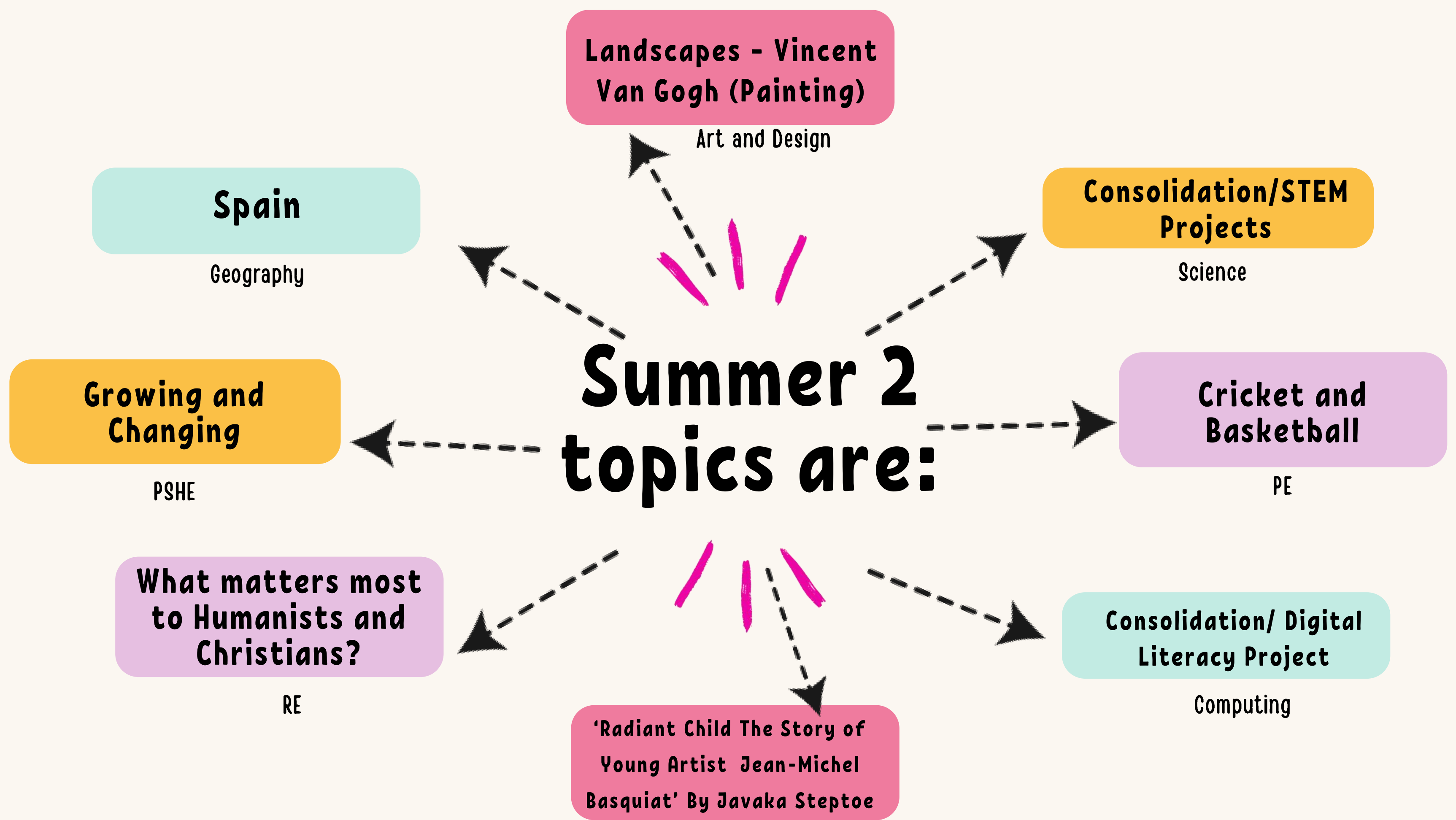
A variety of writing genres will be visited through our class text in English



A variety of writing genres will be visited through our class text in English



A variety of writing genres will be visited through our class text in English



A variety of writing genres will be visited through our class text in English

French



Linguastars KS2 Primary Language Curriculum



FRENCH

Year 5 Overview

Unit 1

Les Bases Level 2

- Learn days of the week and months of the year.
- Saying my age and my birthday.
- Extending conversation with 'and you?'
- Learning numbers to 31.
- Describing hair and eye colour.
- Development of phonics - sounds and blends.
- Enjoying stories and songs.

Unit 2

Ma Famille Level 2

- Describing who you live with and their name.
- Exploring using quantities (and) and number.
- Development of 'my' in both singular and plural use.
- Talking about where you live (types of homes)
- Describing what it is like inside your home.

Unit 3

Les Animaux Level 1

- Introduction to question formation in the target language.
- Expressing what pets you have.
- Expressing quantity using 'and'
- Simple description of pets using colours.
- Using sounds to decode new words.
- Understanding word order when using description.

French



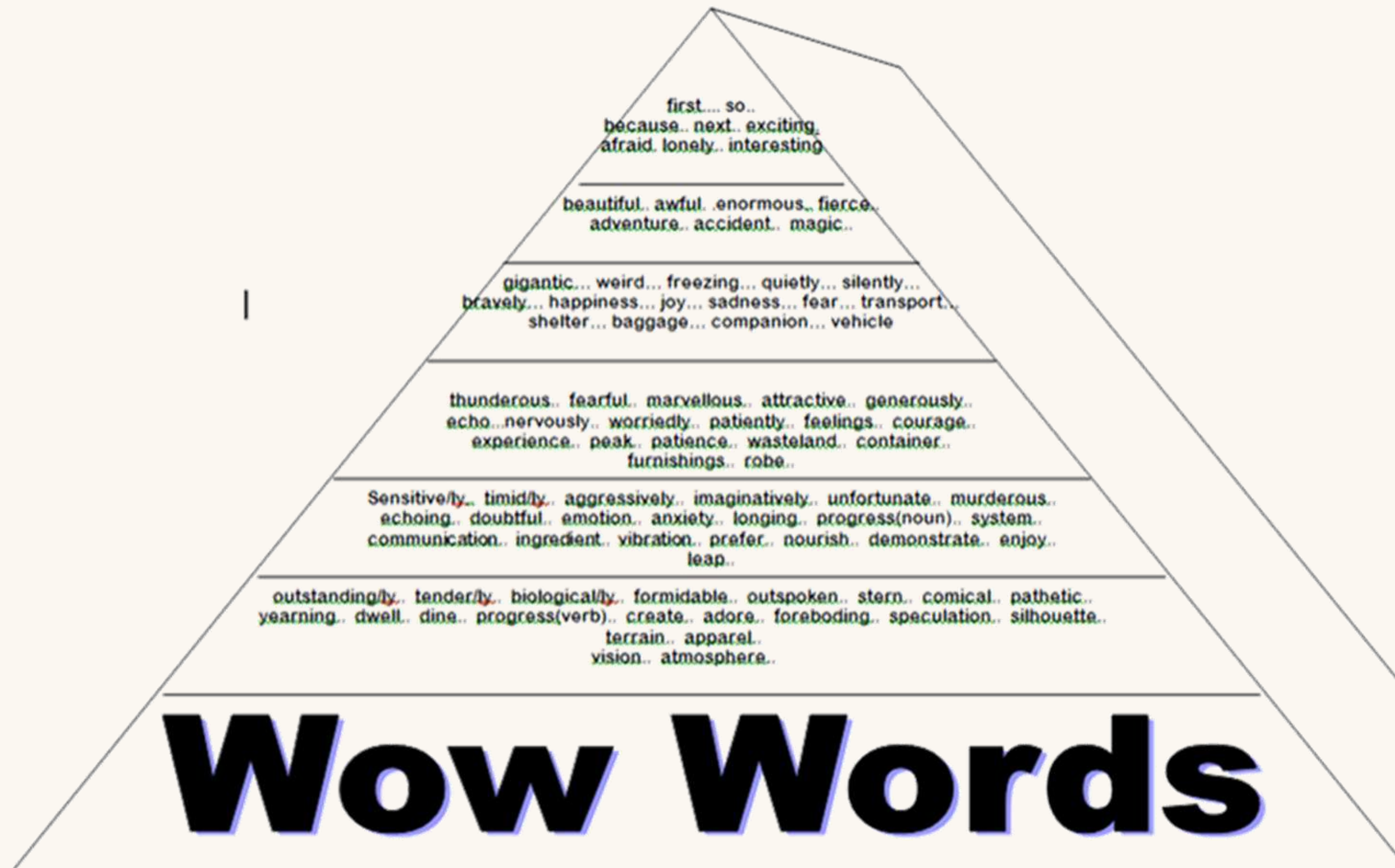
	Linguastars KS2 Primary Language Curriculum			
	Year 5 Overview			
	Unit 1	Unit 2	Unit 3	
Vocabulary Sounds Grammar	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Quel âge as-tu? J'ai... ans Mon anniversaire est numbers 1-30 J'ai les yeux / bleus, verts, marron, noisette J'ai les cheveux / blonds, bruns, noirs, roux	J'habite avec mon / ma / mes et J'habite dans / un / une maison / appartement / pavillon Il y a cuisine / salon / salle de bain / chambre / salle à manger	As-tu des animaux? // oui, non j'ai / un et chien / chat / hamster / oiseau / cheval / lapin / poisson mon / est / grand / petit <i>Recycled Vocabulary: Revision of colours used to describe pets.</i>	
	Focus Sounds: 'ai' 'es' 'er' 'e' 'eu' 'oi' <i>Recycled Sounds:</i> 'j' 'ç' 'i' 'ou' 'ch' silent letters 't' 's'	Focus Sounds: 'on' 'en' 'an' <i>Recycled Sounds:</i> 'j' 'ç' 'i' 'ère' 'eur' silent letters 'h' 't' 's' 'd'	Focus Sounds: 'ch' 'oi' 'eau' 'aux' <i>Recycled Sounds:</i> 'j' 'i' silent letters 'h' 't' 's' 'd'	
	- Question forms. - Describing hair and eye colour. - Developing awareness of word order. - First person verbs.	- Introduction to preposition 'in' - Extending sentences using a conjunction. - Masculine and feminine articles. - Expressing quantity through number.	- Using adjectives to describe pets (singular) - Using colour to describe pets. - Beginning to understand the word order of a sentence.	

