

Meet the Teacher

Welcome to Year 5/6

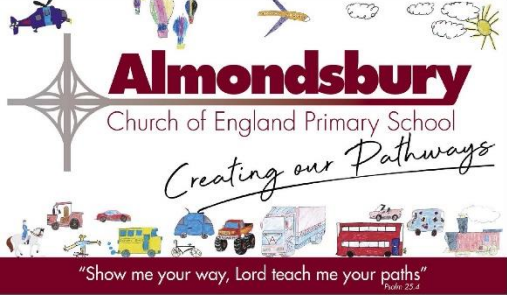
Mrs Goode & Mr Allen

Mrs Goode and Mr Allen's Class



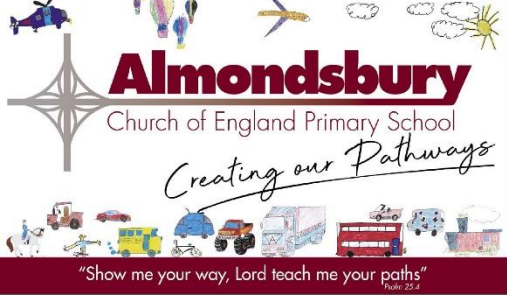
Timetable (for start of the year)

Almondsbury Primary School Timetable Overview 2022/23 TERM 1										
Year 5/6 Term 1										
	8:55 – 9.10	9:10 -10:15	10:15 – 10:30	10:30 – 10:45	10:45 – 11:15	11:15 – 12:15	12:15 – 1:15	1:15- 2:30	2:30 - 3:30	
Mon	Reg	Maths	Assembly	Break	Spelling	English	Lunch	Arithmetic (10 mins) SPAG 1:25 – 1:45	Art week 1	
									RE week 2 (plus library time)	
Tues	Reg	Maths	Heartsmart	Break	Guided Reading – reading and vocab focus	English	Lunch	Arithmetic (10 mins) Spelling 1:25 – 1:45	Science (Whole class book 3.10)	
Wed	Reg	Maths	Singing Assembly	Break	Guided Reading – retrieval and sequencing skills	English	Lunch	PPA PE/French		
Thur	Reg	Maths	Assembly	Break	Guided Reading – inference and explanation	English	Lunch	Arithmetic (10 mins) Spelling 1:25 – 1:45	Topic (Whole class book 3.10)	
Fri	Reg	Maths	Assembly	Break	Guided Reading – follow up skills / class book	English	Lunch	Arithmetic (10 mins)	PE	Computing



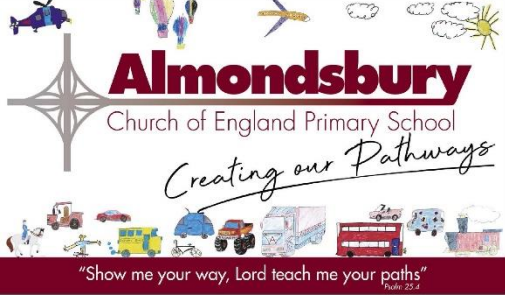
Class Teachers – Mrs Goode (Monday-Wednesday) & Mr Allen (Wednesday-Friday)

Teaching Assistants – Ms Jamieson and Mrs Bailey



PE

Wednesday & Friday for Term 1 and 2.
Children must wear their PE kits to
school on PE days.

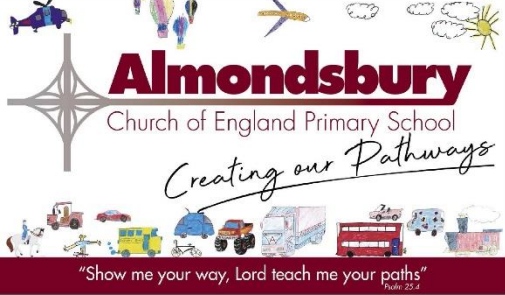


The School Day

Children can enter the Key Stage playground from
8.45 am.

The children will finish at 3.30pm and will be taken
to the side of the school.

Please inform the school if the children are walking
home.



Snacks and Water

To ensure hydration, children must bring water bottles to school. These can be refilled in school. The children should bring a healthy snack to eat at break time. Toast will also be available from 26th September for 10p a slice.

Remember we are a nut free school.

Curriculum overview – Term 1 & 2

Year Group.....5/6..... Topic.....World War II.....



