

Meet the Teacher

Year 5

Teachers - Ms Norcross and Mrs Tarbuck
Support Staff- Ms Holley

A typical day ...

We start every day with exercise then straight into learning.

Fluent in five arithmetic

Maths

Assembly

Playtime

Creative Writing

Grammar

Reciprocal reading

Lunchtime

Foundation subjects and interconnected subjects

Things to know

Homework is set on Friday in workbooks and at times online. Please make sure your child is using Mathletics, TTRS and Reading Eggs- children who use these are shown to have higher grades.

Reading every night - children independently change their books when finished.

PE days are Monday (for Autumn term), please ensure children come into school wearing PE kit on this day.

Standards - non negotiables

Handwriting- please ensure your child is practicing their cursive handwriting.
This contributes to your child passing tests.

Presentation- e.g. using a ruler, dates LQs underlined and margins.

Readiness for learning (enough sleep and a good breakfast!)

Our year overview - English

The children will have handwriting and creative writing practice every morning and will also have a GPS lesson and opportunities to apply skills learnt in their topic work.

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 a 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
Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
Use changes in time and place to guide the reader through the text.
Use paragraphs to organise information logically and shape a non-fiction text effectively.
Sustain and develop ideas within a paragraph, introducing it with a topic sentence.
Close text with reference to its opening.
Reorder sentences to create impact on the reader.
Use expanded noun phrases to add well thought out detail to writing.
Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.
Use dialogue effectively and punctuate it accurately.
Clearly articulate what I have learned.
Apply what I have learnt to peer teach and explain my learning

Reciprocal Reading



Reciprocal Reading encourages children to use a range of skills when reading, e.g. inferring, predicting, summarising and identifying themes. It would be great if you could support your child when they are reading at home, by asking them a range of questions.

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, structure and grammatical features and evaluate effectiveness
Identify significant ideas, events and characters and discuss their significance.
Learn poems by heart. For example, narrative verse, haiku.
Prepare poems and plays 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 the writer's use of language for effect e.g. 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 the 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.
Express opinions about a text, using evidence from the text, giving reasons and explanations.
Adapt my own opinion in the light of further reading or others' ideas.
Identify formal and informal language
Know the features of different narrative text types, for example, adventure, fantasy, myths.
Compare texts by the same writer.
Compare texts by different writers on the same topic.
Summarise key information from different texts.
Empathise with different character's points of view.
Infer meaning using evidence from the text and wider reading and personal experience.
Explain how a writers' use of language and grammatical features have been used to create effects and impact on the reader.
Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
Know how the way a text is organised supports the purpose of the writing.
Use scanning and text marking to find and identify key information.
Clearly articulate what I have learned.
Apply what has been learned to peer teach and explain my learning.

Parent Teaching Support Manual



Our year overview maths

In maths I can:

