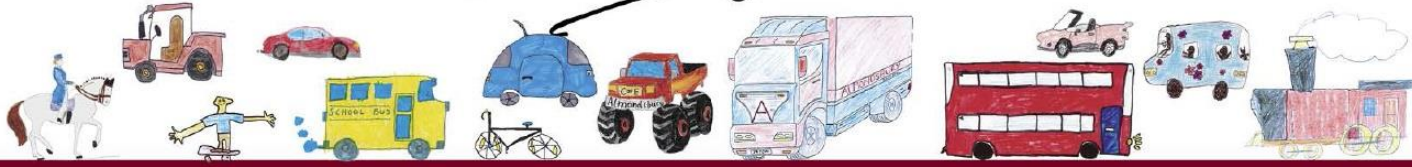


Almondsbury

Church of England Primary School

Creating our Pathways



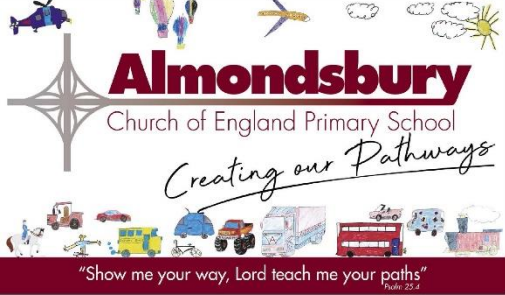
"Show me your way, Lord teach me your paths"
Psalm 25.4

Meet the Teacher

Welcome to Year 5/6

Year 5/6 Class Timetable – Term 1

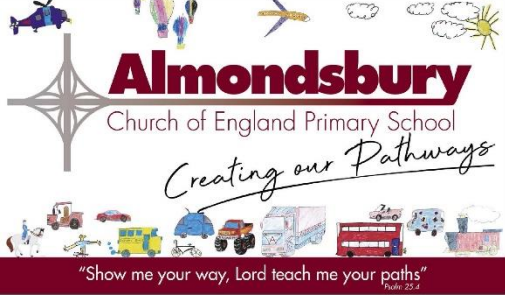
	8:55	9:10	10:10	10:30	10:50	11:15	12:15	1:20	2:30	3:30
Mon	REGISTRATION	Maths	Collective Worship	BREAK	SPAG	English	LUNCH	Science		Whole Class Reading
Tues		Maths	Singing Assembly		Guided Reading	English		Spelling	Topic	
Wed		Maths	Class Assembly		Guided Reading	English		PPA (French/Music)		
Thurs DHT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



Class Teacher – Mr BM
Deputy Cover (Thurs/Fri pm) – Miss Winter
Teaching Assistant – Mrs Jamieson and
Miss Welsh

Curriculum Overview for Year 6 – Earth Unleashed

<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 the passive voice for purpose Use relative clauses and commas in clauses accurately Use full punctuation Use accurate grammatical terms Consolidate knowledge of Y5 spelling rules and further develop Y6 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 & rounding to 10, 000, 000 including negatives All written methods including long division Use order of operations Identify factors, multiples & primes Solve multi-step problems <p><u>Geometry and Measurement</u></p> <ul style="list-style-type: none"> Confidently use a range of measure & conversions Calculate area of a triangle & parallelograms Use area/volume formulas Classify shapes by properties Know & use angle rules <p><u>Statistics:</u></p> <ul style="list-style-type: none"> Interpret pie charts Calculate mean averages <p><u>Fractions & Decimals:</u></p> <ul style="list-style-type: none"> Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages 	<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>Geog</p>	<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>RE</p>
<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 linked to restaurants and shopping Speak in simple language & be understood Develop appropriate pronunciation Show understanding in simple reading Adapt known language to create new ideas Understand basic grammar e.g. gender 	<p>Earth Unleashed</p> <ul style="list-style-type: none"> <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. 	<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)



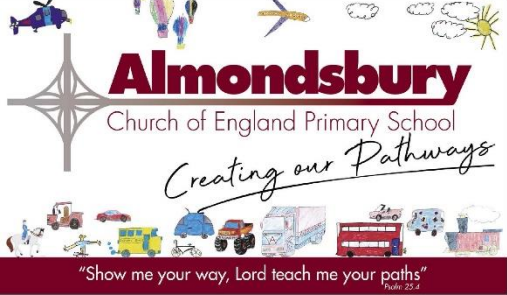
Year 6 – Maths and Guided Reading with Mrs Goode/Mr Allen or Mr BM.

Year 5 – Most will have Mr Dean for Maths. There are some Y5s who are in Mrs Goode/Mr Allen's Maths class.

Mr BM in France with Y6

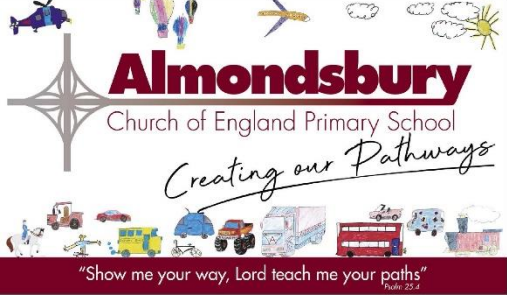
France Week:

Mr Dean will be taking all Y5s. The remaining Y6s will have a special French week with Mrs T and Miss Winter.



PE

Thursday & Friday for term 1 and then
Wednesday and Thursday Term 2.



Homework

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

The homework given will alternate between English and Maths.


It will begin after the France Week.

