

Meet The Teachers



Year 5/6



- **Who works with our children?**
- **What do our children learn?**
- **How can I help my child at home?**

Adults working in Year 5/6

Willow

**Teachers: Mrs Smith (4
days), Wessie**

**Teaching Assistants: Mrs
Hazelwood and Miss
Papanova**

Oak

Teachers: Mrs Taylor

**Teaching Assistants:
Wessie and Mr Davies**

Cedar

**Teachers: Miss Cattini (4
days), Wessie**

**Teaching Assistants: Mrs
Marangoni and Mrs Speed**



Our School Christian Vision:

**Therefore encourage one another
and build each other up.**

1 Thessalonians 5.11



Our Core Christian Values:

Faith, hope and love.



Our Guiding Principle

**Working together to be the best
we can possibly be.**



Our Core School Rules:

Be ready

Be respectful

Be safe

Our Curriculum:

At The Rackham C of E Primary School we offer a knowledge based curriculum that builds on prior learning, knowledge, understanding and skills of all children, whatever their starting points so ensuring progression through each Key Stage.

We offer a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development in order to prepare our children for the opportunities, responsibilities and experiences of life. We promote community cohesion and embed British values.

The curriculum incorporates the statutory requirements of the National Curriculum (2014), experiences and opportunities to best meet the learning and developmental needs of pupils.

Example timetable

	8.55	9.15	9.30	10.30-10.45	11.00	11.45	12.30-1:30	1:40	2.00	3-3.15
Monday Morning maths	Coll Worship	Handwriting	English	Morning break 10.30-10.45	Maths	Reading		Spellings	History	Class reader
Tuesday Morning maths	Coll Worship	Handwriting	English		Maths	Reading		Spellings	Cedar PE indoor	Class reader
Wednesday Morning maths	Coll Worship	Handwriting	English		Maths	PSHE		Spellings	Science	Class reader
Thursday Grammar morning	Coll Worship	Handwriting	English		Maths	Art		French	RE	Class reader
Friday Reading morning	Coll Worship	Handwriting	English		Maths	Computing		Happy Mind	Outdoor PE	Class Reader

PE kit:

- Plain tracksuit: navy, grey, black (Outside Games)
- Plain white or red t-shirt (or with school logo)
- Plain shorts (Must be worn for gymnastics)
- Please no fashion or sporting logos, sequins, multi-coloured tops
- Hair must be tied up
- Ear-rings must be taken out

PE days:

	Cedar	Oak	Willow
Indoor PE	Tuesday	Monday	Friday
Outdoor PE	Friday	Friday	Thursday



**End of Year
Expectations**

Assessment

- Summative and formative
- Moderated internally, by subject leads and across the cluster
- At the end of the year, for each core subject (reading, writing, maths) you will be told that your child is:
 - Pre Key Stage
 - Working towards Age Related Expectations (WTS)
 - Working at Age Related Expectations (ARE)
 - Working at Greater Depth (GDS)



Assessment

- In Year 5, we test using NFER
- In Year 6, the children will take statutory tests in May for reading, maths, grammar and spelling. This will begin from Monday 10th May.

Typical SATs week

Monday 10 May: English grammar, punctuation and spelling (GPS) papers 1 and 2

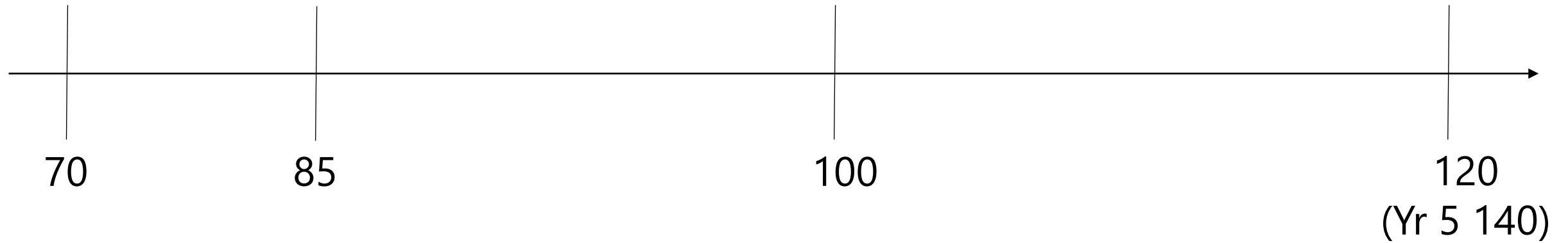
Tuesday 11 May: English reading test

Wednesday 12 May: Mathematics papers 1 (arithmetic) and 2 (reasoning)

Thursday 13 May: Mathematics paper 3 (reasoning)

Passing

The main expectation for the end of Year 6 is reaching the magic 100.