Music

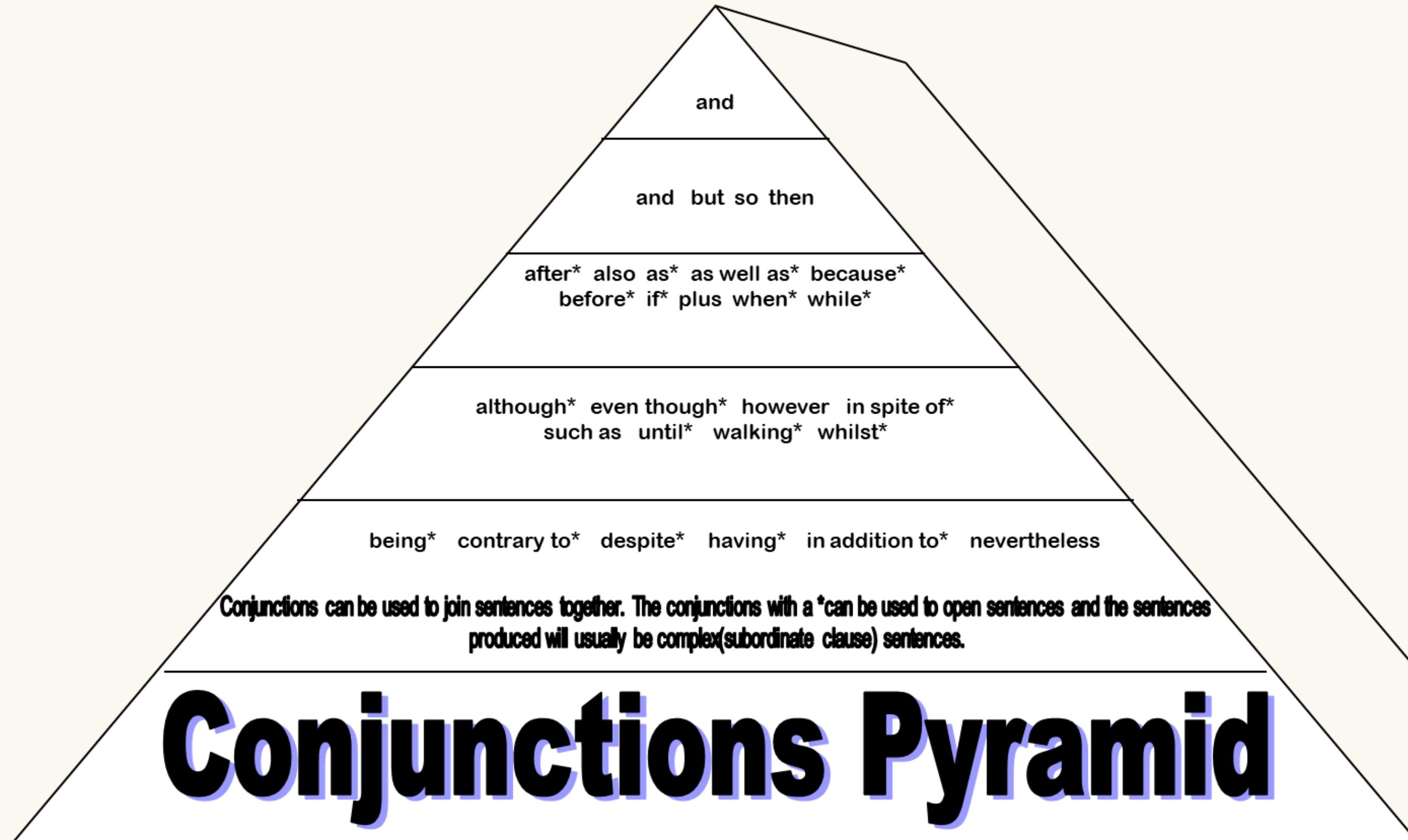
Music Curriculum Overview- Sparkyard Scheme								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Musical objectives to be taught through the EYFS curriculum topics (Also see pre-learning musical experiences noted on the Curriculum Overview Document)	Hear my Voice What's the Music Saying? Instruments Everywhere! Playing with Songs	Move to the Beat Learn to recognise pulse, matching movements to music.	Time To Play Exploring Pulse and Rhythmic Patterns.	Hear It, Play It! Exploring Rhythmic Patterns.	Playing With Rhythm Playing together and rhythmic structures.	Exploring Rhythmic Layers Develop their understanding of rhythm and rhythmic notation.	We've Got Rhythm Rhythmic Devices and Structure.
Term 2		What's the Pattern? Playing Musical Patterns and Accompaniments Exploring Descriptive Sounds	Exploring Sounds Explore how sounds can be produced in different ways using voices and instruments.	Musical Moods and Pictures Learn how songs and music can communicate different emotions.	Painting Pictures With Sound Learn to identify and describe the ingredients (dimensions) that make up music.	Musical Contrasts Explore instrumental timbres, learning how instruments can be grouped and classified in different ways.	Music and Words Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary.	Musical Effects and Moods Get creative with vocal and instrumental sounds, developing improvisation skills.
Term 3		Let's Perform!	High or Low? Learn to identify and describe pitch.	Patterns with Pitch Exploring Pitch and Melody.	Sing, Play, Notate! Learn to identify and describe the direction of pitch in simple melodies.	Melody Builders Exploring Melodies and Song Structures.	Song Ingredients Exploring Melody, Harmony and Lyrics.	Celebrating Songs Learn how composers use the inter-related dimensions to communicate the message of a song as well as identifying structural features.
BBC Ten Pieces Unit*	'Moonlight Sonata'- Beethoven (see JB)	'Nutcracker- Waltz of the flowers and Russian Dance'- Tchaikovsky	'Nutcracker- Waltz of the flowers and Russian Dance'- Tchaikovsky	'In the Hall of the Mountain King'- Grieg	'No Place Like...'- Kerry Andrew	'Firebird'- Stravinsky	'Mars' Holst or 'O Fortuna'	'A Bao A Qu'- Mason Bates
Possible outcomes:	Dance/ musical story to be recorded	Dance to be recorded	Composed dance to be recorded	Story to be written based on music Dance- recorded	Class long poem Composition to be recorded	Collective artwork Dance to be recorded	Performance to be recorded/ performed for others	Tricky whole class composition- to be recorded
Opportunities for performance experiences/ links with the community:	Nativity play during Autumn 2- parents and family invited to watch Reception- Class worship for parents and the school		Nativity play during Autumn 2- parents and family invited to watch Class workshops for parents and the school		KS2 Carol Service and St Bartholemew's Church- for parents and the community Class workshops for parents and the school End of Year production- UKS2 involved as actors or singers- parents and family invited to watch Choir open to KS2- sing at School Fairs, MacMillan coffee mornings, in local community at various events, Switching on of the Christmas Lights in Westhoughton- family, friends and local community invited to watch, Young Voices concert- 8,000 children singing as one massed choir- tickets available to family and friends. In school performances linked to the BBC 'Ten Pieces' Project work. End of year Music concert- all KS2 involved as instrumentalists or singers- parents, family, friends, some members of community invited to watch.			

