

Welcome to Year 5

Meet the Team

Creativity - Excellence - Resilience

Who's Who

Maple

Miss Allison

Mrs McInnis

Mrs Saunders

Holly

Mr Ablett

Miss Radford

Miss Smith (Both)

Mr Miles (Music)

Mrs Smith (Art)

Mrs Pearman (Forest School)

Laura (Dance)

Year 5

Year 5 Residential

- During Term 1 we will be going on our residential visit.
- The Bushcraft Company – Penshurst Place Wednesday 20th September – Friday 22nd September.
- See info on website.
- You should have received Kit List/Medical Forms.

Cycling Proficiency

- Year 5 will complete their Level 1 cycling proficiency.
- It will be during the Spring.

CATs

The Year 5 children will sit the CATs test around the start of June.

Year 5

- Children to come straight into class when they arrive at school.
- Please could pencil cases and school equipment stay in school. (If pencil cases don't fit in trays they are too big!)
- Children may bring a healthy snack for break time.
- Children need to come to school wearing their PE kit on Monday and Friday.
- As the weather turns, please ensure children have a coat in school.



Year 5 Long Term Plan 2023-24



Curriculum

| Year 5 2022-2023 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|--|---|--|---|---|
| Theme | Acceptance | Equality | Resilience | Historical Fiction | How things work | Greece |
| English Texts | The Lost Thing by Shaun Tan Poetry Lost Words | Hidden Figures by Margot Lee Shetterly Debates on the Civil rights Movement Group speech – Martin Luther King | Twisted Tales Race to the Frozen North | Beowulf by Michael Morpurgo | Clockwork by Philip Pullman | Who Let the Gods out? by Maz Evans |
| English Genres and Focus | Creative writing Instructions of how to look after your lost thing (Modal Verbs) Poetry – Free verse? | Persuasive letter Diary entry | Narrative (fiction) Children to add a twist of their own to a traditional tale. Biography | Newspaper article Diary entry | Alternative ending Setting description | Explanation Texts Debate on Elgin Marbles Balanced argument. |
| Mathematics | Place Value Addition and Subtraction | Multiplication and division Area and Perimeter | Statistics Fractions | Fractions Decimals and Percentages | Decimals Converting units | Properties of shapes Position and Direction Measure Volume |
| History | | | | Anglo-Saxons and Scots | | Ancient Greece |
| Geography | | | Grand Canyon | | Water World | |
| Science | Forces | Earth and Space | All Living Things | Animals Including Humans | Properties and Changing Materials | |
| Computing | Coding | Online Safety | | Databases | | Word |
| Art | Lost Thing | | Pied Piper Twisted Tales | Clay Human Figure | | |
| Design & Technology | Food – Understanding Seasonality Trip to the Pig? (2 sessions) | Design, make & Evaluate Moving Moon Buggies | Food – Understanding Seasonality Trip to the Pig? (2 sessions) | | Food – Understanding Seasonality Trip to the Pig? (2 sessions) | Design, make & Evaluate Shadow puppets |
| Music | Keyboard Skills | Women in Song | Ukulele to Guitar/Orchestra | Ukulele to Guitar/Orchestra | Ukulele to Guitar/Orchestra | Ukulele to Guitar/Orchestra |
| PE | OAA Dance | OAA Gymnastics | Tennis Basketball | Tennis Basketball | Tennis Cricket | Tennis Athletics |
| PSHE | Being me in my world | Celebrating difference | Dreams and goals | Healthy me | Relationships | Changing me |
| RE | God | Incarnation | People of God | Salvation | Islam | Islam |
| MFL | Mandarin | Mandarin | Mandarin | Mandarin | Mandarin | Mandarin |

Curriculum

- Ongoing informal assessments to analyse needs, identify gaps and accelerate learning.
- In the foundation subjects, i.e. Geography, there will be greater emphasis on the enquiry skills.

English

- Writing
- Reading
- GPS

Maths

- Number & Place Value
- Multiplication Tables
- Calculations
- Fractions

English Texts

Term 1

- The Lost Thing
- The Lost Words

Term 2

- Hidden Figures

Term 3

- Race to the Frozen North
- Twisted Tales

Term 4

- Beowulf

Term 5

- Clockwork

Term 6

- Who Let the Gods Out

Trips/Experiences

Term 1

- Residential Trip
- Pig Trip
- Church Visit (RE – tbc)

Term 2

- Space Day (In School)
- Pied Piper Theatre Trip

Term 3

- Pig Trip
- Pond Dipping Trip (tbc)
- Forest School

Term 4

Term 5

- Mosque Trip
- Pig Trip
- Southern Water (In School – tbc)
- Forest School

Term 6

- Greek Day (In School)

Home-Learning

Reading

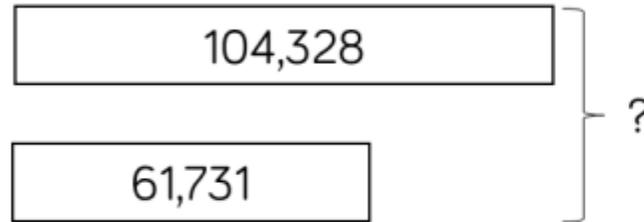
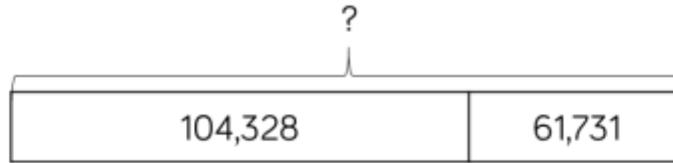
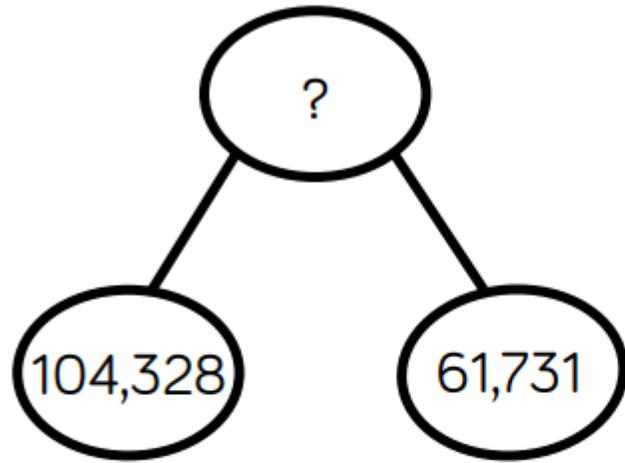
Children may read to an adult, with an adult or read to themselves. The story and characters should be talked about and new words discussed. All children need a clear understanding of the text; they should be able to answer inference and deduction questions and comment on authorial intent. We will be sending questions to prompt discussion soon.

