



'Show me your ways, Lord teach me your paths.' (Psalms 25:4)

Meet the Teacher

Welcome to Year 5

Year 5 Class Timetable

| | 8:55 | 9:10 | 10:10 | 10:30 | 10:50 | 11:15 | 12:15 | 1:20 | 2:30 | 3:30 |
|-------|--------------|-----------------------|---------------------|-------|----------------|---------|----------|--------------------------|-----------|------|
| Mon | REGISTRATION | Maths | Collective Worship | BREAK | Guided Reading | English | Spelling | Science | | |
| Tues | REGISTRATION | Maths | Singing Assembly | BREAK | Guided Reading | English | Spelling | Topic | | |
| Wed | REGISTRATION | Maths | Class Assembly | BREAK | Guided Reading | English | LUNCH | PPA (PE/French/Music) | | |
| Thurs | REGISTRATION | Maths | KS2 Assembly | BREAK | Guided Reading | English | LUNCH | PE | Computers | |
| Fri | REGISTRATION | Maths Maths Attack | Celebration Service | BREAK | Guided Reading | English | LUNCH | Spelling | RE | PHSE |

Class Teacher – Mr Dean

Teaching Assistant – Miss Welsh/Mrs Bailey

1:1 Teaching Assistants

Mrs Davies-Jones

Mrs Jenny Williams

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|---|---|---|---|
| <p>English</p> <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> Develop vocabulary, connectives, openers and punctuation to interest a reader. Organise paragraphs effectively to produce narratives (including setting and character descriptions), diary entries, newspaper reports and non-chronological reports. Read and reproduce a variety of fictional pieces, including work based around Tsunami by Kimiko Kajikawa. <p><u>Grammar and Spelling:</u></p> <ul style="list-style-type: none"> Use appropriate register/style Use expanded noun phrases to add detail Use relative clauses and commas in clauses accurately Use full punctuation Use accurate grammatical terms Consolidate knowledge of Y4 spelling rules and further develop Y5 rules. | <p>Art & Design</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record & evaluate ideas Improve mastery of techniques such as drawing/painting, Learn about great artists, architects & designers | <p>Physical Education</p> <ul style="list-style-type: none"> <u>Games</u> - Play competitive games, modified as appropriate (quick sticks/Netball/Athletics/Tag Rugby) <u>REAL PE</u> – Creative – seated and floor work. Cognitive – Ball skills | <p>History</p> <ul style="list-style-type: none"> History will be covered in the spring and summer terms. |
| <p>Mathematics</p> <p><u>Number/Calculations:</u></p> <ul style="list-style-type: none"> Secure place value to 1, 000, 000 Use negative whole numbers in context Rounding up to 1,000,000 Read and write Roman numerals up to 1,000 Use standard written methods for all 4 operations Confidently +/- mentally Use vocabulary of prime, factor & multiple Understand square and cube numbers $\times \div$ by powers of 10 Consolidate Y4 objectives <p><u>Measures:</u></p> <ul style="list-style-type: none"> Calculate perimeter of composite shapes & area of rectangles <p><u>Statistics:</u></p> <ul style="list-style-type: none"> Interpret tables & line graphs | <p>DT</p> <p><u>Disaster Shelters</u></p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of a structure fit for purpose. Investigate and analyse a variety of materials to establish how successful they would be to construct the shelter. Select materials and components to make a model structure according to their functional properties. | <p>Computing</p> <ul style="list-style-type: none"> Design & write programs to solve problems Use sequences, repetition, inputs, variables & outputs in programs Detect & correct errors in programs Understand uses of networks for collaboration & communication E-safety | <p>Music</p> <ul style="list-style-type: none"> Perform with control & in ensembles Improvise & compose using dimensions of music <ul style="list-style-type: none"> Listen to detail and recall aurally Use & understand basics of staff notation Develop an understanding of the history of music, including great musicians & composers |
| <p>Science</p> <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible change; identify irreversible <p><u>Scientific Enquiry:</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising & controlling variables where necessary Take measurements using a range of scientific equipment with increasing accuracy & precision taking repeat readings where appropriate Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables and bar/line graphs Use test results to make predictions; report & present findings & identify scientific evidence used | <p>Modern Languages (French)</p> <ul style="list-style-type: none"> Listen & engage Engage in conversation, expressing opinion Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, place & things Understand basic grammar e.g. gender | <p>Geog</p> <ul style="list-style-type: none"> <u>Earth Unleashed</u> <u>Locational knowledge</u> – countries affected by natural disasters i.e. earthquake zones, the 'ring of fire' etc. <u>Place knowledge</u> – Understand latitude, longitude, Equator & time zones etc. | <p>RE</p> <ul style="list-style-type: none"> What is important to me? (2 weeks) What difference does it make to believe in Ahimsa, Ummah and Grace? What kind of King is Jesus? (KINGDOM OF GOD) |

Homework

Homework will be given out every Friday and is expected to be handed in the following Wednesday.

The homework given will be alternated between English and Maths.

It will begin this Friday.

New Maths Attack

The questions have stayed the same but the sequence is different. It may appear that your child is on a lower level that they were last year but this is only because of the new sequence. Please refer to the letter you received on Friday for the new order of levels.

Reading Challenge

Please could you initial your child's reading card when they present it to you. They need to read **4** times a week for **7** out of **8** of the weeks this term to reach their target and claim their reward.

Topic Projects

As the children will receive Maths and English homework, there will be **no** topic homework for them to complete.

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



Facebook



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.

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