* BBC Ten Pieces unit to be delivered at any point during the year. It can be taught as a block unit or may be carried out during weekly music lessons over a half term. The Sparkyard units can then be compressed for that term- teaching two as shorter units during a longer half term or can be substituted completely for that half term. These decisions are at the class teachers' discretion.

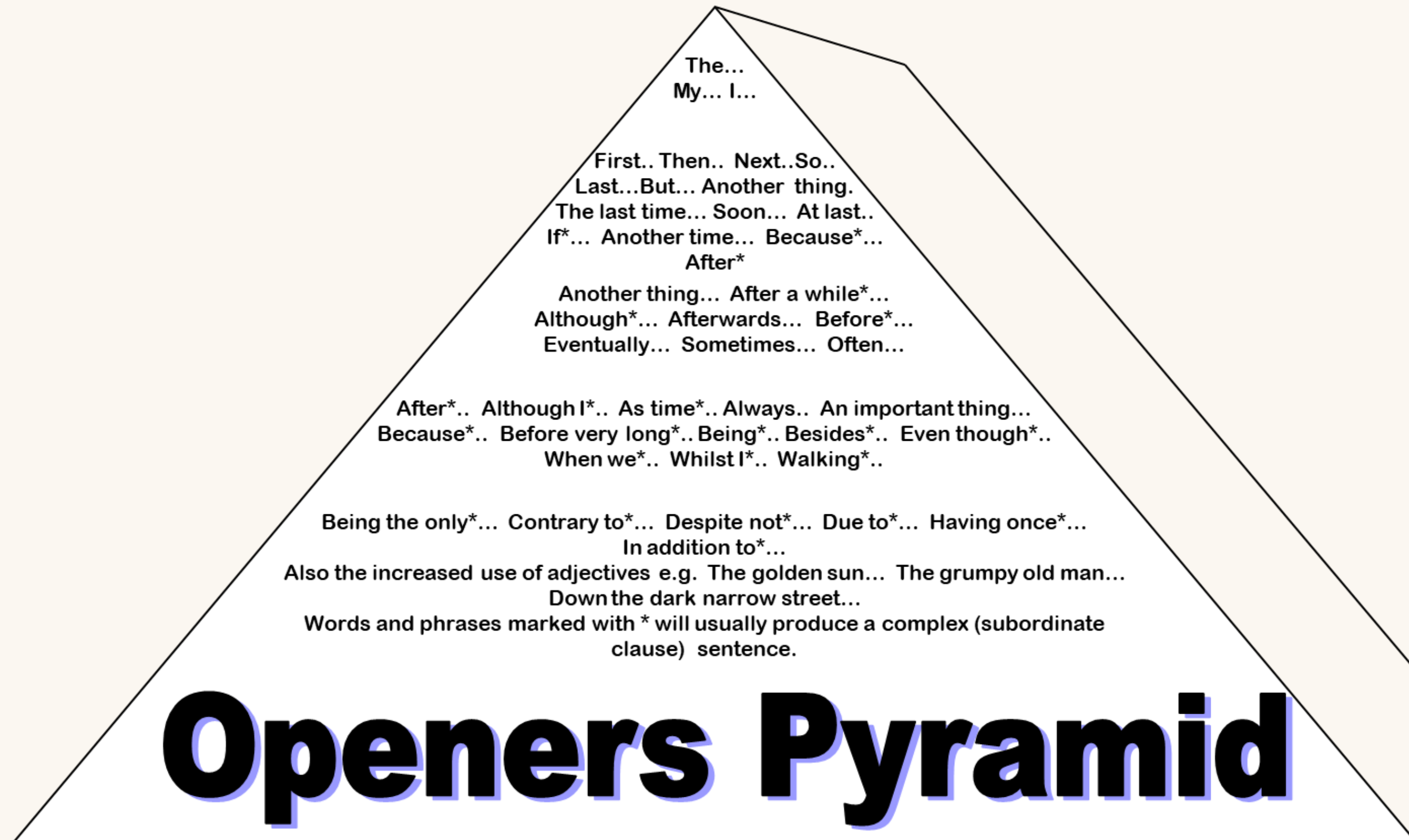
Literacy Skills - VCOP



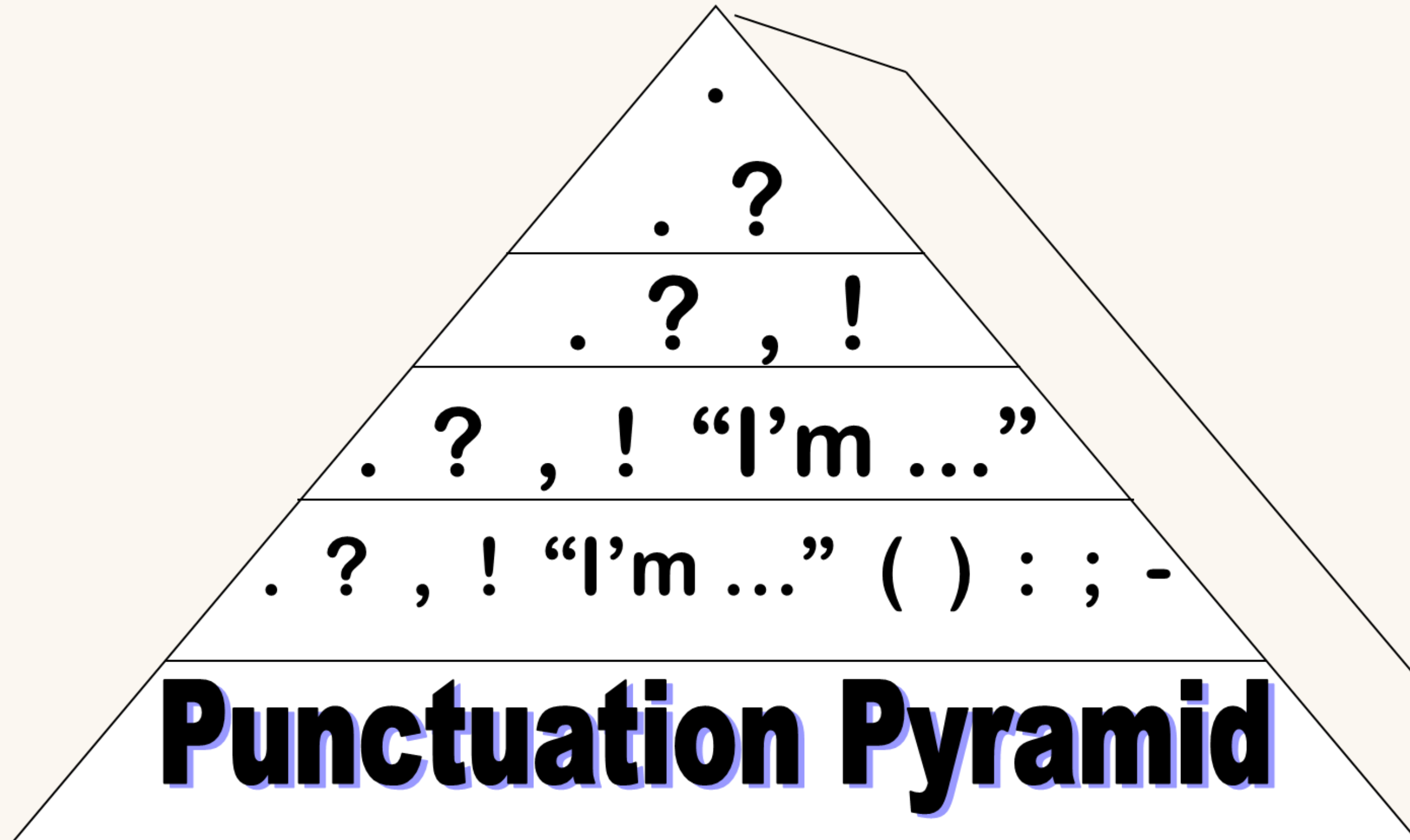
Literacy Skills - VCOP



Literacy Skills - VCOP



Literacy Skills - VCOP



Literacy Skills - Writing

Children have to be able to achieve this standard over a range of genres and on several occasions.

Below is an example of towards the expected level: (short story)

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors while celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags appeared!

“Thane of Glamis,” the first witch, as that’s what they were, cackled loudly.

“Thane of Cawdor!” the second haggard witch spat.

“King.” the third whispered creepily.

“But How can that be?” asked Macbeth with confusion, “I am nothing more than Thane of Glamis.” But the disgusting hags were no were where to be seen. Suddenly Macbeth’s messenger arrived exhausted, and bowed.

“Macbeth,” he took a breath, “Thane of Cawdor.”