Previous Learning Links

The chronology of British history

Key dates of WW2

Knowledge of The Home front

Features of rural and urban areas in the UK

Characteristics of London

The location of countries within Europe and worldwide



Essential Knowledge

Dates of WWII

Reasons for WWII

Significant people in WWII - Hitler, Chamberlain, Churchill, Anne Frank

How life was impacted for different people - evacuation, the Blitz, Dig for Victory

Significant events during WWII - The Battle of Britain, Dunkirk, The Holocaust

How WWII affected different parts of the UK and the world

The names and locations of significant countries involved in WWII.



Learning in Other Subjects

English: Narrative writing based around Rose Blanche, Letters from the Lighthouse and Goodnight Mr Tom. War-themed poetry and biographies.

Maths: Number, place value, calculation, fractions, decimals and percentages.

Science: Electricity and forces.

Computing: Presentations using Powerpoint and incorporating hyperlinks.

REAL PE: REAL Dance and social skills.

RE: What matters most to Humanists and Christians?

Heart Smart: Get Heartsmart, Too Much Selfie Isn't Healthy






DT: Anderson Shelters with working electric circuits.

Art: Henry Moore drawing skills.

Music: Music Tech, Structure and Form.


MFL: At the café! Food and drink vocabulary.


Timeline

				
Queen Elizabeth II	Neil Armstrong	WW2	Concorde	Today
1926-present	1930-2012	1939-45	1976	2020

Curriculum overview – Term 1 & 2

This side is information for parents. It gives you a breakdown of the key facts the children will learn during the topic, shows linked learning from topics in previous year groups and also allows you to see what will be taught in other subjects across the term.


Year Group.....5/6..... Topic.....World War II.....



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Timeline

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This side is designed for you to use with your child.

These websites are aimed at children and are great for helping with homework — projects or finding out more together.

 **Photos and Enrichment**



Useful websites to explore:


<http://www.primaryhomeworkhelp.co.uk/Britain.html>

<https://school-learningzone.co.uk/key-stage-two/ks2-history/british-history/world-war-ii/world-war-ii.html>

<https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/>


<https://www.dtfindout.com/uk/history/world-war-ii/>

Talk like a Historian




Axis	Evacuee
Blitz	Evacuation
Liberate	Dictator
Military	Fascist
Rationing	Allies
Occupied	Propaganda
Invasion	

Talk like a Geographer




Economy
Industrial
Rural
Urban
Port
Continental

Talk like a Scientist




Circuit	Insulator
Symbol	Conductor
Voltage	Resistance
Mains	Gravity
Batteries	Upthrust

Talk like an Author



Begrudgingly	Ecstatically
Disconcerting	Ravenous
Incoherently	
Reassurance	
Dilapidated	
Realisation	

Talk like a Mathematician





Digit	Prime
Numeral	Factor
Ascending	Multiple
Descending	Composite
Consecutive	
Operation	

Quality Texts

Goodnight Mr Tom by Michelle Magorian

Letters from the Lighthouse by Emma Carroll

Rose Blanche by Ian McEwan



Our 'Talk Like an Expert' section gives you examples of the subject-specific vocabulary we will be using each term. The more the children can be hearing and using these words, the better. Try sticking it to your fridge and talking about the words together or having a 'word of the day' challenge in your family!

This section gives suggestions for age-appropriate novels and non-fiction books linked to the topic. We may use these in class too.



The homework given will alternate between English and Maths. Children will also receive Guided Reading 'prep work' every Friday to be completed over the weekend. This will involve reading a short extract and completing a quick vocabulary discussion activity ready to be used in class the following **Tuesday.**

Children are expected to read regularly and practise their times tables (or prepare for the Maths Attack tests). Children have Times Tables Rockstars logins and this is a fun and easy way to practise online.



Mastery Maths Attack

As a school we are moving to the Mastery of Mathematics approach following a successful trial last year.

Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.

We have also decided to change the Maths Attack system so that it is in line with our new approach.

Mastery Maths Attack

Each year group will have a set of Maths Attack levels that are focused on the curriculum objectives for their year

The children will benefit from input on these levels during maths lessons

The children will be able to bring home their attempted level to practise with your support

Each level will be studied for three weeks (two weeks in Year 6)

Each week the children can attempt the level in class and try and better their score or time

Following the three weeks, every child will move onto the next level and practise a new skill