Termly Key Knowledge & Skills

At the beginning of each term, teachers send home an information leaflet detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can also be found on the Class Pages of our school website.

Skill: Add numbers with more than 4 digits

Year: 5/6



$$104,328 + 61,731 = 166,059$$

| HTh | TTh | Th | H | T | O |
|---------|--|----------------------------|-----------------------------------|----------|-----------------------|
| 100,000 | | 1,000 1,000 1,000 1,000 | 100 100 100 | 10 10 | 1 1 1 1 1 1 1 1 |
| | 10,000 10,000 10,000 10,000 10,000 10,000 | 1,000 | 100 100 100 100 100 100 100 | 10 10 10 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 1 | 0 | 4 | 3 | 2 | 8 |
| + | 6 | 1 | 7 | 3 | 1 |
| 1 | 6 | 6 | 0 | 5 | 9 |

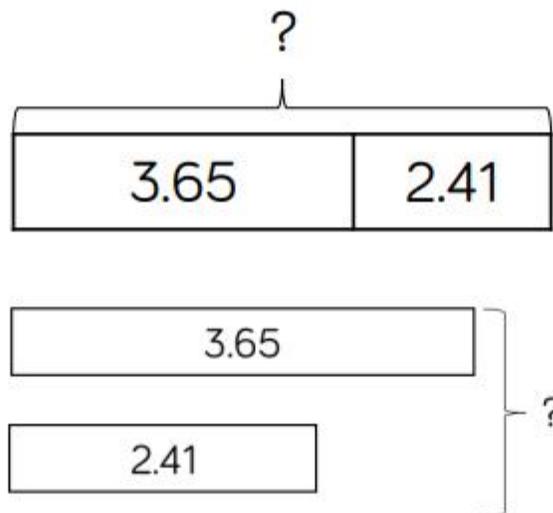
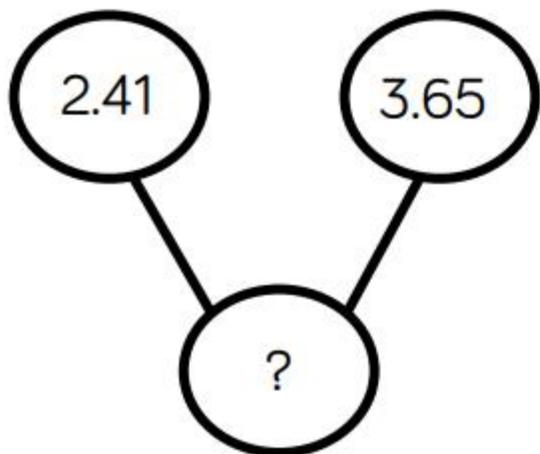
1

Place value counters or plain counters on a place value grid are the most effective concrete resources when adding numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using the column method to add larger numbers efficiently.

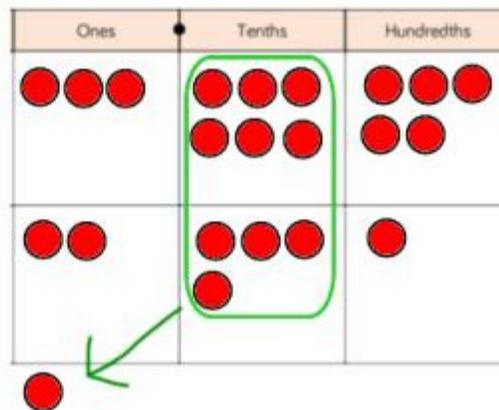
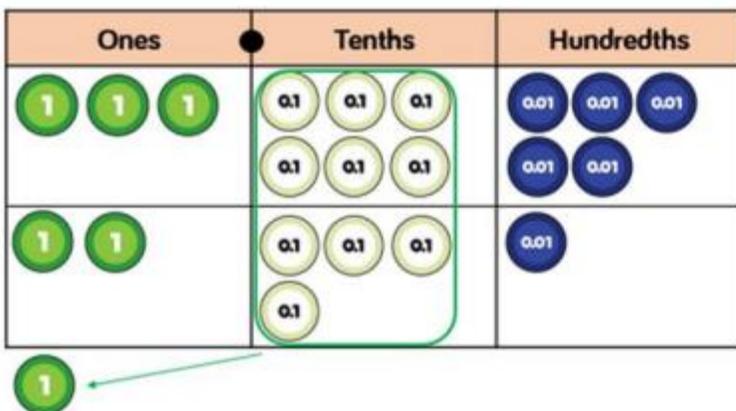
Skill: Add with up to 3 decimal places