Writing in Year 5

Working at the Expected Standard:

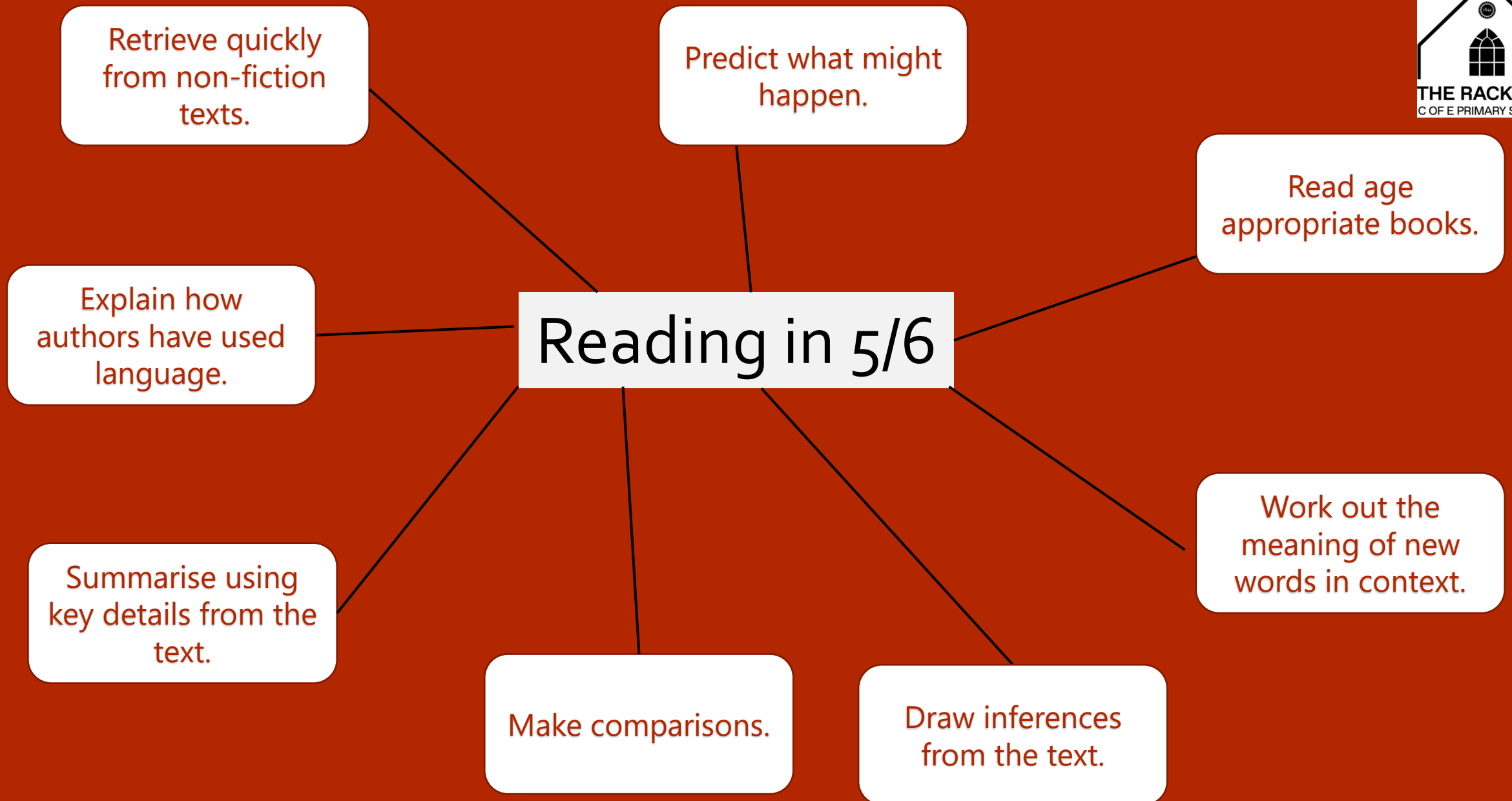
Pupil(s) are beginning to independently apply their knowledge:	
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	
To describe settings, characters and atmosphere to consciously engage the reader.	
To use dialogue to convey a character and advance the action with increasing confidence.	
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
To create paragraphs that are usually suitably linked.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To use the full range of punctuation from previous year groups.	
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	

To use brackets, dashes or commas to begin to indicate parenthesis.	
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify , criticise, etc.	