Oh how Macbeth started to scheme!

Literacy Skills - Writing

When Macbeth got back to his home, he told his wife all of that had happened to him that day. Oh how they started to plot!

“Come on,” Lady Macbeth grimaced. “You know you want to.”

“But he’s the king,” Macbeth said, unsure of their plan to kill the king. “Won’t we get caught?”

“No.” Lady Macbeth said giggling. “We won’t, you might. But that’s why I’ve got this,” she said greedily holding up a jar of sleeping pills. “We’ll invite the king over for a celebration. **While he’s sleeping**, I drug the guards, you sneak into his room and do the dirty work and we plant it on the guards. Just think of the power.”

“Ha. Ha. Ha – yees.”

The next night, Macbeth and Lady Macbeth invited the king to go to their house; they had a glorious feast. “Sleep now,” Lady Macbeth mischievously said to the king, you look very tired. The king yawned, as he slowly got into an oak bed. Sleepily, Duncan drifted into his final sleep.

Meanwhile, Lady Macbeth was drugging the guards outside the king’s wooden door. **Once the guards were sleeping**, Macbeth sneaked into the room. He stared at the life he was about to take for four seconds, **and thought, is this me? Has she climbed into my mind?** He had so many questions.

Literacy Skills - Writing

Then suddenly, the dagger dropped into the king's wounded body. Woosh! Squish! Drip! **Quickly**, Macbeth pulled the bloody blade out of the now lifeless body. He tried not to get blood everywhere but he just couldn't help it! Flesh and blood dropped everywhere, as he tip-toed out like nothing happened...

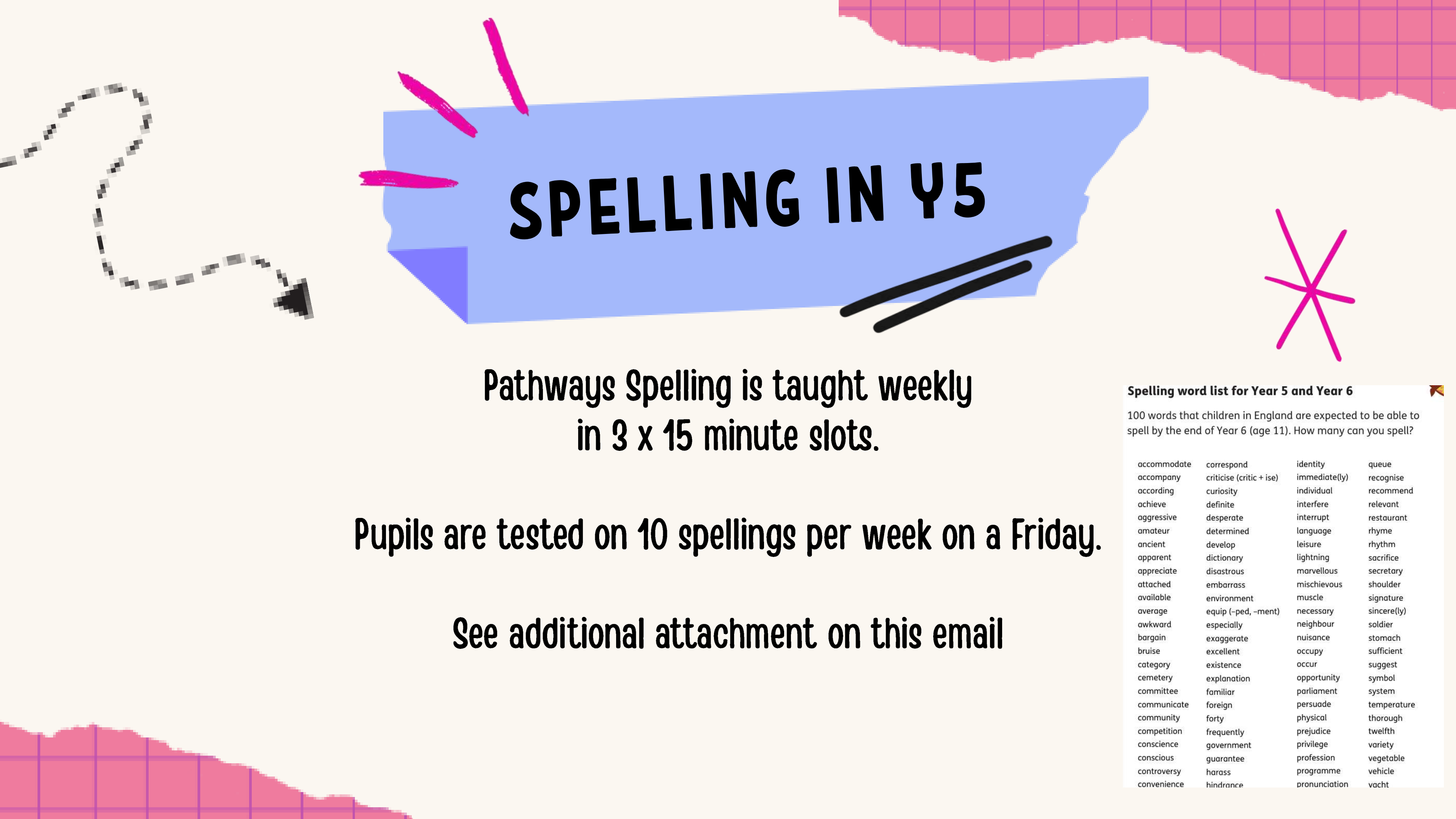
On the morning of their coronation, Lady Macbeth and Macbeth hired someone to kill Banquo, as he knew Lady Macbeth and Macbeth had killed the king. Macbeth hired someone because he couldn't take the excruciating pain of ruining Macbeth and Banquo's friendship. **In fear of their own lives**, King Duncan's sons ran away! After their coronation Macbeth and Lady Macbeth trudged back to the misty murky moors where Macbeth and the late Banquo saw the cackling witches. **Suddenly**, three ugly hags appeared, the same ugly hags that read the prophecy.

"Beware Macduff!" the first witch cackled.

"Beware man born by no woman!" the second witch spat.

"Beware Birnam Woods!" the third hag whispered freakily.

With fear of Macduff, Macbeth and his army charged at Macduff's country mansion and killed every soul inside.



SPELLING IN Y5

Pathways Spelling is taught weekly
in 3 x 15 minute slots.

Pupils are tested on 10 spellings per week on a Friday.

See additional attachment on this email

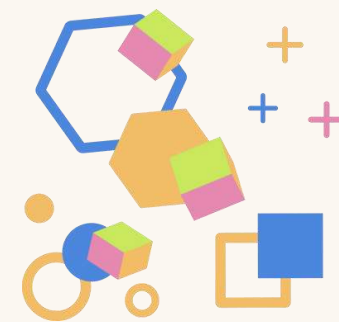
Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	vacht

Calculation skills - Mental Arithmetic

- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- Recall addition and subtraction facts for 1 and 10 with numbers to one decimal place. ($0.6 + 0.4 = 1$)
- Recall prime numbers up to 19.
- Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)
- Partition and combine multiples of thousands hundreds, tens and ones
- Identify and use knowledge of number bonds within a calculation and identify related facts, e.g. $1.5 + 2.7$ from $15 + 27$.
- Mentally add, subtract, multiply, and divide by 10, 100, and 1000.
- Multiply/divide whole numbers and decimals by 10, 100 and 1000.