Year: 5



$$\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}$$

$$3.65 + 2.41 = 6.06$$

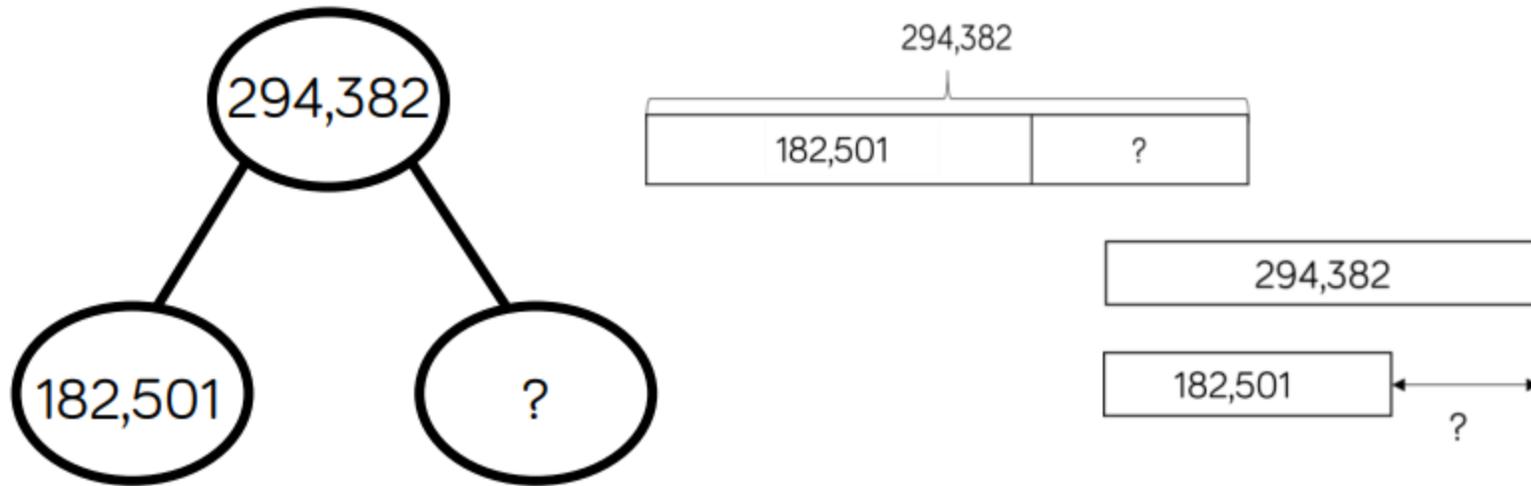


Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places.

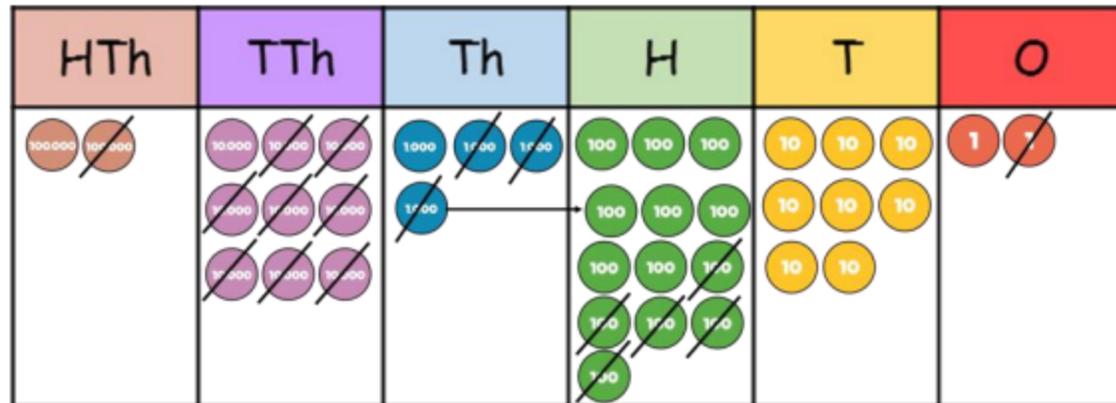
Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.

Skill: Subtract numbers with more than 4 digits

Year: 5/6



$$294,382 - 182,501 = 111,881$$



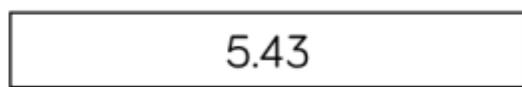
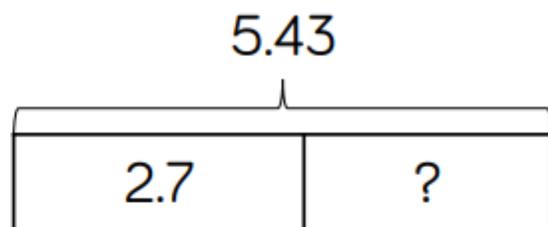
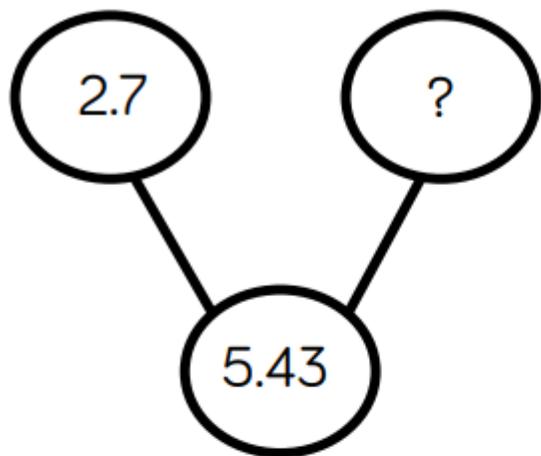
| | | | | | | |
|---|---|---|--------------|----------------|---|---|
| | 2 | 9 | 3 | ¹ 3 | 8 | 2 |
| - | 1 | 8 | 2 | 5 | 0 | 1 |
| | 1 | 1 | 1 | 8 | 8 | 1 |

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.

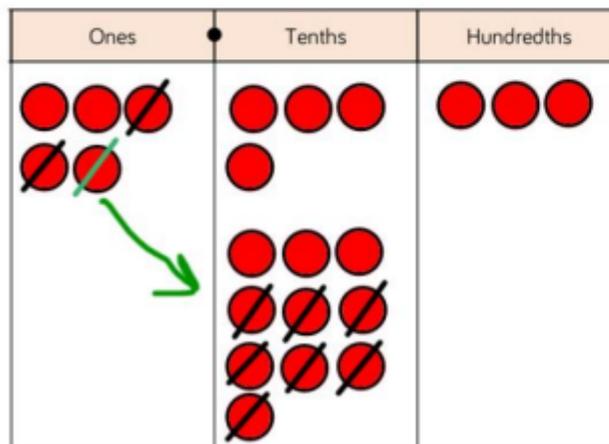
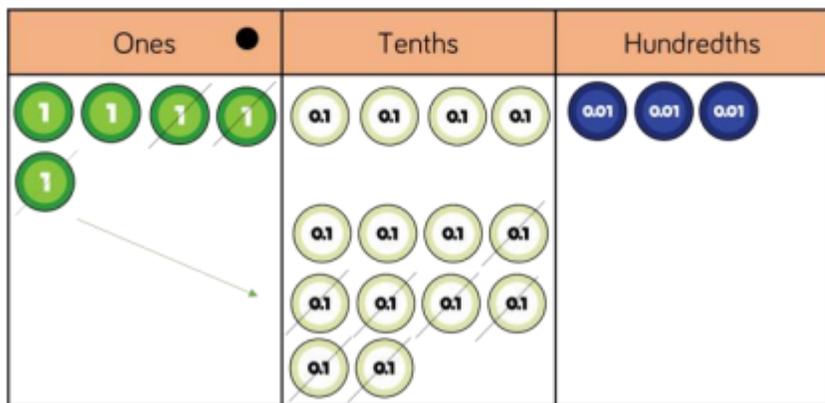
Skill: Subtract with up to 3 decimal places

