Meet the Teacher

Year 5

Meet our team

Mrs Tarbuck

Miss Higgins

Miss Adams

Our class timetable is...

2024/25 Aut-Year 5 timetable

	8.40 - 9.00	9.00 - 9.40	9.45 - 10.05	10.05 - 1030	10.30-10.45	10.45 - 12:15	12.15 - 13.15	13.15 - 15.00	15.00 - 15.15
Monday	Creative write Handwriting	Reciprocal Reading	Assembly	GPS into writing	Break	Maths	Lunch	PE/French	Class story
Tuesday	Creative write Handwriting	Reciprocal Reading	Church Assembly	GPS into writing		Maths		Interconnected Curriculum Foundation Subjects	Class story
Wednesday	Creative write Handwriting	Reciprocal Reading	Assembly	GPS into writing		Maths		Interconnected Curriculum Foundation Subjects	Class story
Thursday	Creative write Handwriting	Reciprocal Reading	Singing Assembly	GPS into writing		Maths		Interconnected Curriculum Foundation Subjects	Class story
Friday	Creative write Handwriting	Golden Assembly (until 09.30)	RE			Paired reasoning		Music/ RSHE KS2	Class story

Things to know

Homework is 20 minutes of reading every evening to build stamina and fluency.

If additional homework is set, this is because we did not complete all work in the week. Work will either be set on google classrooms or on worksheets handed out.

Additional homework - quizzes for Friday's retrieval!

Reading books can be changed in school whenever they are finished.

PE

P.E day is Monday .

On PE days, pupils are asked to arrive to school in PE kits. (Dark jogging bottoms and dark trainers).

Our year overview english

In reading I can:			
Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words			
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
Attempt pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.			
Re-read and read ahead to check for meaning.			
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.			
Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.			
Identify significant ideas, events and characters and discuss their significance.			
Learn poems by heart. For example, narrative verse, haiku.			
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
Use strategies to explore the meaning of words in context.			
Use meaning to explore the meaning of idiomatic and figurative language.			
Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.			
Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.			
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.			
Justify inferences with evidence from the text.			
Make predictions from what has been read.			
Summarise the main ideas drawn from a text.			
Identify the effect of the context on a text, for example, historical or other cultures.			
Identify how language, structure and presentation contribute to the meaning of a text.			
Express a personal point of view about a text, giving reasons.			
Listen to and build on others' ideas and opinions about a text.			
Present an oral overview or summary of a text.			
Present the author's viewpoint of a text.			
Present a personal point of view based on what has been read.			
Listen and respond to others' personal point of view.			
Explain a personal point of view and give reasons.			
Know the difference between fact and opinion.			
Use knowledge of structure of text type to find key information.			
Use text marking to identify key information in a text.			
Make notes from text marking.			
Make connections between other similar texts, prior knowledge and experience.			
Compare different versions of texts and talk about their differences and similarities.			

In writing I can:			
Form verbs with prefixes. for example, dis-, de-, mis-, over- and re-.			
Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.			
Understand the general rules for adding prefixes and suffixes above.			
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.			
Distinguish between homophones and other words which are often confused.			
Spell identified commonly misspelt words from Year 5 and 6 word list.			
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			
Use a thesaurus.			
Use a range of spelling strategies.			
Choose which shape of a letter to use when given choices and deciding, whether to join specific letters.			
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).			
Know the audience for and purpose of my writing.			
Use the features and structures of text types taught so far.			
Use grammatical features and vocabulary appropriate for the text types taught so far			
Start sentences in different ways.			
Use sentence starters to highlight the main idea.			
Develop characters through action and dialogue.			
Establish viewpoint as the writer through commenting on characters or events.			
Show how grammar and vocabulary choices create impact on the reader.			
Choose the vocabulary i use to engage and impact on the reader throughout a piece of writing.			
Ensure correct subject and verb agreement when using singular and plural.			
Distinguish between the language of speech and writing.			
Distinguish between the formal and informal spoken and written language.			
Proof-read my work for spelling and punctuation errors.			
Perform my own composition, using appropriate intonation, volume, and movement so that meaning is clear.			
Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.			
Add well-chosen detail to interest the reader			
Summarise a paragraph or event.			
Organise writing into paragraphs to show different information or events.			
Use connecting adverbs and adverbials to link ideas within paragraphs.			
Use modal verbs or adverbs to indicate degrees of possibility.			
Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.			
Use commas to clarify meaning or avoid ambiguity in writing.			
Use brackets, dashes or commas to indicate parenthesis.			
Assess the effectiveness of my and others' writing.			
Suggest changes to vocabulary, grammar and punctuation to enhances effects and clarifies meaning.			
Ensure the consistent and correct use of tense in my work			

Reciprocal Reading & English

In year 5, children complete daily reciprocal reading lessons where we work as a class and individually to understand the meaning of a wide-variety of texts. We will also have a class novel which will be used for some reciprocal reading sessions as well as reading for pleasure.