Spelling

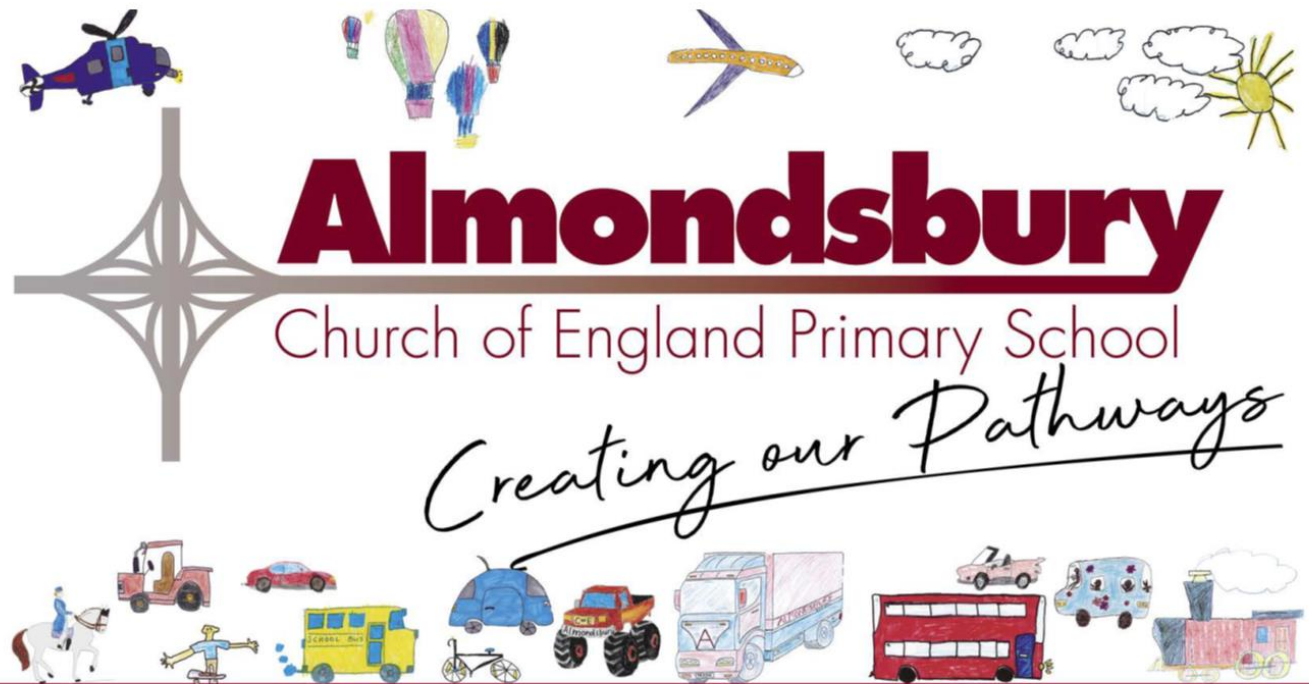
Spelling patterns for each week will be added to our class page termly.

We will be using the Essential Spelling scheme of work, which builds on the spelling strategies and patterns that the children have used for the last two years.

We will not have weekly spelling tests but will instead complete regular application tasks that focus on spelling rules and patterns. Please support your children with this at home.

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: "have you got it right?" If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If it is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, mix out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <p>t o t a l l y</p>
Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>Monarchy</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word 'feet':</p> <p>f _ _ ld</p>
Pyramind words	<p>This method of learning words forces you to think of each letter separately.</p> <p>f e e t t r r a a m m i i d</p> <p>You can then reverse the process so that you end up with a diamond.</p>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none"> Reinforce writing: Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then copy it in orange, yellow and so on. Making up memorable 'silly sentences' containing the word Saying the word in a funny way – for example, pronouncing the 'silent letters' in a word

Our school vision was created 3 years ago and we need to revisit this so everyone is clear about what the vision means and what we do in school to enact the vision.



"Show me your way, Lord teach me your paths"

Psalms 25.4



Almondsbury

Church of England Primary School

Creating our Pathways

We use our vision as the main tool to drive our quality of education.
We believe that everyone has the potential to do their very best and
create their own pathways through life to take them any where and
do anything they want to.

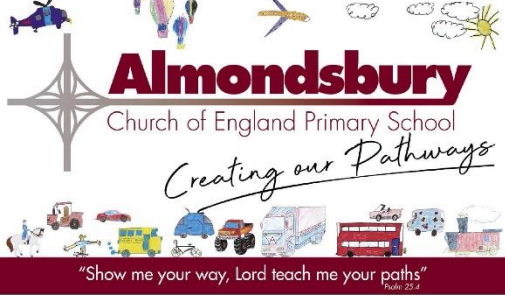


This links to
the
Almondsbury
interchange
which can take
you anywhere
in the country
you just have
to get on to
this and away
you go!