Year: 5/6



$$\begin{array}{r} 4 \quad 1 \\ 5.43 \\ - 2.7 \\ \hline 2.73 \end{array}$$

$$5.43 - 2.7 = 2.73$$

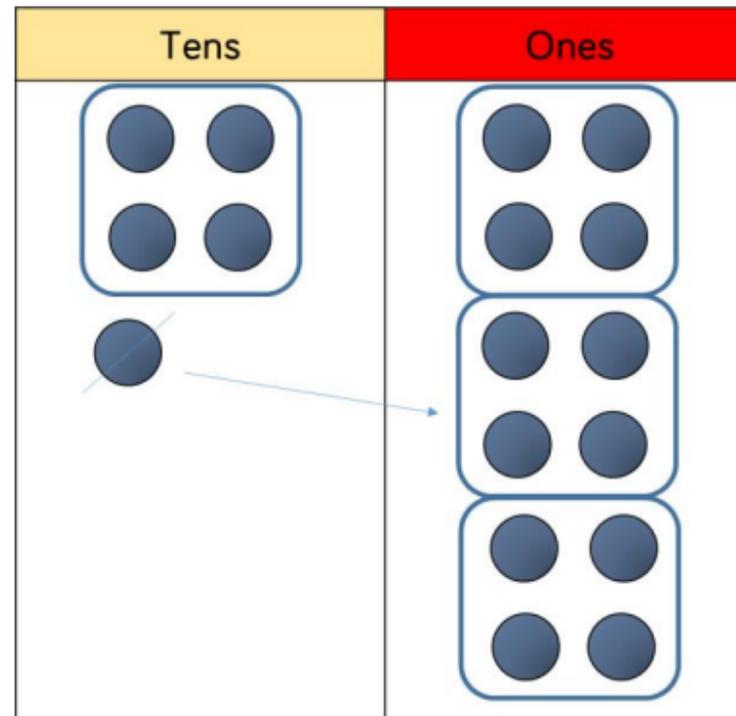
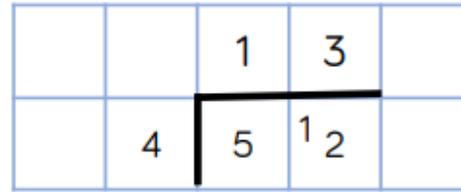
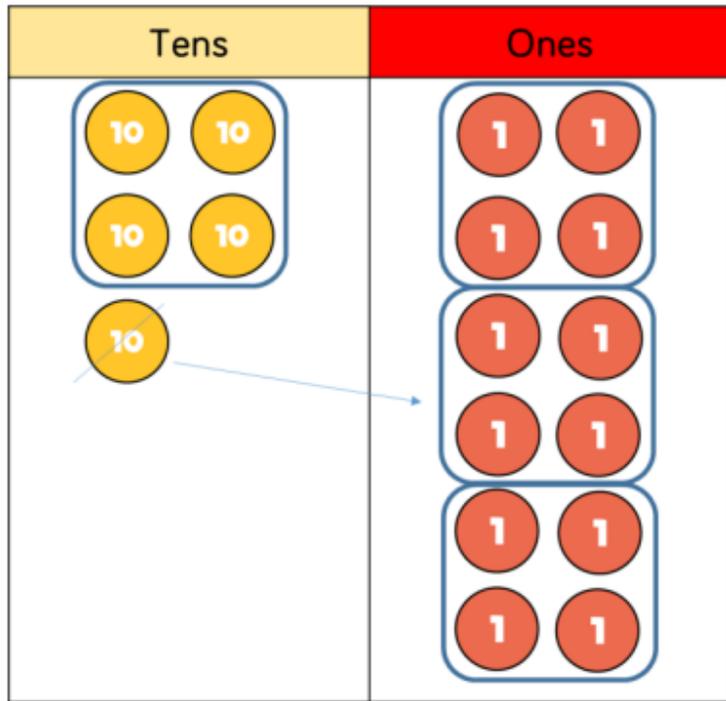


Place value counters and plain counters on a place value grid are the most effective manipulative when subtracting decimals with 1, 2 and then 3 decimal places.

Ensure children have experience of subtracting decimals with a variety of decimal places. This includes putting this into context when subtracting money and other measures.

Skill: Divide 2-digits by 1-digit (grouping)

Year: 5



$$52 \div 4 = 13$$

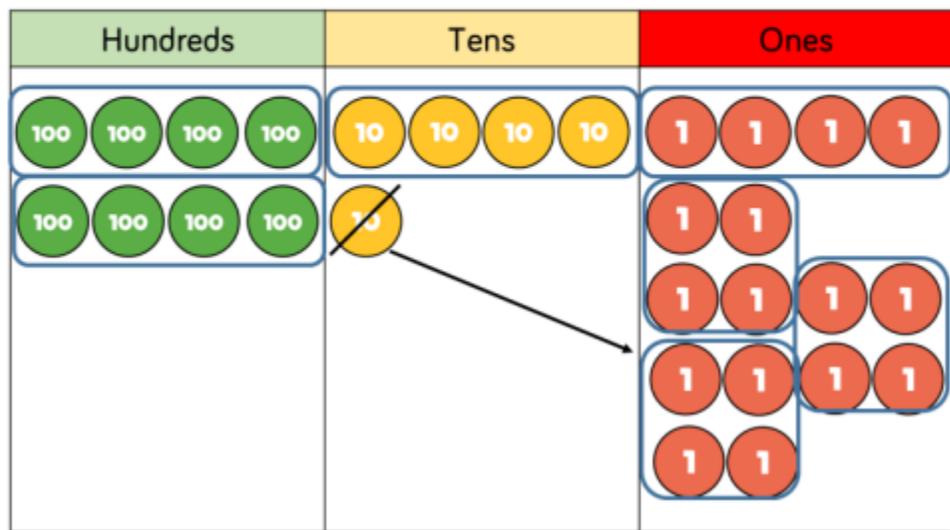
When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor.

Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'

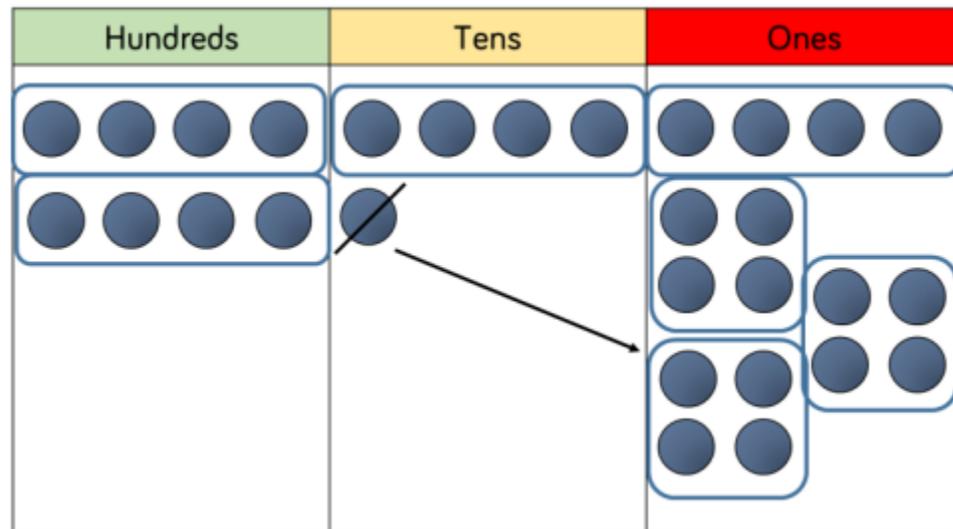
Remainders can also be seen as they are left ungrouped.

Skill: Divide 3-digits by 1-digit (grouping)

Year: 5



| | | | | |
|--|---|---|---|----|
| | | 2 | 1 | 4 |
| | 4 | 8 | 5 | 16 |



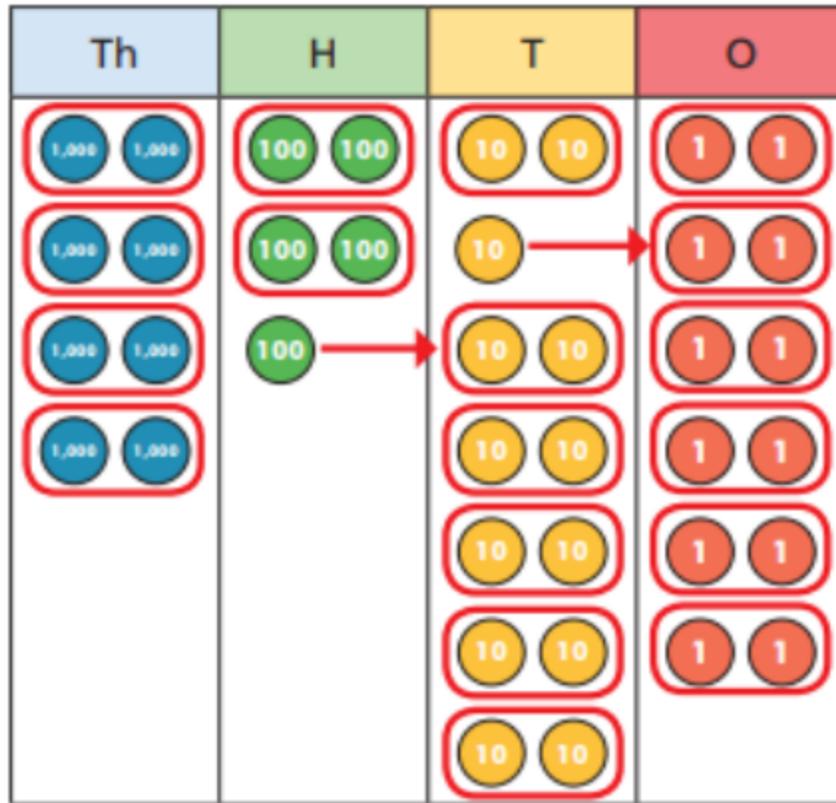
$$856 \div 4 = 214$$

Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number.

Place value counters or plain counters can be used on a place value grid to support this understanding. Children can also draw their own counters and group them through a more pictorial method.

Skill: Divide 4-digits by 1-digit (grouping)

Year: 5



| | | | | |
|---|---|---|----------------|----------------|
| | 4 | 2 | 6 | 6 |
| 2 | 8 | 5 | ¹ 3 | ¹ 2 |

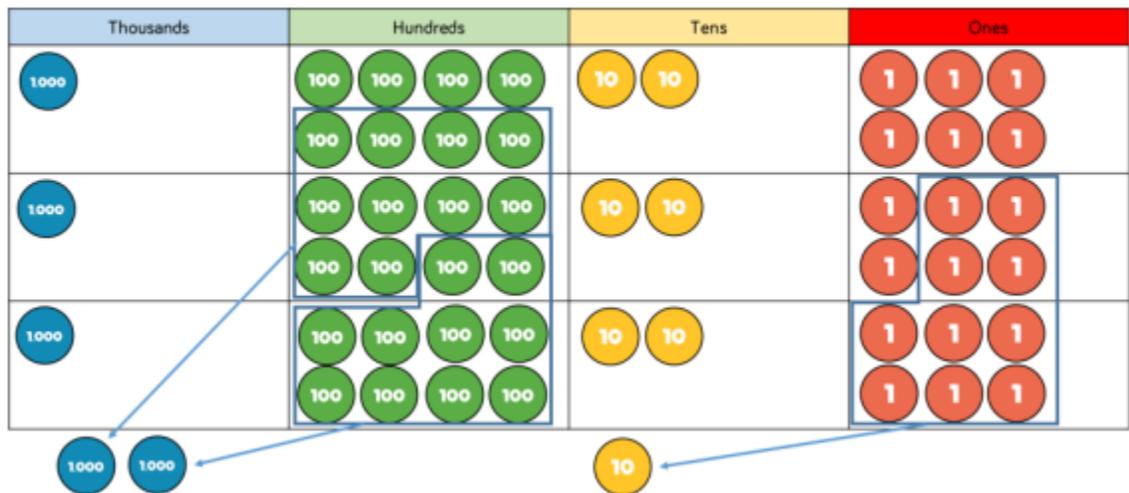
$$8,532 \div 2 = 4,266$$

Place value counters or plain counters can be used on a place value grid to support children to divide 4-digits by 1-digit. Children can also draw their own counters and group them through a more pictorial method.