The children will have daily GPS (grammar, punctuation and spelling) lessons with the specific areas that we study directly related to an upcoming or current piece of writing.

The children will complete several pieces of writing over the term each of which will relate directly to our current topic.

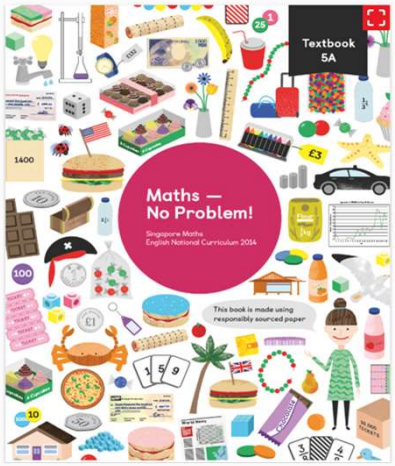
Daily creative writes build a love of writing so children see themselves as writers. This also builds stamina for writing over time.

Our year overview Maths

order and compare decimals			
write fractions as decimals			
add and subtract amounts in decimals.			
add and subtract amounts in pounds and pence			
round decimals to the nearest whole number.			
round numbers to the nearest tenth			
compare fractions, decimals and percentages.			
convert fractions to decimals and percentages.			
convert values of an amount into percentages			
know the names and qualities of acute, right, obtuse and reflex angles			
draw, measure and add angles using a protractor.			
identify two angles which add up to 180º on a straight line			
investigate angles that, when combined, make 360º			
draw lines and angles with a high level of accuracy			
describe the sides and angles of both rectangles and squares			
solve problems involving angles in rectangles			
use knowledge of angles to solve problems			
name and plot points.			
describe the position of a shape following a translation			
describe movements and reflecting shapes			
convert units of length			
convert units of mass, including kilograms and pounds			
to convert units of time			
read the temperature on a thermometer			
find the perimeter of shapes			
use scale diagrams to find the perimeter of a shape			
measure the area of shapes by counting squares			
measure area in square metres			
make an estimation of area in kilometres			
find the volume of solids			
find the capacity of a cuboid			
compare and convert units of volume			
convert units of volume (metric and imperial)			
write Roman numerals to 1000			
write numbers in their thousands in Roman numerals			
solve word problems involving any of the above			
Choose my own techniques to tackle and solve problems of greater complexity			
Present my work in a clear and organised way, choosing the appropriate methods of recording			
Explain my work clearly and accurately using mathematical language			
Use reasoning to make predictions, proving my ideas and generalisations			
Ask my own questions and form ideas for my own investigations			
Recognise how to use my maths skills in a variety of contexts			

Our year overview maths

We will be learning the year 5 outcomes through our maths scheme called Maths No Problem, beginning with a focus on Number and Place Value.



Our awesome curriculum for the year...

Year Five Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Music

OUR AWESOME JOURNEY INTO SPACE

HOOK:

- Earth and Space- scientific and link to creation
- Space exploration Lego WeDo 2
- Colour
- We are artists – fusing geometry and art
- Our World
- Did God create life anywhere else?
- Textiles: combining different fabric shapes
- PE: Train like an Astronaut programme from NASA

OUTCOMES:

- **Earth and Space** - describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- Develop an appreciation of the links between geometry and art.
- Become familiar with the tools and techniques of a vector graphics package.
- Develop an understanding of turtle graphics.
- Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from peers.
- Develop some awareness of computer generated art, in particular fractal-based landscapes
- identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- To use globes and digital/computer mapping to locate countries and describe major features of the world i.e. Continents/countries and seas/Oceans
- Formulate step by step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.
- Recognise that 3-D textile products can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics
- Understand that fabrics can be strengthened, stiffened and reinforced were appropriate.
- See website: https://www.nasa.gov/audience/foreducators/trainlikeanastronaut/activities/
- Training to improve core strength, agility and cardiovascular fitness based on the training that astronauts undergo at NASA

OUR AWESOME WORLD

HOOK:

- Rivers – link to science too (water cycle) River Lea/Thames fieldwork and Mississippi comparison.
- Prevent flooding Lego WeDo 2
- Properties and changes to matter
- Plants and pollinators Lego WeDo 2
- Landscape painting - Perspective drawing / printing
- We are architects- Creating a virtual space.
- Am I a good citizen?
- God's creation: good or bad?