"Show me your way, Lord teach me your paths
Psalm 25.4

Our vision Bible verse – this links to our status as a Church school, gaining inspiration from the Bible and from our lives. We use the Lord's examples to show us the way to live, behave, work and play.

We use Bible stories to illustrate the ways of how to do this. We believe, persevere and develop the children as rounded individuals, be themselves and do their very best.



Online safety is a shared responsibility!

At School:

We teach the children how to be safe online, how to use the internet responsibly and closely monitor their use.

At home:

We need you to reinforce what is being taught at school, know what applications are age appropriate and closely monitor your child's use of the internet.



Instagram



Tik Tok



Snapchat

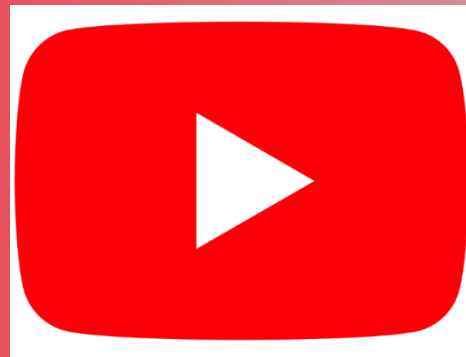


Musical.ly

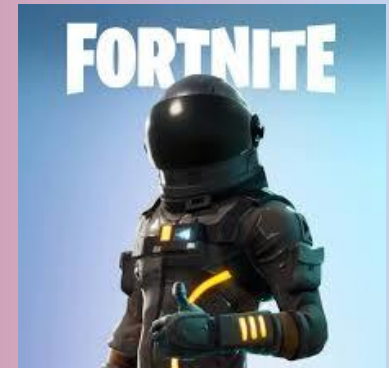
**All of these applications have age limits!
Children must be 13 years old to use them!**



WhatsApp



YouTube



Fortnite

USE OF THE INTERNET

Children get the opportunity to develop their internet skills in all subject areas. They are taught how to use the internet safely and how some information found on the internet can be unreliable. During Computing lessons children have specific E-safety lessons. They are taught the SMART e-safety rules as well as being taught online research and note taking skills.

As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing Team or SLT will follow this up with both the child and parent and report the child to the company concerned.

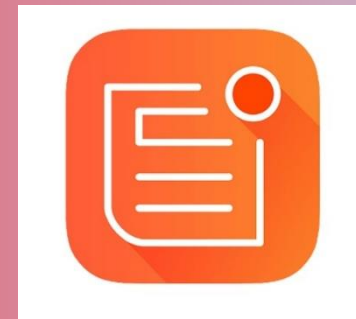
Many websites have an age restriction of 13 and over, and are therefore not suitable for any Primary aged children.

The following applications/sites are examples and are not an exhaustive list.

Application/Site	Age Restriction
Musical.ly	age limit 13+
Fortnite	age limit 12+
Instagram	age limit 13+
Facebook	age limit 13+
WhatsApp	age limit 13+
Snapchat	age limit 13+
YouTube channel	age limit 13+
Minecraft	has two age limit settings 7+ & 13+

School Policy

There is a clear section in our Computing policy that addresses use of the internet.

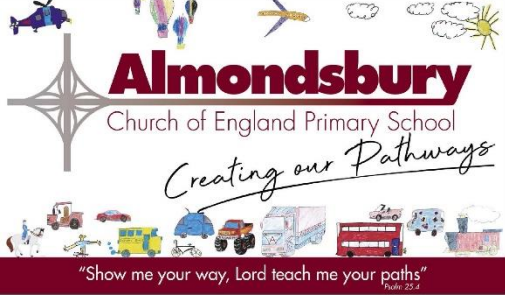


School News App

Website and School News App

Please regularly check our class page on the school website for any important information and news. Most information is also available through the School News app which can be downloaded onto both Apple and Android phones.

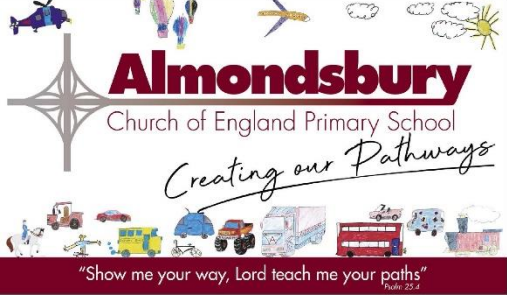




Please feel free to email us directly:

Katie.goode@almondsburyprimary.co.uk

Thomas.Allen@almondsburyprimary.co.uk



Questions?