Home | Our School | Governance | Association | Classes | Communications | Links

You are here: Home | Classes | Mr Baykaa-Murray's class

- Miss Wingett's class
- Mrs North's class
- Miss Hake's class
- Mrs Leonard's class
- Mr Garcia's class
- Mr Evens' class
- Miss Moore and Miss Ramli's class
- Mrs Long and Mrs Duffy's class
- Mr Dean's class
- Mr Baykaa-Murray's class
- Mrs Goode and Mr Allen's class


Mr Baykaa-Murray's class



Welcome to our Year 5/6 class page. We have an exciting term a head of us with lots of exciting learning to be had! Our topic for this term up to Christmas is: **EARTH UNLEASHED!**

SCHOOL PARLIAMENT

Congratulations to Sam and Katie who were voted in as our Class MPs.



Dates for Diary:



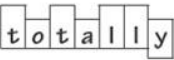
TERM 1

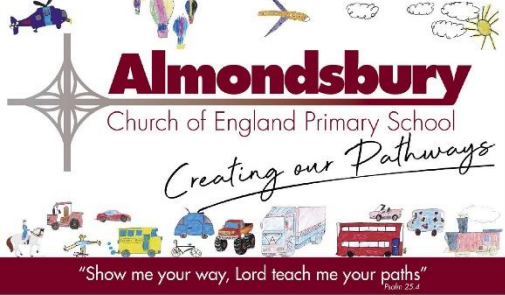
- 02/09 INSET DAY
- 03/09 First day back
- 12/09 Meet the Teacher

Spelling

Spelling patterns for each week are on our class page.

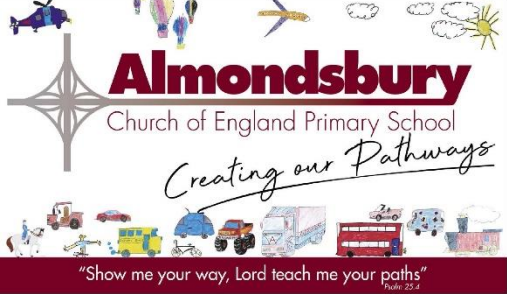
Date	Topic
02/09/19	Revision of the Year 3/4 and Year 5/6 key words
09/09/19	ch sound pronounced k <i>ache, chorus, chemistry, monarch, echo, scheme, chaos, technology</i>
16/09/19	France Week
23/09/19	ch sound pronounced sh <i>chef, machine, parachute, champagne, machinery, moustache</i>
30/09/19	tion/sion/cian words <i>accommodation, competition, explanation, profession, occasion, possession, question, station, diversion, mission, optician, politician.</i>
07/10/19	
14/10/19	revision of personal spellings and proofreading techniques

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. 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. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: have you got it right? if yes, try writing it again and again; if not, start again – look, say, cover, write, check.	Drawing an image around the word	This strategy is all about making a word memorable: it links to meaning in order to try to make the spelling noticeable. 
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. 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. If this 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, miss out the tracing and copying or the tracing alone and just write the words.	Words without vowels	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! 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 <i>field</i> : f _ _ ld
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.	Pyramid words	This method of learning words forces you to think of each letter separately.  You can then reverse the process so that you end up with a diamond.
Quickwrite	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. 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. This can be turned into a variety of competitive games including working in teams and developing rarer race approaches.	Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part of a 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 overlay 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 • Clapping and counting to identify the syllables in a word.
Drawing around the word to show the shape	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. 		



Dates for your diary

- Wow Day – Monday 23rd September
- France! Monday 16th - Friday 20th September
- Harvest Festival – 8th October
- Topic trip – 12th November
- SATs Week – week beginning 11th May



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



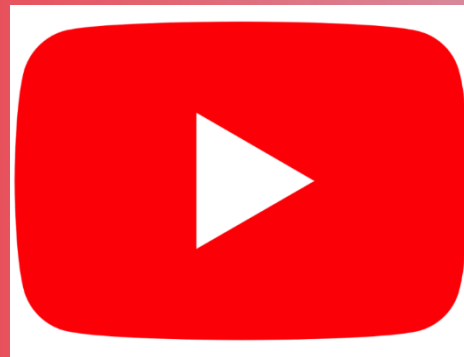
Musical.ly

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

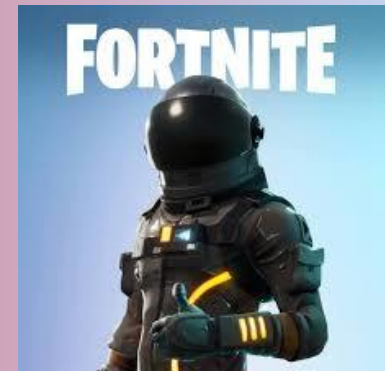


WhatsApp

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.

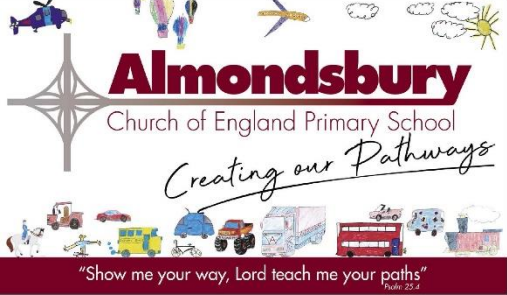
As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing 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.

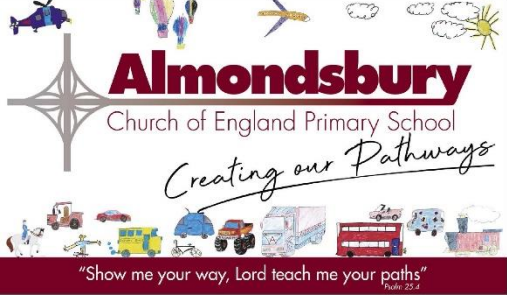
The following applications/sites are examples and are not an exhaustive list.

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.



Nic.Baykaa-Murray@almondsburyprimary.co.uk



Questions