

Our Teachers

Mrs Cavill is currently teaching Class 5G



Mr Handson



Mrs Berridge

Forest School & PE

PE Days—Monday and Wednesday

Equipment needed each day

- A named, filled, water bottle.
- Book bag and reading book.
- PE kit, coat, uniform in line with the school dress code.
- Packed lunch (if your child usually has one)

English

Writing to Inform: The Journey of a river and the importance of rivers

- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I can use further organisational and presentational devices to structure text and to guide the reader.
- I can use semicolons, colons or dashes to mark boundaries between independent clauses.
- I can punctuate bullet points consistently.

Writing to Persuade: Campaign against the pollution in rivers

- I can use a wide range of devices to build cohesion within and across paragraphs.
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use brackets, dashes or commas to indicate parenthesis.

Spellings:

- I can spell words spelled with 'ie' after c.
- I can spell words where 'ei' makes an /ee/ sound.
- I can spell words where 'ough' makes an /or/ sound.
- I can spell words containing 'ough'.
- I can spell adverbs of possibility and frequency.
- I can spell challenging Words with irregular patterns.

Reading

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul

- I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.
- I can ask questions to improve my understanding.
- I can identify how language, structure and presentation contribute to meaning.
- I can participate in discussions about books that are read to my and those I can read for myself, building on my own and others' ideas.

Newbridge Primary School

To start the day

All pupils need to be in the classroom by 8:55am.

If for any reason you are late bringing your child to school, you must proceed to the office and sign them in.

If your child is ill, you must contact the office on each day of absence.

Remember that if someone else is collecting your child, please contact the School Office.

LEARNING IN YEAR 5 TERM 4 2022-2023

Mathematics

Fractions, Decimals and Percentages

- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can solve problems involving number up to three decimal places.
- I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

D&T

Make a bridge

- I can select from and use a wide range of materials and components.
- I can explore ways in which pillars and beams are used to span gaps.
- I can explore ways in which trusses can be used to strengthen bridges.
- I can explore ways in which arches are used to strengthen bridges.
- I can understand how suspension bridges are able to span long distances.
- I can develop criteria and design a prototype bridge for a purpose.
- I can analyse and evaluate products according to design criteria.

Art

Observational drawing

- I can create sketches to record observations and use them to re view and revisit ideas.

Our Teaching Assistants



Mrs Dennis



Mrs Morgan



Mrs Milne



Mrs Van - Gelderem

Home Learning

- Doodle Maths and English
- Reading
- Spellings

Science

Living things and their habitats

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- I can describe the life process of reproduction in some plants and animals.

Music

Exploring Atmospheric Music

- I can recognise and identify musical characteristics of a fanfare.
- I can explore how timbre, dynamics and texture can be used to create impact.
- I can create fanfare melodies for a special occasion using melody, rhythm, texture and silence.

Modern Foreign Languages

French: Carnival, using numbers and Easter time

- I can learn about French traditions and take part in a carnival celebration.
- I can say and write numbers between 1 and 15.
- I can ask and answer "how old are you?" in French.
- I can take part in a simple dialogue about myself using familiar questions and answers.
- I can read and write dates in French.
- I can use and understand Easter related vocabulary.

R.E.

Christianity

- I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
- I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
- I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.

PE (Gymnastics)

Get Set 4 P.E: Invasion Games

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use feedback provided to improve my work.
- I can use tracking and intercepting when playing in defense.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.
- I can show ways to keep a ball away from defenders.
- I can change speed, direction with a ball to get away from defender.
- I can shoot accurately in a variety of ways.
- I can mark an opponent.
- I can identify parts of the game that are going well and parts that need improving.
- I can suggest what I need to practice to enjoy game more.

Computing

Scratch: Journey of a river

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

E-safety:

- I can identify a range of ways to report concerns about content.

Newbridge Journey

Our enquiry is: Why is water important?

This means we will be learning about: The journey of the river, the importance of them within our city, the physical features as well as the economic impact they have on our society, explain how and why we use water.

The key skills we will be developing are:

- Choose what is relevant, and present information in an appropriate format.
- Select a variety of tools and techniques to be creative.
- Name the sections of a river .

PSHE

Healthy Me

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
- I understand how the media, social media and celebrity culture promotes certain body types.
- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

British Values

Individual Liberty