read and represent numbers to 100 000.
read and represent numbers to 1 000 000
compare numbers to 1 000 000 using place value
make and identify patterns in numbers using knowledge of place value
round numbers to the nearest 100, 1000, 10 000 and 100 000 using number lines
add using the 'counting on' strategy with concrete materials and number lines
subtract using the 'counting backwards' strategy with concrete materials
add numbers within 1 000 000 using the column method of addition
subtract using the column method, number bonds and number discs using numbers to 1 000 000
consolidate and review multiplication; to be able to find the result of multiplying by a number
consolidate and review multiplication; to be able to find the factors of a given number
define and find common factors of numbers to 100
identify and name the prime numbers; recognise prime numbers as numbers that only have two factors
create and determine square and cube numbers
multiply 1- and 2-digit numbers by 10, 100 and 1000
multiply 2- and 3-digit numbers by a 1-digit number using multiple strategies
multiply 4-digit numbers by 1-digit numbers
multiply 2-digit numbers by 2-digit numbers using multiple methods
multiply a 2-digit number by a 2-digit number using multiple methods, including the grid method, number bonds and column method, with regrouping
multiply a 3-digit number by a 2-digit number, using the grid method and column method as key strategies
find thousands, hundreds and tens in a 4-digit number using concrete materials
divide 3- and 4-digit numbers by 1-digit numbers, using number bonds and long division as the key methods
divide 4-digit numbers by 1-digit numbers, using number bonds and long division as the key methods
divide 3-digit numbers by 1-digit numbers, using long division, short division and mental methods, that give rise to remainders.
solve word problems involving multiple operations, using bar models as the main heuristic to represent key information
read the information presented in a table and interpret its meaning
read and interpret information provided in a line graph where a single line represents the data
read and interpret information presented on a line graph where the data is represented by more than one line.
read and interpret information presented in a table and turn it into a line graph; to be able to determine relationships between data sets.
divide whole numbers to create fractions; to be able to create mixed numbers and improper fractions when dividing whole numbers.
write improper fractions and mixed numbers using a number line and pictorial methods
find equivalent fractions using pictorial methods
compare and order fractions
make number pairs (number bonds) with fractions with different denominators
add unlike fractions by finding a common denominator
add unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions
add unlike fractions, which create improper fractions and mixed numbers that give rise to simplification
subtract fractions with different denominators; to be able to subtract fractions from whole numbers
subtract fractions where the denominators are not the same; to be able to use bar models as a key strategy for subtracting fractions.
subtract fractions and mixed numbers from mixed numbers with different denominators
multiply fractions by whole numbers creating other fractions, mixed numbers or improper fractions
multiply mixed numbers by whole numbers, creating larger mixed numbers
able to read and write decimal numbers
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 180° on a straight line
investigate angles that, when combined, make 360°
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
<u>Choose my own techniques to tackle and solve problems of greater complexity</u>
<u>Present my work in a clear and organised way, choosing the appropriate methods of recording</u>
<u>Explain my work clearly and accurately using mathematical language</u>
<u>Use reasoning to make predictions, proving my ideas and generalisations</u>
<u>Ask my own questions and form ideas for my own investigations</u>
<u>Recognise how to use my maths skills in a variety of contexts</u>

Our awesome curriculum for the year...

Autumn 1	Our awesome adventure into space!
Autumn 2	Our awesome world
Spring 1	The awesome mystery of the two princes in the tower
Spring 2	Our awesome transport museum
Summer 1	My awesome life
Summer 2	My awesome guide to ancient civilisations

This term's learning...

A weekly ping will go out each Monday to explain the outcomes for the week.

Educational Visits! (We need you!)

Interventions

Each day there will be an allocated time for struggling learners to go over concepts and consolidate their learning.

Most support is in class. Some interventions are out of class to make sure no pupil is left behind and catch up lessons ensure all pupils are making expected progress.

Positive Behaviour Management

Structure, understanding and encouragement

Pause - take a deep breath

Attune - what is going on

Label - discuss calmly and quietly

Model - give them strategies

Calm structured rooms

Ground Rules



Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

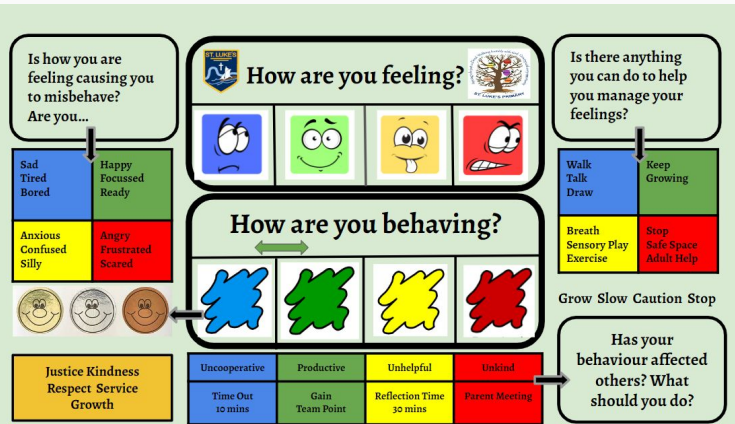
Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

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**



Behaviour Chart

Online safety

We will start the year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

Below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

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



Matt Hipperson HT & Designated Safeguarding lead



Fiona Norcross DHT & Deputy Safeguarding Lead



Debbie Phillip family Support Worker



Sarah Martin Learning Mentor & After School Lead

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 it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Thank you!

All children have received logins for mathletics and Reading Eggs - in their maths and english workbooks on the front page.

Any questions?

Class email is - Y5@st-lukes.newham.sch.uk