Children should be encouraged to move away from the concrete and pictorial when dividing numbers with multiple exchanges.

Skill: Multiply 4-digit numbers by 1-digit numbers

Year: 5



$$1,826 \times 3 = 5,478$$

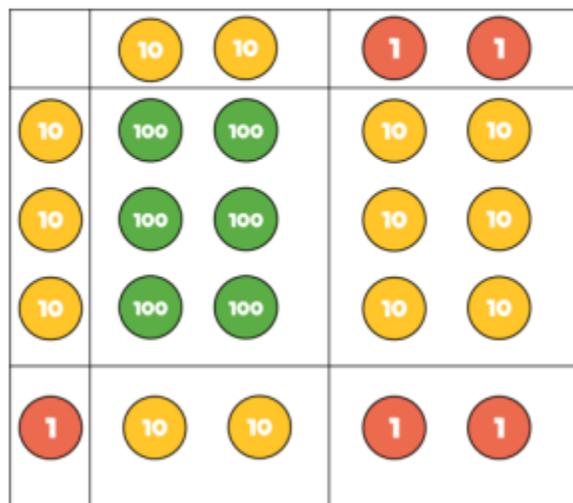
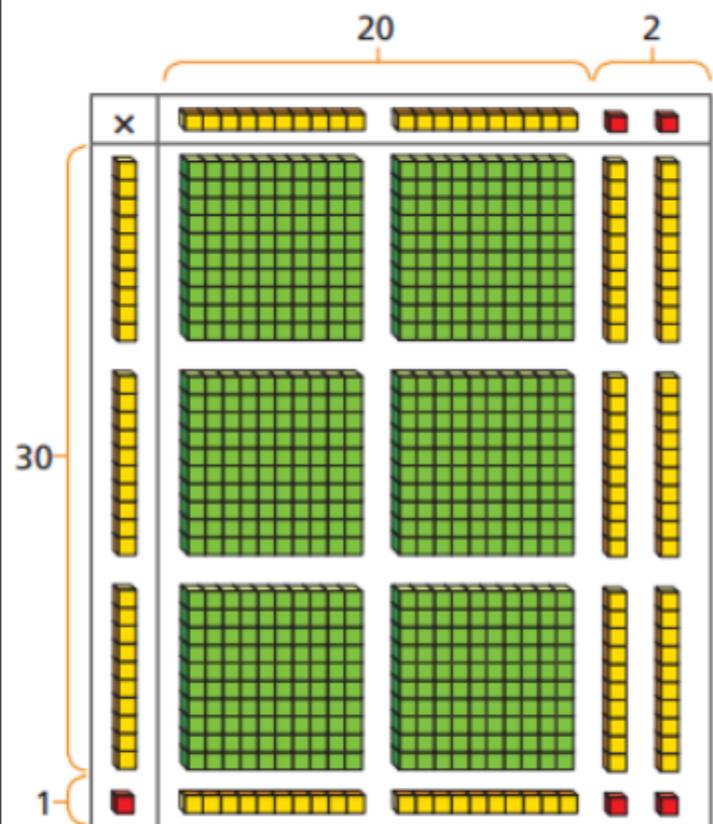
| | Th | H | T | O |
|---|----|---|---|---|
| | 1 | 8 | 2 | 6 |
| × | | | | 3 |
| | 5 | 4 | 7 | 8 |
| | 2 | | 1 | |

When multiplying 4-digit numbers, place value counters are the best manipulative to use to support children in their understanding of the formal written method.

If children are multiplying larger numbers and struggling with their times tables, encourage the use of multiplication grids so children can focus on the use of the written method.

Skill: Multiply 2-digit numbers by 2-digit numbers

Year: 5



| | | |
|----|-----|----|
| × | 20 | 2 |
| 30 | 600 | 60 |
| 1 | 20 | 2 |

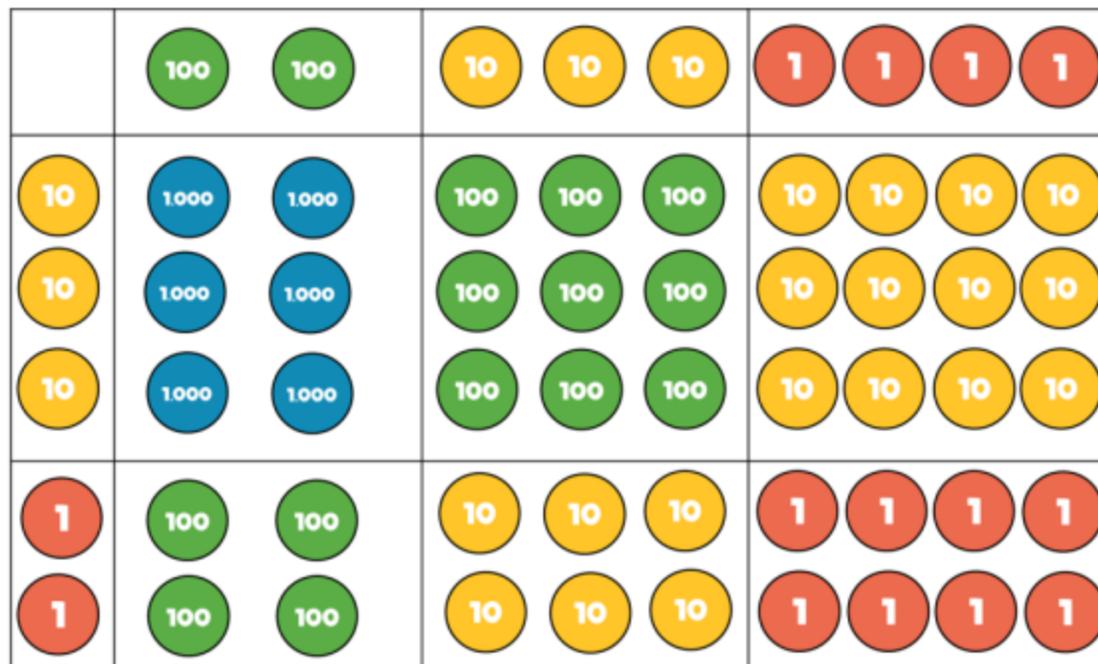
| | H | T | O |
|---|---|---|---|
| | | 2 | 2 |
| × | | 3 | 1 |
| | | 2 | 2 |
| | 6 | 6 | 0 |
| | 6 | 8 | 2 |

$$22 \times 31 = 682$$

When multiplying a multi-digit number by 2-digits, use the area model to help children understand the size of the numbers they are using. This links to finding the area of a rectangle by finding the space covered by the Base 10. The grid method matches the area model as an initial written method before moving on to the formal written multiplication method.