To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell many words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

Writing in Year 6

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at key stage 2 mostly correctly ¹ (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed. ²	



Reading in 5/6

In Year 5 and 6, with reading, we are expecting the following from the children:

- 1) Independent and fluent reading
- 2) Reading at least 20 minutes every day
- 3) Recording in their reading records at least 3 times a week (this could be their thoughts, new words, the page number or predictions).
- 4) Write new books inside the front cover of their reading records.
- 5) Reading a wide range of texts, e.g. books, newspapers, recipes, magazines, graphic novels, instructions, etc.

As the children are older, they can read on their own but it is often nice to listen to stories from others too.

Why read for 20 minutes a day?

CHILD A	CHILD B	CHILD C
reads 20 minutes per day	reads 5 minutes per day	reads 1 minute per day
hears 1,800,000 words per year	hears 282,000 words per year	hears 8,000 words per year

Comments for Reading Records

PLOT

In the story so far...

The story is about...

The main events so far are...

The story begins with...

This chapter focuses on...

SETTING

The story takes place in...

The setting is...

The setting makes me feel...

It begins in.... but most of the story takes place in...

PERSONAL OPINION

I chose this book because...

I would recommend this book to...because...

This story captures your imagination because...

My favourite part so far is...because...

My favourite character is...because...

I am not enjoying this book because....

I think this book is too...

If I could change something about this book...

CHARACTER

The main characters are...

She/he looks like...

....is very... because...

...can be...for example when...

THEMES

The main theme of this story is...

The story concentrates on...

This story is about...

It is trying to teach you....

THOUGHTS

I imagine...

I think...

I wonder...

I predict...

It reminds me of...

A question I would ask the author is...

A question I would ask the character at this point is...

I think the ending to this book was...

Or the children might like to put vocabulary or phrases they have noticed from their books into the comment section.

Maths in 5/6

Numbers to 10 million and place value of digits including Roman Numerals.

Add, subtract, multiply and divide using formal written methods and mental methods.

Know multiples, factors, square, cube and prime numbers.

Recognise, describe and draw 2D and 3D shapes.

Identify properties of angles and shapes including circles. Recognise angles in shapes.

Identify co-ordinates on a grid and translate and reflect shapes.

Solve problems involving measures including area, perimeter and volume.

Use simple algebra and use formulas to calculate.

Multiply and divide by 10, 100 and 1000.

Interpret and construct pie charts, line graphs and find the mean.

Solve problems using ratio and calculate percentages of amounts.

Order and compare fractions, decimals and percentages.

Add, subtract, multiply and divide fractions.

How you can help at home

- Reading records
- Homework

Homework:

Every week, the children will be given either a maths or reading task to complete. This might consist of learning some maths facts or could be a reading comprehension.

They will also be receiving some spellings to learn each week.

Homework will be coming out every Friday to be handed in by the following Wednesday.

Secondary school

Bottisham Village College	Thursday 8 October
Cambourne Village College	Thursday 22 October
Chesterton Community College	To be confirmed
Coleridge Community College	Thursday 15 October
Comberton Village College	Thursday 22 October
Cottenham Village College	Thursday 1 October
Cromwell Community College	Thursday 22 October
Ely College	Thursday 22 October
Ernulf Academy	To be confirmed
Hinchingsbrooke School	Thursday 8 October
Impington Village College	Tuesday 20 October
Linton Village College	Thursday 24 September
Longsands Academy	Thursday 1 October
Melbourn Village College	Thursday 8 October
Neale-Wade Academy	Thursday 15 October
North Cambridge Academy	Tuesday 13 October
Northstowe Secondary College	Thursday 1 October
Parkside Community College	Thursday 8 October
Sawston Village College	Thursday 1 October
Sawtry Village Academy	Tuesday 29 September
Sir Harry Smith Community College	Tuesday 6 October

Apply for a secondary school place

You can apply for a place at a state secondary school online or by using your council's application form.

You apply through your local council even if you're applying for schools in another council area.

Soham Village College	Thursday 24 September
St Bede's Inter-Church School	Wednesday 14 October
St Ivo Academy	Thursday 15 October
St Peter's School	Thursday 01 October
Swavesey Village College	Thursday 24 September
The Netherhall School	Thursday 15 October
Thomas Clarkson Academy	Thursday 8 October
Trumpington Community College	Thursday 8 October
Vista Academy Littleport	Thursday 01 October
Wisbech Academy	Tuesday 6 October
Witchford Village College	Thursday 24 September

Deadline date: 31st October

Communication

- Office email- office@rackham.cambs.sch.uk
- Make an appointment – virtual or real life
- Parent consultations
- Tapestry





Thank you for coming!
We welcome any general questions.