OUTCOMES:

- Use mapping skills to identify the major rivers of the UK and World.
- Locate the countries that contain this major rivers and examine the physical features of these.
- Complete fieldwork in the Lea basin looking at river, navigation and canal.
- Describe the journey of a river from source to mouth using technical terms
- Compare fieldwork to the Mississippi river and examine similarities and differences.
- **Properties and changes to materials** - compare and groups materials based on their properties.
- know about dissolving to form a solution.use knowledge of states of matter to decide how to separate mixture and demonstrate that dissolving, mixing and changes of state are reversible changes and that some changes result in the formation of new materials and that usually these changes are not reversible including burning.
- Study famous landscape artists (Van Gogh) and take ideas from their style of drawing and painting to adapt for a london scene.
- Innovate Van Gogh's style to a different scene e.g. London but with a starry night.
- Develop a range of sketches using divisionism to shade and add range of tones etc.
- Create final piece and evaluate against criteria.
- Understand the work of architects, designers and engineers working in 3D.
- Develop familiarity with simple CAD (computer aided design) tool.
- Develop spatial awareness by exploring and experimenting with a 3D virtual environment.
- Develop greater aesthetic awareness.
- Explore what the expected roles and responsibilities of a citizen would be.
- Identify key events that a good citizen may be a part of.
- What is community and does it relate to being a good citizen?

THE AWESOME MYSTERY OF THE TWO PRINCES IN THE TOWER

HOOK:

- Plantagenets – Edward IV or Richard III
- We are bloggers – Sharing experiences and opinions
- Battles for the Crown
- Moral dilemmas - what do I do?
- Does God know our secrets?
- Plantagenets fashion designers

OUTCOMES:

- Investigate at least one mystery during the Plantagenet era identifying victims, possible culprits and the effects of those events - Princes in the Tower, murder of Thomas Becket, Battle of Bosworth and death of Richard III (Car Park King).
- Explore the Plantagenet period being able to explain generally the period of time and some of the main events.
- Become familiar with blogs as a medium and genre of writing.
- Create a sequence of blog posts on a theme.
- Incorporate additional media.
- Comment on the posts of others.
- Develop a critical, reflective view of a range of media, including text.
- Locate famous battle sites on O/S maps using a key to identify the sites and surround features of the land.
- To identify the locations of these in the modern counties of England.
- Outline the meaning of dilemmas and get children to come up with a few examples.
- Explore dilemmas that the children will come across in their school life.
- Identify whether there is always an answer, or a right answer to a problem.
- Use an example of a dilemma from outside of school that affects the populace on a wider scale - eg. donating to charity vs. ensuring you have what you need.
- research clothes worn in this era
- Set purpose for design e.g. ball invite
- sketch and annotate possible designs including swatches of material.
- create design using textiles.
- Evaluate against criteria.

Year Five Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

MY AWESOME GUIDE TO ANCIENT CIVILISATIONS

HOOK:	OUTCOMES:
• The Maya Civilisation • Locating the Maya civilisation • symmetry in art • We are computational thinkers - mastering algorithms for searching, sorting and mathematics • Does God ask us to sacrifice? • Foods: celebrating culture and seasonality	• Explore the Maya civilisation, noting what we know about them and what happened to them -Case study - What happened to the Maya Civilisation? • Investigate key parts of their culture including god's, sacrifice, sports and architecture. • Locate the extent of the Mayan civilisation on a modern world map and the countries this includes. • Know the major rivers and mountain ranges contained within these countries. • Investigate the climatic zone of the Mayan civilisation and think about the part this may have caused in their decline. • look at Mayan art/artifacts , discuss observations of the style and comment on the work using visual language. • create symmetrical art work based on Mayan designs (poss children to have one half and create other to develop observational skills). • use a variety of techniques to add interesting effects. • Develop the ability to reason logically about algorithms. • Understand how some key algorithms can be expressed as programs. • Understand that some algorithms are more efficient than others for the same problems. • Understand common algorithms for sorting and searching. • Appreciate algorithmic approaches to problems in mathematics. • Understand how key chefs have influenced eating habits to promote varied and healthy diets • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Make, decorate and present the food product appropriately for the intended user and purpose.