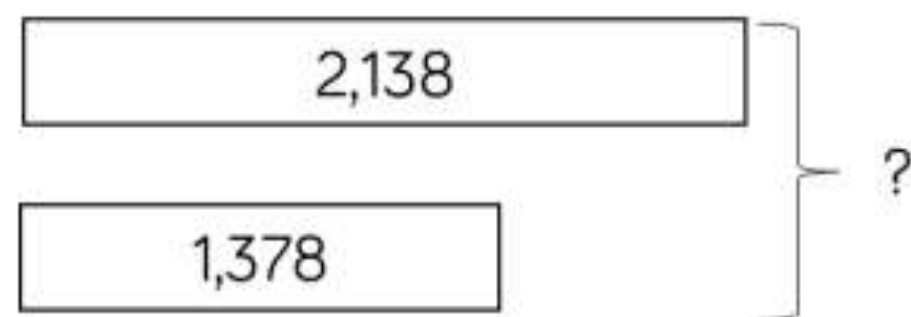
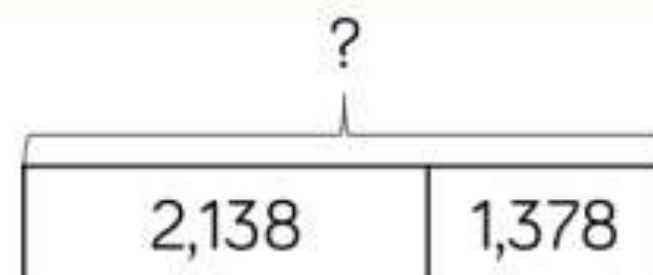
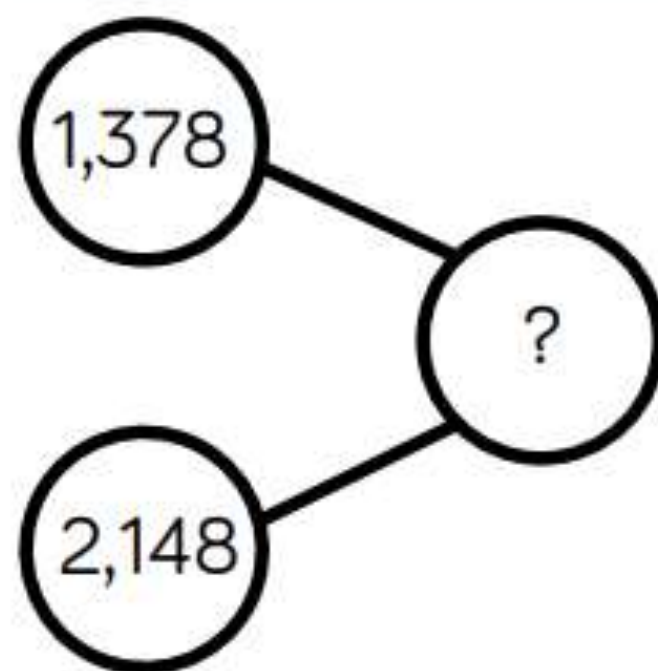


Written Calculations

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these.

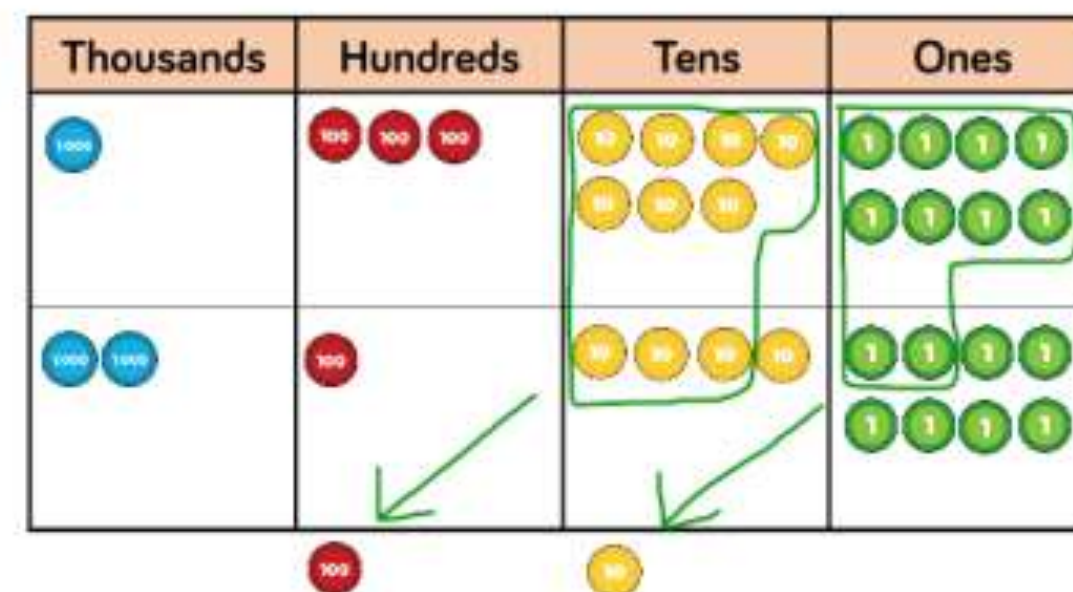
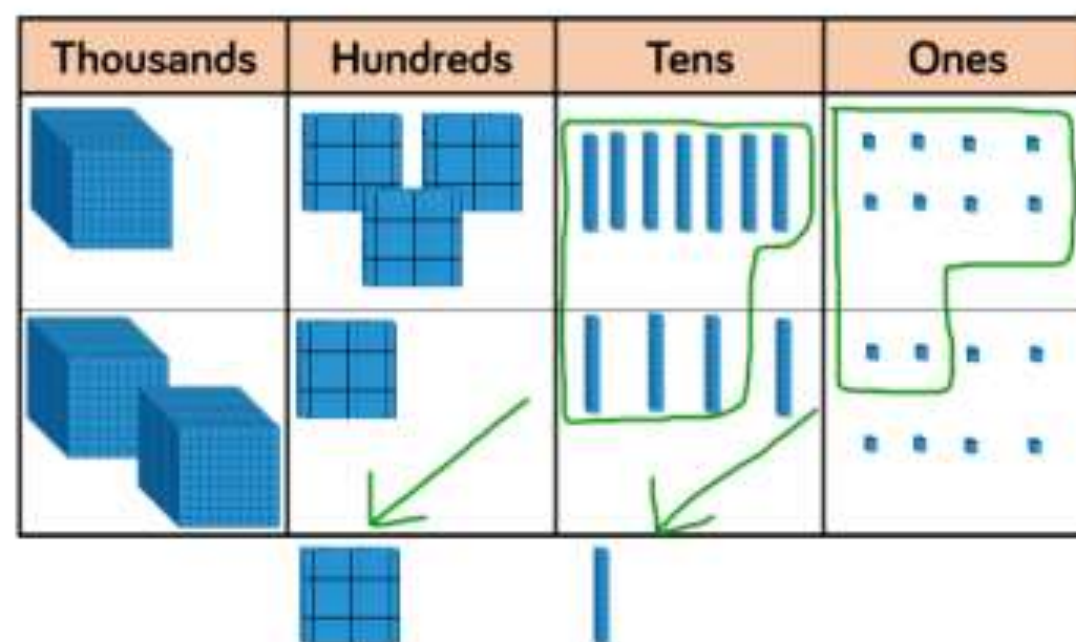


Skill: Add numbers with up to 4 digits

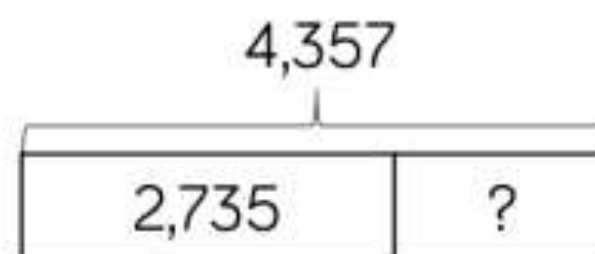
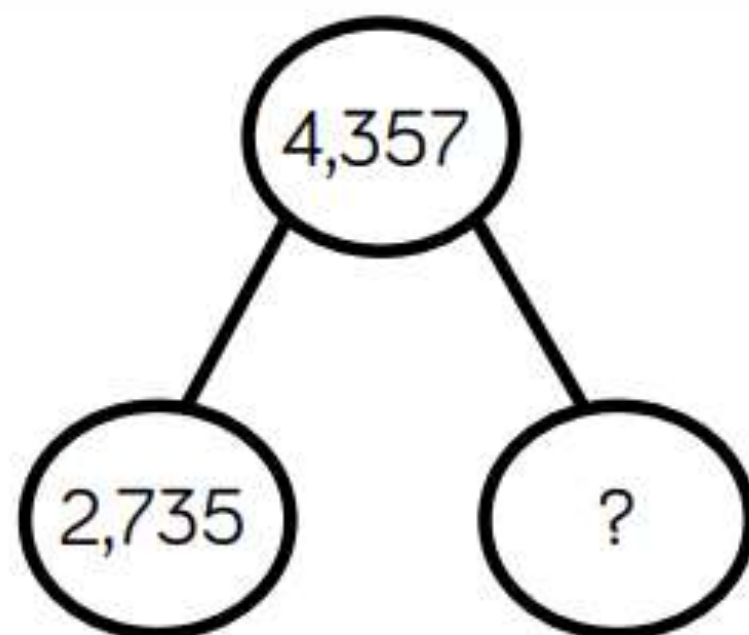


	1	3	7	8
+	2	1	4	8
	3	5	2	6
		1	1	

$$1,378 + 2,148 = 3,526$$



Skill: Subtract numbers with up to 4 digits



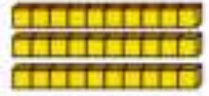
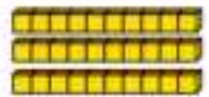
$$\begin{array}{r}
 \overset{3}{\cancel{4}}\overset{1}{3}57 \\
 - 2735 \\
 \hline
 1622
 \end{array}$$

$$4,357 - 2,735 = 1,622$$

Thousands	Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

Skill: Multiply 2-digit numbers by 1-digit numbers

Hundreds	Tens	Ones
		
		
		