Skill: Multiply 3-digit numbers by 2-digit numbers

Year: 5



| | Th | H | T | O |
|----------------|----------------|---|---|---|
| | | 2 | 3 | 4 |
| × | | | 3 | 2 |
| | | 4 | 6 | 8 |
| ¹ 7 | ¹ 0 | 2 | 0 | |
| 7 | 4 | 8 | 8 | |

Children can continue to use the area model when multiplying 3-digits by 2-digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers.

Children should now move towards the formal written method, seeing the links with the grid method.

$$234 \times 32 = 7,488$$

| | | | |
|----|-------|-----|-----|
| × | 200 | 30 | 4 |
| 30 | 6,000 | 900 | 120 |
| 2 | 400 | 60 | 8 |

Skill: Multiply 4-digit numbers by 2-digit numbers

Year: 5/6

| TTh | Th | H | T | O |
|------------------|------------------|------------------|------------------|---|
| | 2 | 7 | 3 | 9 |
| × | | | 2 | 8 |
| 2 | 1 | 9 | 1 | 2 |
| <small>2</small> | <small>5</small> | <small>3</small> | <small>7</small> | |
| 5 | 4 | 7 | 8 | 0 |
| <small>1</small> | | <small>1</small> | | |
| 7 | 6 | 6 | 9 | 2 |

1

$$2,739 \times 28 = 76,692$$

When multiplying 4-digits by 2-digits, children should be confident in using the formal written method.

If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method.

Consider where exchanged digits are placed and make sure this is consistent.

At Bridge and Patrixbourne, children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

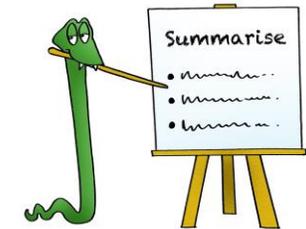
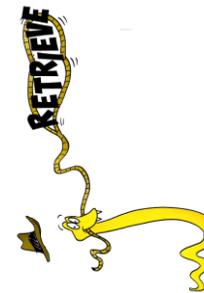
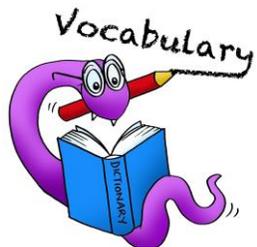
The Reading Vipers are used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence – KS1

Summarise – KS2

What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



VIPERS stands for:

Reading Vipers

Vocabulary

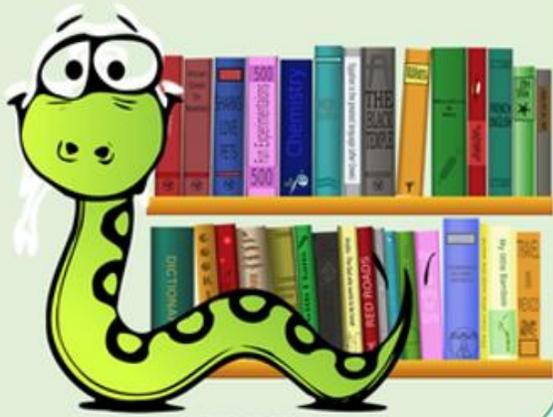
Infer

Predict

Explain

Retrieve

Sequence or Summarise



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Whilst EYFS do not use the Vipers in the same way as Ks1 and 2 the children are introduced to some of the language within the classroom setting.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class, individual and guided reading sessions.

KS1 Content Domain Reference [VIPER]

1a draw on knowledge of vocabulary to understand texts **[Vocabulary]**

1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**

1c identify and explain the sequences of events in texts **[Sequence]**

1d make inferences from the text **[Infer]**

1e predict what might happen on the basis of what has been read so far **[Predict]**

In KS1, 'Explain'; is not one of the content domains, instead adults ask the children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

Key Stage 2

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole class, individual and guided reading sessions.

KS2 Content Domain Reference [VIPER]

2a Give/explain the meaning of words in context **[Vocabulary]**

2b retrieve and record information/ identify key details from fiction and non/fiction **[Retrieve]**

2c summarise main ideas from more than one paragraph **[Summarise]**

2d make inferences from the text/ explain and justify inferences with evidence from the text **[Infer]**

2e predict what might happen from details stated or implied **[Predict]**

2f identify/explain how information/ narrative content is related and contributes to meaning as a whole **[Explain]**

2g identify/explain how meaning is enhanced through choice of words and phrases **[Explain]**

2h make comparisons within a text **[Explain]**

Home Learning (Reading)

- Children will use the Accelerated Reading program at school.
- Children will receive a new reading zone (ZPD) which links to their accelerated reading book.
- Children are asked to choose a book from the school library/book corner which is within their zone.
- Once children have finished their book they will complete a short quiz to check their understanding before changing their book.
- Children can choose 1 book outside their zone to read in their free time if they would like.

Accelerated Reading

As you are aware, we use Accelerated Reader to support in assessing your child's understanding of what they are reading once they have moved on from the reading scheme books. Whilst the children quiz after they have completed each book they read, we formally assess them three times a year.

Once they have completed the test, we will be sending you a report of their progress.

This report summarises your child's scores on the test. It is important to understand that these test scores provide only one picture of how your child is doing in school. As with any test, many factors can affect a student's scores. You may notice that their ZPD moves down slightly and this is nothing to be concerned about as it could just be down to how they felt on the day, missing one question, or not coping that well in test situations. As staff we encourage the children to start at the lower end of their Z.P.D to make sure that they are hitting the 85% target when they quiz as this shows a good understanding of the text. They then move up towards the top end of their Z.P.D.

Your class teacher will be monitoring your child's progress and if they are concerned will contact you directly to put support mechanisms in place your child. Of course, if you would like to speak to the teacher about any concerns please do not hesitate to get in touch.

