

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)
Miss Proctor (1 day)

Teaching Assistants:
Mrs Hazelwood,
Miss Papanova
Miss Williams

Oak

Teacher: Miss Hollingshurst

Teaching Assistants:
Mrs Gosling
Mrs Oliver
Miss Williams

Cedar

Teachers: Miss Cattini (4 days)
Miss Proctor (1 day)

Teaching Assistants:
Mrs Marangoni
Mrs Speed



Our Core Christian Vision:

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



Our Core Christian Values:

Faith, hope and love.

***I can do all things through Christ
who strengthens me. Philippians 4.13***



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 Grammar morning work	Assembly	Handwriting	English	Morning break 10.30-10.45	Number facts	Maths	Reading	Lunch 12:30 - 1:30	Quiet reading	Spelling	Science	Class Reader	
Tuesday Grammar morning work	Assembly	Handwriting	English		Number facts	Maths	Reading		Quiet reading	Spelling	Art	Class Reader	
Wednesday Flashback 4	Assembly	Handwriting	Indoor Games		Number facts	Maths	PSHE		Quiet reading	Spelling	Geography	Class Reader	
Thursday Flashback 4 <i>Su in Cedar</i> <i>Sarah out</i>	Assembly	CEW	English		Number facts	Maths - arithmetic	RE		Music/ Computing	French	Class Reader		
Friday Flashback 4	Assembly	CEW	English		Number facts	Maths	English		My 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
- Earrings must be taken out



**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)

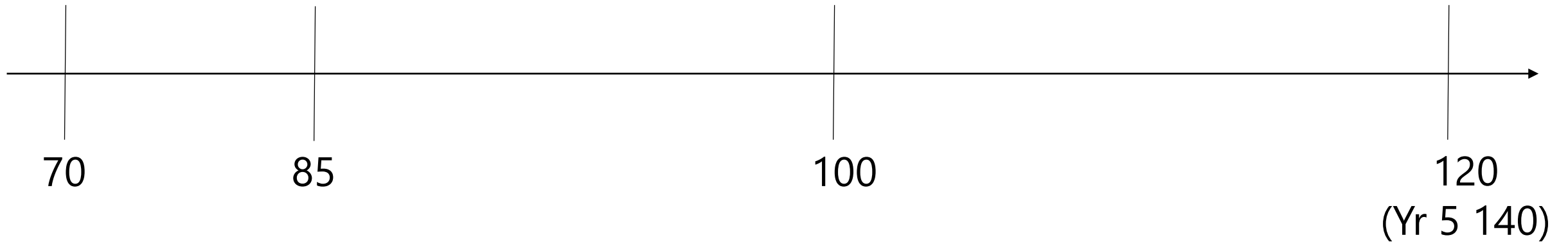


Assessment

- 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 13th May.

Passing

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



Writing in Year 5

Working at the Expected Standard:

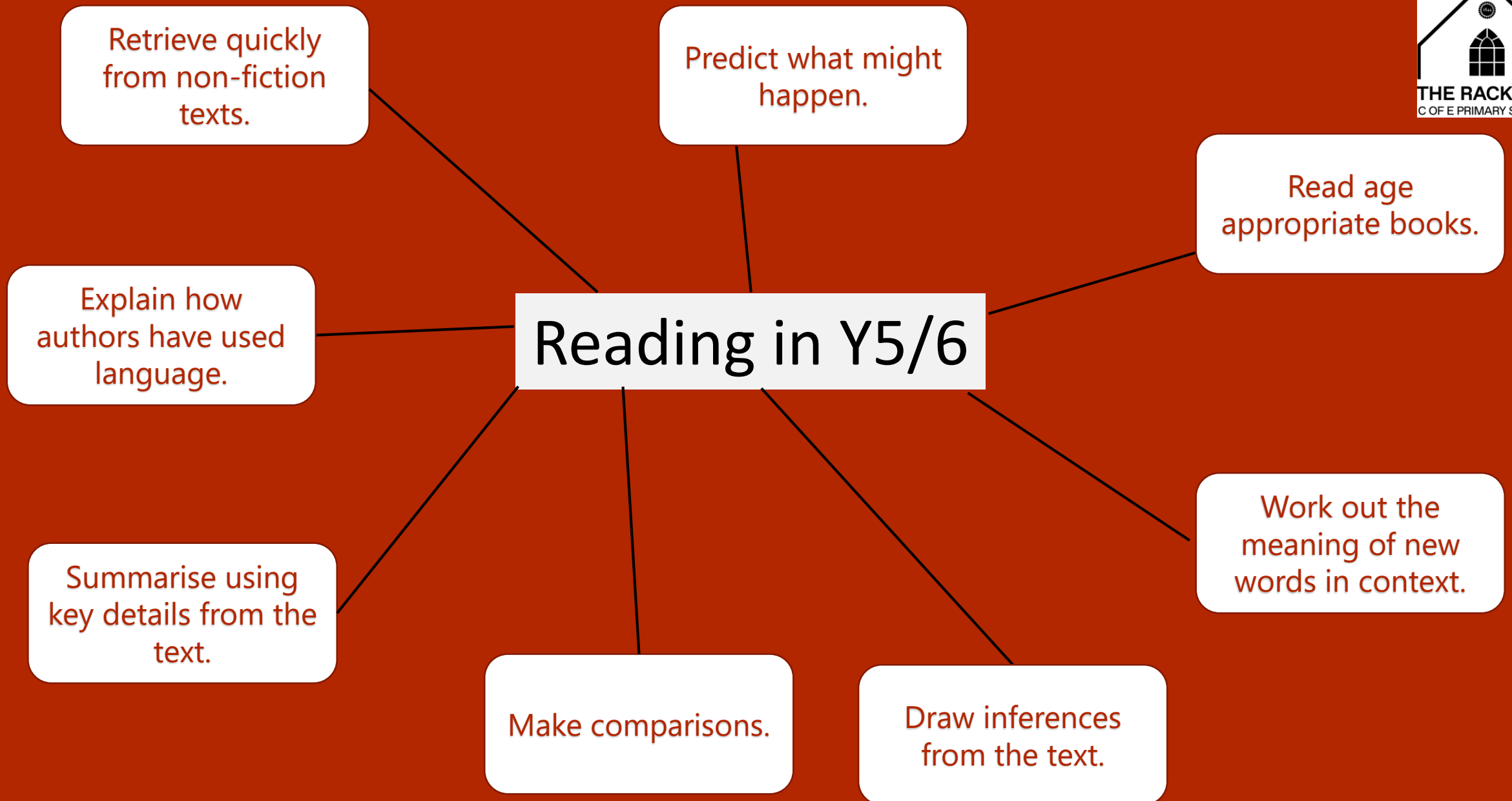
Pupil(s) are beginning to independently apply their knowledge:	
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	
To describe settings, characters and atmosphere to consciously engage the reader.	
To use dialogue 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. deactivate, overturn, misconduct, 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 Year 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 5 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

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 taking home either a maths or reading sheet 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.

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.

Secondary school

Deadline date: 31st October

Witchford VC open evening:
Thursday 18th September
5:30-8:00pm

Ely College open evening:
Tuesday 30th September 5:15-
7:30pm

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.

Enter a postcode

For example SW1A 2AA

Find

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.