		
		



$$34 \times 5 = 170$$

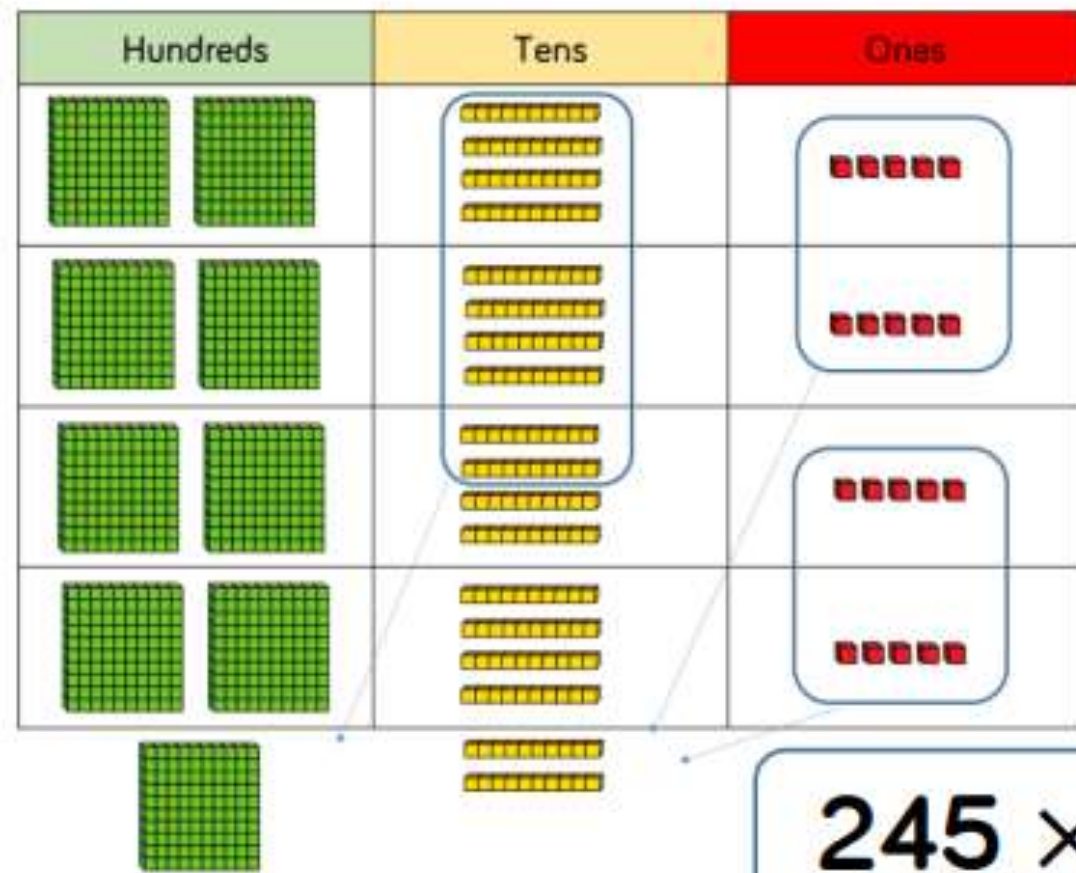
	H	T	O		
		3	4		
x			5		
		2	0	(5 × 4)	
+	1	5	0	(5 × 30)	
	1	7	0		

	H	T	O
		3	4
x			5
	1	7	0

1 2

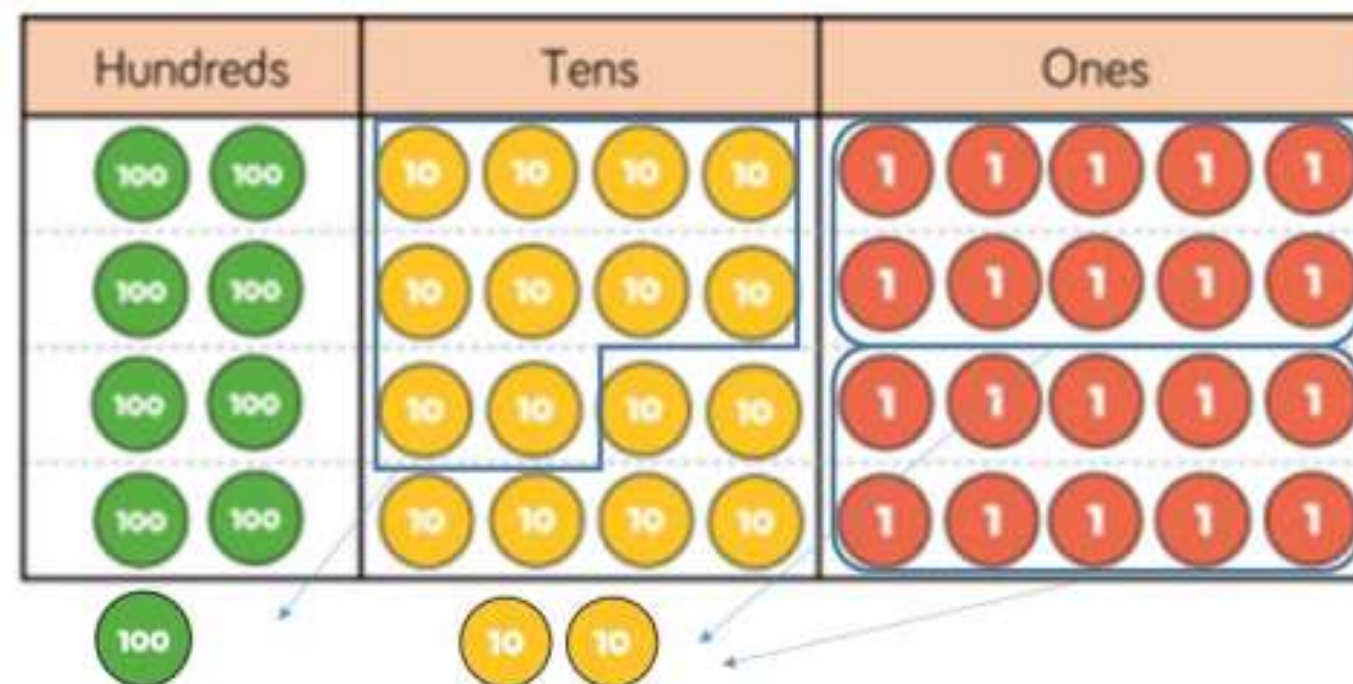
Hundreds	Tens	Ones
		
		
		
		
		
		

Skill: Multiply 3-digit numbers by 1-digit numbers



	H	T	O
	2	4	5
×			4
	9	8	0
	1	2	

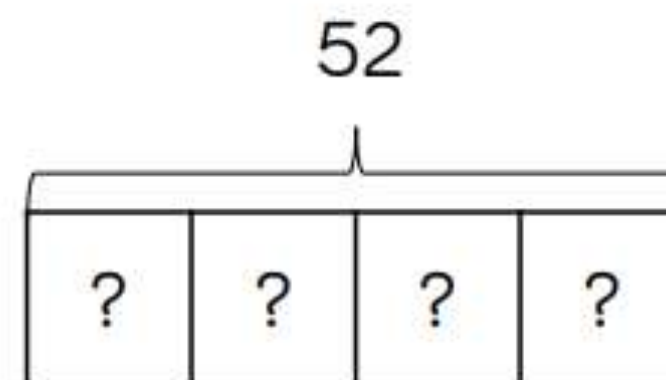
$$245 \times 4 = 980$$



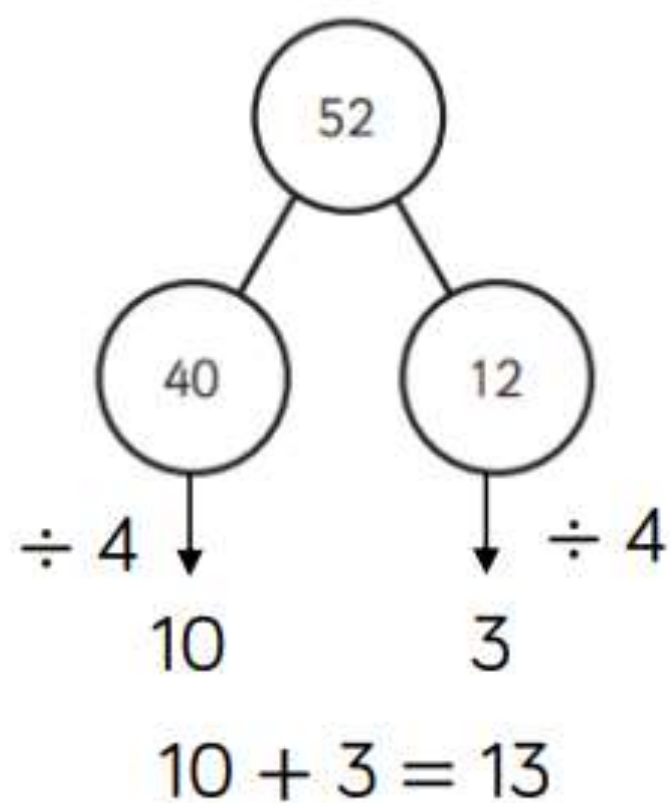
Skill: Divide 2-digits by 1-digit (sharing with exchange)