As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

| PR | PR Range | Below Average | Average 50 | Above Average | Reading Age | SGP | ZPD |
|----|----------|---------------|------------|---------------|-------------|-----|---------|
| 82 | 77-87 | | | ◆ | 10:05 | 37 | 3.6-5.6 |

A.R Report

National Norm Scores:

Percentile Rank (PR): 82

The Percentile Rank score compares your child's test performance with that of other students nationally of the same age. With a PR of 82, Scarlett reads at a level greater than 82% of other students nationally of the same age. This score is above-average. The PR Range indicates that, if this student had taken the Star Reading test numerous times, most of her scores would likely have fallen between 77 and 87.

Student Growth Percentile (SGP): 37

The Student Growth Percentile (SGP) describes a student's growth compared to other students nationally with similar starting test scores.

Reading Age (RA): 10:05

The Reading Age tells you your child's reading ability as the average age at which a comparable ability is usually found.

Zone of Proximal Development (ZPD): 3.6 - 5.6

The Zone of Proximal Development (ZPD) is the reading level range from which Scarlett should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these Star Reading test scores to help Scarlett further develop her reading skills through the selection of books for reading practice at school. Scarlett should also tackle content materials by developing her study skills and independently carry out reading assignments at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent / Guardian Signature: _____ Date: _____

Comments:

Home-Learning (Maths)

Mathematics Key Learning Facts

Key aim: To know multiplication facts for the 6, 7 and 9 times tables

Children should be able to work out and then instantly recall the following facts:

This term's home learning will focus on multiplication facts for the 6, 7 and 9 times tables.

On the right are some examples of questions to challenge your child further.

Missing number:

$$7 \times \bigcirc = 28$$

$$\bigcirc \div 6 = 7$$

$$9 \times 4 = \bigcirc$$

Associated number facts:

$$70 \times 4 = 280$$

$$180 = 2 \times 90$$

$$180 = 3 \times 60$$

Key Vocabulary

What is 6 multiplied by 11?

What is 10 times 9?

What is 49 **divided by** 7?



By the end of the Year 5, children should know all multiplication and division facts up to 12×12 . They should be able to answer times table questions in any order, including missing number questions.

Home-Learning (Spellings)

Spelling Key Learning Facts

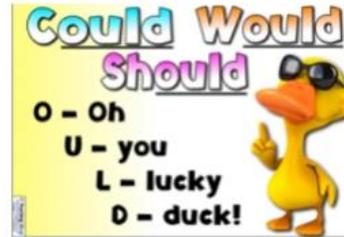
It is really important to try and keep practising your spellings. Each week, the children will be introduced to a new spelling rule and ten new spellings to focus on. We will send these spellings home every Monday for you to practise. We recommend 15 minutes per day.

Follow the link to find Spelling Shed (<https://www.spellingshed.com/en-gb>) to start practising!

Remember, there are other ways to practise your spellings too. Here are a few ideas:

| | |
|---|--|
| Rainbow Write First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour crayon. Trace neatly and you will see a rainbow! | Silly Sentences Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly! Example: My dog wears a blue and purple dress when he takes a bath. |
| Hidden Words Draw and color a picture. Hide your spelling words inside your picture. Show your picture to someone and see if they can find your hidden words! | Backwards Words Write your spelling words forwards and then backwards. Write neatly! Example: where erehw |

Can you make up a rhyme to help you remember any of this week's spellings?



Thank you for your continued support.

Behaviour & Expectations

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Safeguarding

The screenshot shows the website header with the school logo and navigation menu. The 'Safeguarding' menu item is highlighted in red. Below the header is a blue banner with the text 'The Safeguarding & Welfare Team'. The main content area features a breadcrumb trail 'Home / Safeguarding / The Safeguarding & Welfare Team', a 'SAFEGUARDING' sidebar with a red header for 'The Safeguarding & Welfare Team' and links to 'Online Safety', 'Operation Encompass', 'Parent Info', 'Prevent', and 'School Policies', and a 'TWITTER' section with a tweet from @bpcepschool. The tweet text reads: 'Who is responsible for Safeguarding in the School? At Bridge & Patribourne CEP School, everyone is responsible for ensuring high standards of pupil behaviour, safety and welfare.'



Our Designated Safeguarding Leads:

- James Tibbles
- Michael Taylor
- Carla Long
- Morny Starling
- Jacqui Hurley
- Chelsea Huggett
- Kym Goddard

Please speak to any of Safeguarding Team with any concerns.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.

Safeguarding (Online Safety)



- Our School
- Key Information
- School Life
- Curriculum
- Pupils
- Safeguarding**
- Parents
- Policies

Online Safety

Home / Safeguarding / Online Safety

SAFEGUARDING

- The Safeguarding & Welfare Team >
- Online Safety >**
- Operation Encompass >
- Parent Info >
- Prevent >
- School Policies >

TWITTER

Tweets by @bpcepschool



Are you worried about the way someone has been communicating with you or your child online?

You can make a report to one of CEOP's Child Protection Advisors.

Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the **Parent Resource Hub** of the Safeguarding Training Centre.

Online Safety Documents

| | | | | |
|--|---------------------|--------|--|--|
| Child Safety on Fortnite - Parent Factsheet | Updated: 20/11/2019 | 329 KB | | |
| Child Safety on Instagram - Parent Factsheet | Updated: 20/11/2019 | 245 KB | | |
| Child Safety on Snapchat - Parent Factsheet | Updated: 20/11/2019 | 221 KB | | |
| Child Safety on Tiktok - Parent Factsheet | Updated: 20/11/2019 | 316 KB | | |
| Child Safety on WhatsApp - Parent Factsheet | Updated: 20/11/2019 | 213 KB | | |

School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values.
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential.
- Encourage our child to take as full and active part in school life as possible.
- Support each other, especially regarding attendance, behaviour, online safety and home learning.
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information – Term 1

- PE days – Monday and Friday.
- Reading Books - Children will have a 'quiz book' (accelerated reading) and may also choose a free choice book if they would like to.
- Library – We will try to make weekly visits. However, the library is also open at lunchtimes so the children are welcome to change their books during this time too.
- Residential - In school at 7:30 – coach leaves at 8am. Returning approx 4 – 4:30.
- Parent Consultations (via Zoom or Face-to-Face) – Mid October – Date to be confirmed.

Any Questions



Creativity - Excellence - Resilience