MY AWESOME LIFE

HOOK:	OUTCOMES:
• Living things and their habitats • Frog's metamorphosis Lego WeDo 2 • We are web developers – Creating a webpage about cyber safety • What are stereotypes - can they be racist? • Animals including humans • Species around the world • What does responsible behaviour look like? • What amazes you about God's creation? • The colour of me	• Develop their research skills to decide what information is appropriate. • Understand some elements of how search engines select and rank results. • Question the plausibility and quality of information. • Develop and refine their ideas and text collaboratively. • Develop their understanding of online safety and responsible use of technology. • Explore the idea of stereotypes through a particular idea - for example job- nurses, builders, policemen. • What is racism - class research identifying key features of racism and where it may occur. • **Animals including humans** - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. • Case study of Madagascar and how climate and isolation have shaped the animals present. • Locate Madagascar on world map as part of Africa • Identify climatic zones and physical features of the island that contribute to unique habitats. • Link to e-safety - explore what ac ting responsibly looks like in the home - at school - and online. Identify similarities and differences. • Share their own experiences and explore the decision making process involved - could use a case study (made up or otherwise). • to experiment with colour mixing and complementary colours to create own colour palette • examine self portraits from famous artists • Sketch a self portrait focussing on line. • using primary colours create an observational self portrait of themselves mixing colours to create tones needed. • to develop a personal style of painting drawing based upon ideas of other artists.

OUR AWESOME TRANSPORT MUSEUM

HOOK:	OUTCOMES:
• How as transport in London changed • Transport over time • Forces • Pulling Lego WeDo 2 • Moving Materials Lego WeDo 2 • Matisse (link to RE) • We are game developers – Developing an interactive game. • What kind of jobs do adults have and how do I save? • Does God care about the journey of our lives? • Mechanisms: pulleys or gears	• Use computer mapping (Digimaps) to analyse the change in land use over time from the 1890's to the 2000's. • describe the changes around the London docklands area in this time and investigate why this occurred. • Locate and understand the changing transport system in london over this time. • **Forces** - Develop and understanding of gravity in relation to the Earth,. • identify the effects of forces such as water resistance, air resistance and friction. • Recognise levers, pulleys, and gears and their effect upon the forces involved. • Study the works of Matisse and create an ideas page using his style • Develop the ideas page into a rough draft of a final piece around the theme. • Ensure background adds additional clues to the journey of your life. • Create final piece in style of Matisse and then evaluate against criteria. • Explore methods of transport over the last 150 years. • Identify key turning points in history that have impacted travel across the world. • Complete a case study on a form of transport presenting upon its impact on the world. • Create original artwork and sound for a game. • Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. • Defect and correct errors in their computer game. • Identify the jobs the children aspire to and share the skills they expect they need to have. • How do skills and education help us to get jobs? • Explore the idea of saving - St Luke's bank - relate to something they want. • Produce detailed lists of tools, equipment and materials. Formulate step-by- step plans and, if appropriate, allocate tasks within a team • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.

Aim high!

Presentation- We have very high expectations of all pupils and encourage pupils to take pride in their work.

Handwriting - We will regularly practice our handwriting to work hard on making it the best that it can be.

Times tables- children will be recapping their times tables up to 12x12 as well as associated division facts. It is important to become fluent in this area so that it can be applied to other mathematical areas.

Developing vocabulary- children are becoming vocabulary collectors! We collect good words and phrases we read and aim to use them in our talk and in our writing!

Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all. Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy, Numeracy and social skills.

Positive Behaviour Management

Structure, understanding and encouragement

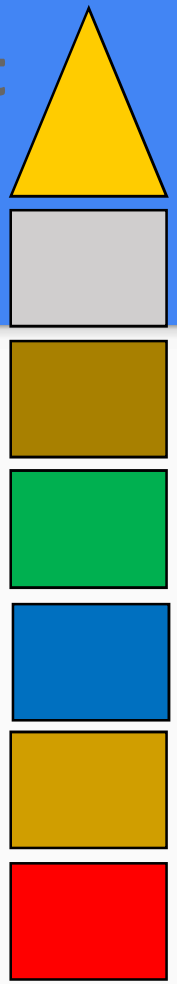
Dojo points !
Individual and class!

Pause - take a deep breath
Attune - what is going on
Label - discuss calmly and quietly
Model - give them strategies

Calm structured rooms

Ground Rules

Behaviour Chart



Where possible each day begins afresh

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**

Message from Matt Hipperson HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions but if you have anything about the school as a whole (please email your teacher if is something about their class on Y5@st-lukes.newham.sch.uk) then please email me on:

ht@st-lukes.newham.sch.uk

Safeguarding at St. Luke’s - if you have any concerns see one of our team below

Matt Hipperson HT & Designated Safeguarding lead

Helen Tarbuck AHT & Deputy Safeguarding Lead

Debbie Phillip family Support Worker

Sarah Martin Learning Mentor & After School Lead

Thank you!

Any questions?

Please email on **y5@st-lukes.newham.sch.uk**