Tens	Ones
	
	
	
	

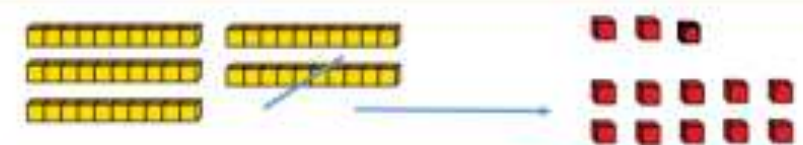


$$52 \div 4 = 13$$



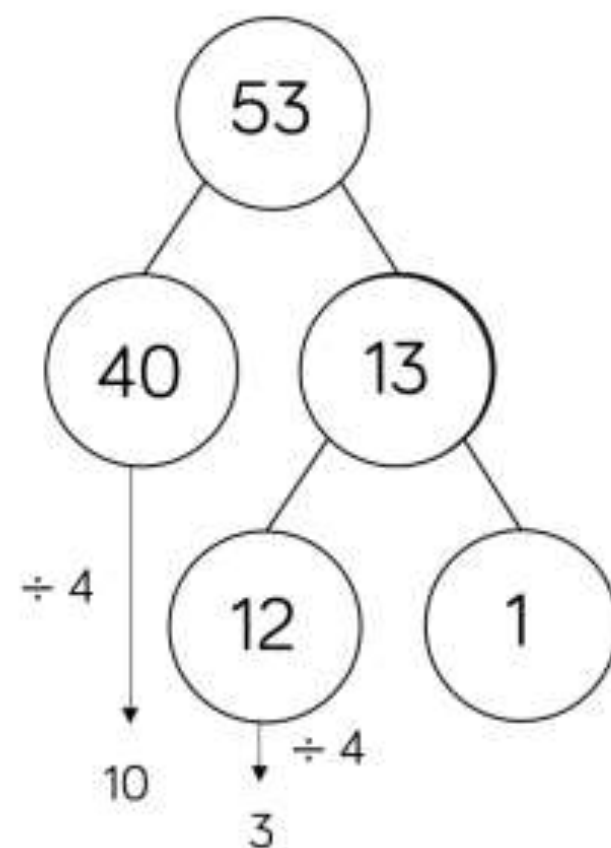

Tens	Ones
	
	
	
	

Skill: Divide 2-digits by 1-digit (sharing with remainders)



Tens	Ones
	
	
	
	

53				
13	13	13	13	1



$$53 \div 4 = 13 \text{ r}1$$

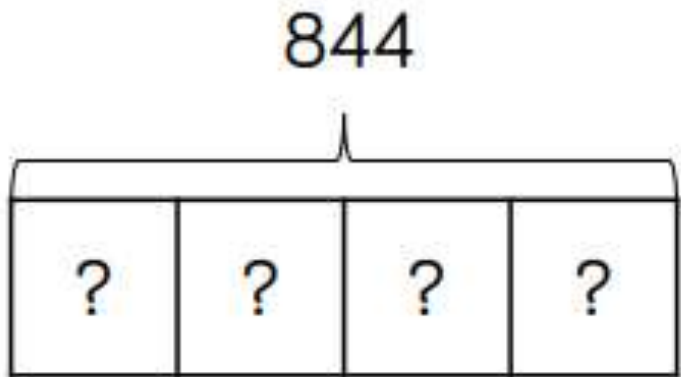


Tens	Ones
	
	
	
	

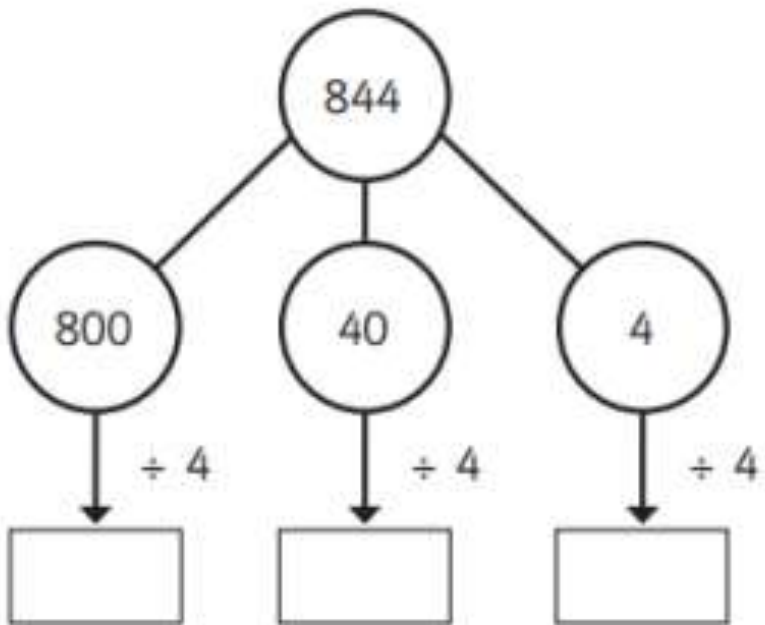


Skill: Divide 3-digits by 1-digit (sharing)

$844 \div 4 = 211$

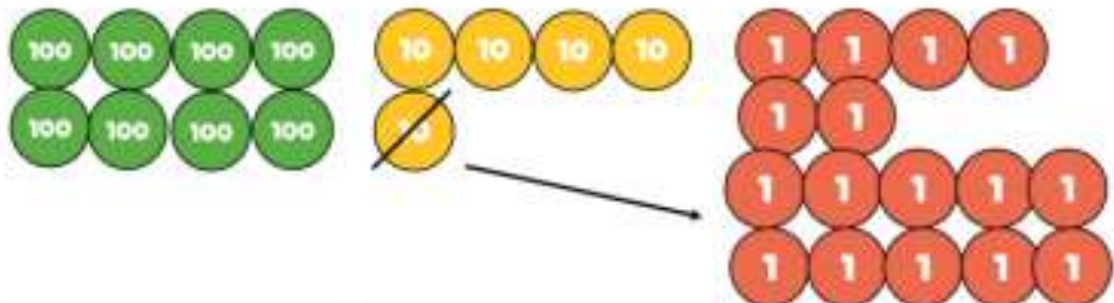
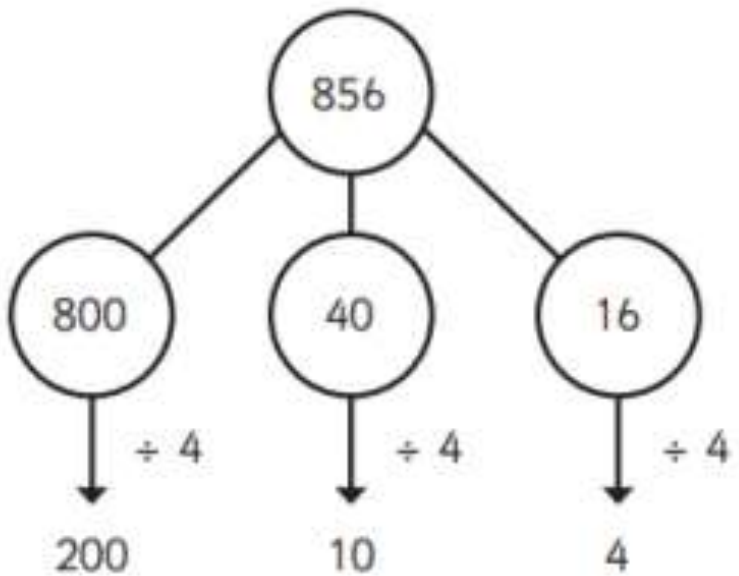


H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1



$856 \div 4 = 214$

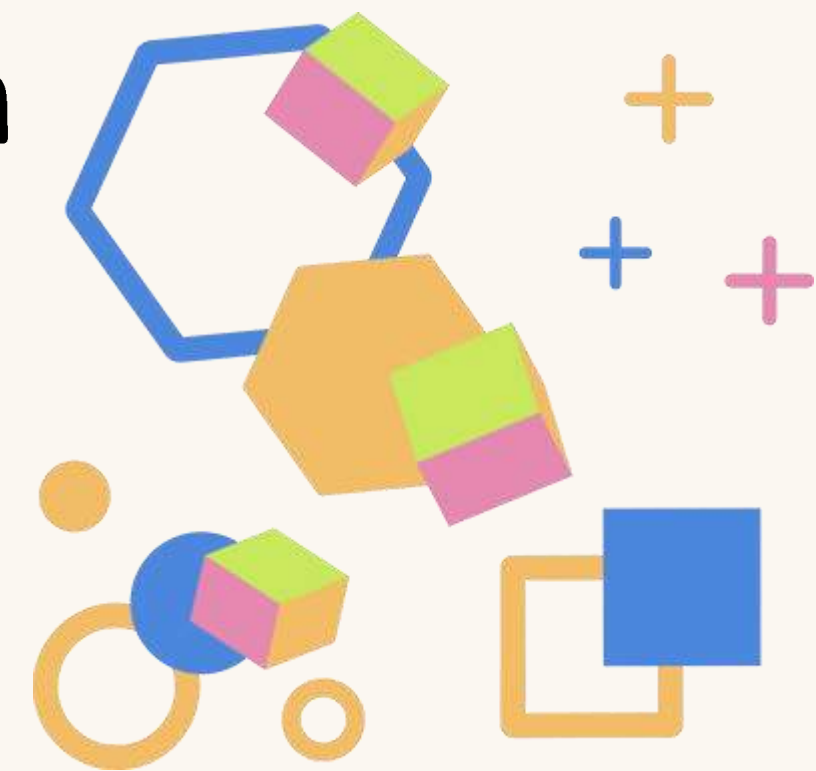
		2	1	4
	4	8	5	¹ 6



Hundreds	Tens	Ones
100 100	10	1 1 1 1
100 100	10	1 1 1 1
100 100	10	1 1 1 1
100 100	10	1 1 1 1

Maths Skills

- Place value: read, write, order and compare numbers to at least 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- Interpret negative numbers in context.
- Read Roman numerals up to 1,000 (M).
- Identify multiples, factors, factor pairs, common factors.
- Recognise and use square and cube numbers and the notation for squared (2) and cubed (3).
- Fractions: Convert mixed numbers and improper fractions from one form to the other.
- Fraction, decimal and percentage equivalents.
- Decimals: Rounding to 1 d.p, 2 d.p and whole number.
- Measure: Convert between different units (km/m, cm/m/mm, kg/g, l/ml)



Maths Skills

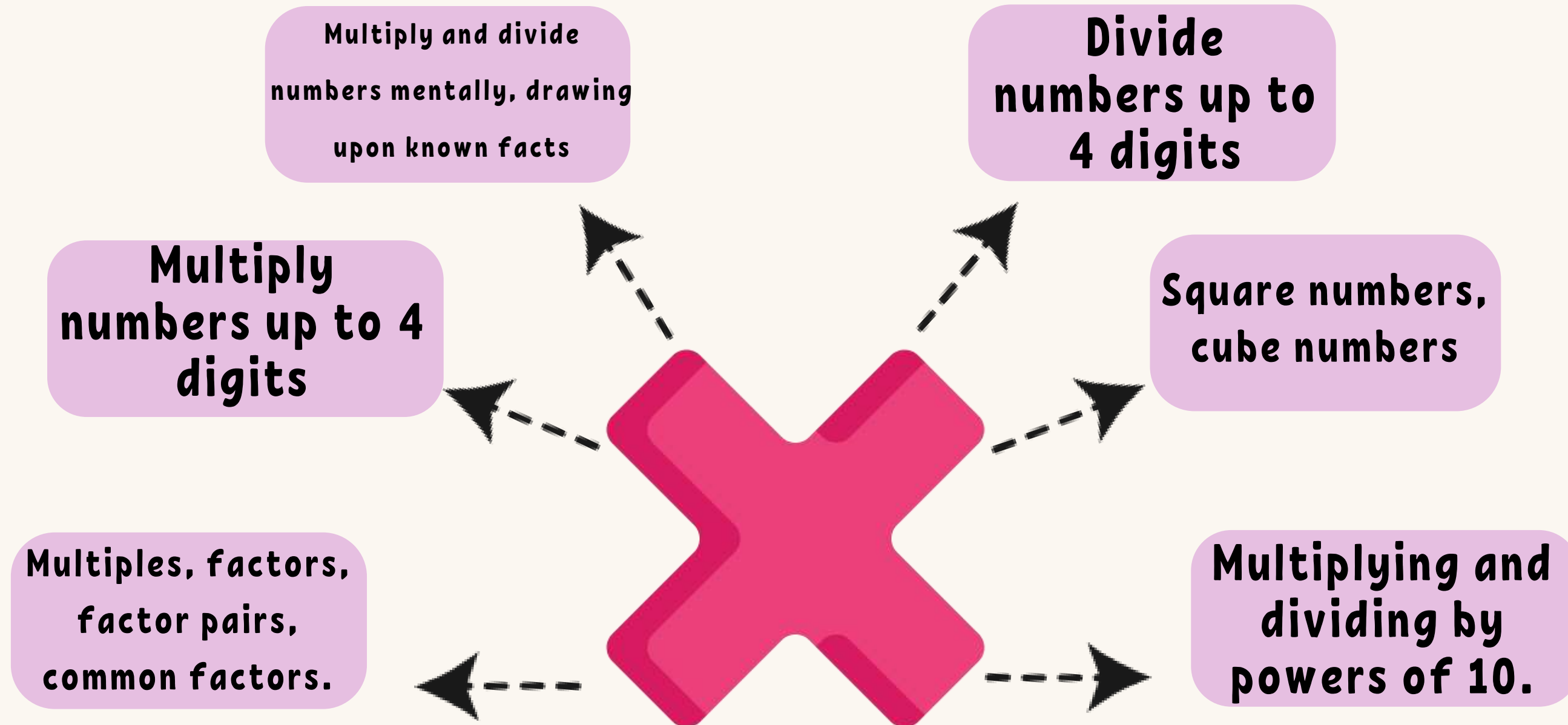
- Calculating the perimeter and area of rectilinear shapes using standard units, square centimetres (cm^2) and square metres (m^2).
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Angles: Measure angles using degrees°, angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°)
- Draw angles and measure in degrees° using a protractor.
- Use a 2-D grid and coordinates in the first quadrant.
- Statistics: Complete, read and interpret information in tables, including timetables.
- Geometry: Position, direction, reflection, translation.



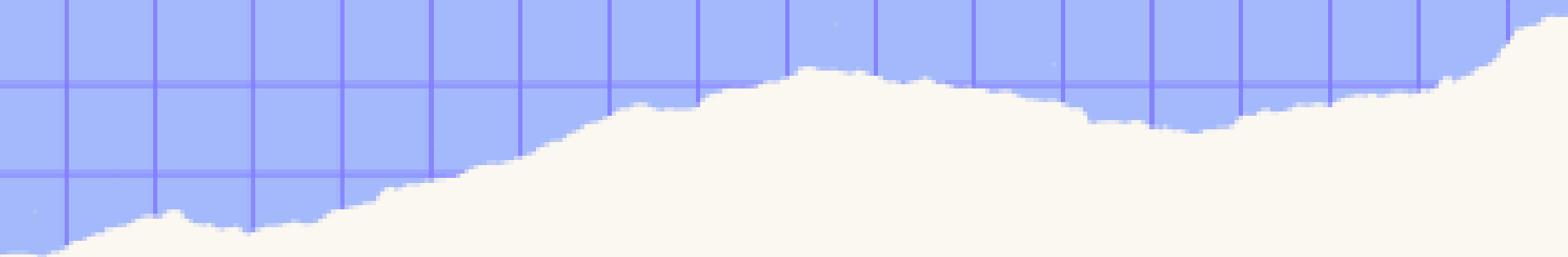
TIMES TABLES IN Y5

By the end of Year 4, pupils should be able to recall multiplication and division facts for multiplication tables up to 12×12 .

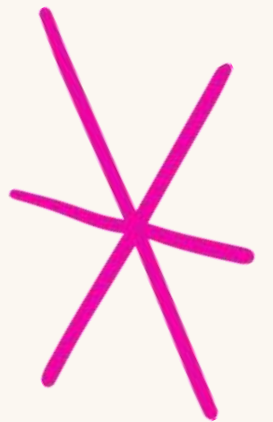
If your child needs further practice with their times table recall, it is recommended that they access TTRS or other times table sites at home as much as possible.



Multiplication and division recall (knowledge of times tables) feeds into many areas of Maths in Y5.



THANK YOU!



I hope you have found the information useful.

