



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 Davison

**Teaching Assistants: Mrs
Chiffins**

Oak

Teachers: Miss Proctor

**Teaching Assistants:
Mrs Douglas**

Cedar

Teachers: Miss Cattini

**Teaching Assistants:
Mrs Marangoni**



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

	8.45	10am	10:30	10.45	11.45	12.30	1:30	2:40
Monday	Maths MTC warm up 15mins Main lesson 50mins	Spellings 10-10:30	Morning break 10.30-10.45/ KS1 10:10- 10:25	English 10:45- 11:45	12:00 My happy mind	Lunch 12:30 - 1:30	PE	Assembly Class Reader
Tuesday	Maths MTC warm up 15mins Main lesson 50mins	Reading 30mins		English	French 30 mins/ Science vocabulary (15mins)		Science (1 hr 15mins)	Assembly Class Reader
Wednesday	Spelling sentence	9:15-10:15 RE 10:15 Handwriting		Maths Main lesson 45mins	11:30-12:30 English		History/Geography	Assembly Class Reader
Thursday	Maths MTC warm up 15mins Main lesson 50mins	Reading 30mins		English	PSHE 45 mins		Music/ Computing	Assembly Class Reader
Friday	Maths MTC warm up 15mins Main lesson 50mins	Reading 30 mins		English	Art/DT		PE	Assembly 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)

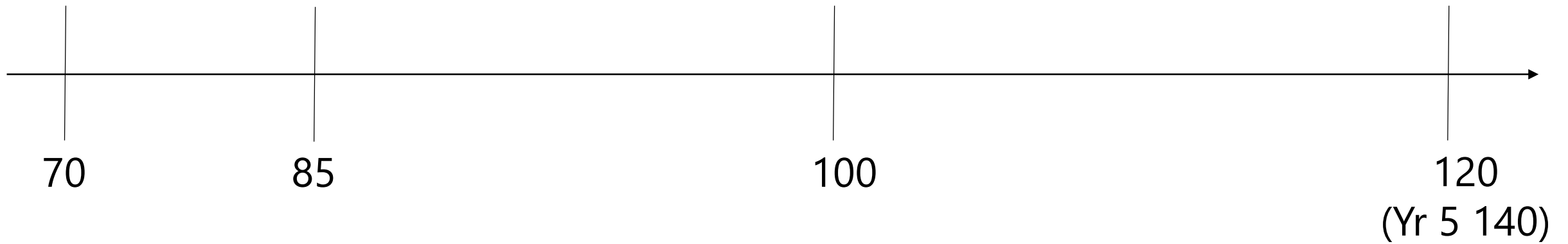
Assessment



- In Year 5, we test using NFER and White Rose
- 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 5/6

I can read age-appropriate books with confidence and fluency (including whole novels).

I can read aloud with a tone of voice that shows understanding.

I can work out the meaning of words from the context.

I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.

I can predict what might happen from details stated and implied.

I can retrieve information from non-fiction.

I can summarise main ideas, identifying key details and using quotations for illustration.

I can evaluate how authors use language, including figurative language, considering the impact on the reader.

I can make comparisons within and across books.

Reading in 5/6

- In UKS2 it is the **pupil's** responsibility to update your record.
- The record should be updated **every time** the book is read with a date and page number and comments should be written when suitable, particularly when starting or finishing a book.
- All titles and authors must be kept noted inside the front cover of the book.
- Reading records and books should be in school every day but can be **taken home every night**.
- It is absolutely fine to be reading your own book at home, or in school, but please also keep track of this in the record.
- We would encourage at least 20 minutes of reading every night at home. This does not have to be with an adult but this can be hugely beneficial. Reading a wide range of authors and genres directly impacts writing as well as other elements of the curriculum.

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 Year 5/6

Number: Fractions

Number: Addition, Subtraction, Multiplication and Division

Statistics

interpret and construct pie charts and

calculate and interpret the mean as an

Ratio and Proportion

Solve problems involving the relative sizes
using integer multiplication and division fact

Solve problems involving the calculation of
15% of 360] and the use of percentages fo

Solve problems involving similar shapes where the scale factor is known or can be found.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

Use simple formulae.

Generate and describe linear number sequences.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

Number: Fractions

coordinate grid (all four quadrants).

Shapes on the coordinate plane, and reflect them in the axes.

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ference and know that

e vertically opposite, and

s

How you can help at home



- Reading records
- Homework books

Homework:

Every week, the children will be taking home CPG books. They will be given a specific page to complete and hand in for the following week.

The first homework will be set Friday 15th September to be handed in by Wednesday 20th September. Books remain at home and photos need to be uploaded into Tapestry. We will let you know the page numbers also through Tapestry.

Every day, we expect the children to be reading for approximately 20 minutes. They need to record their reading in their reading records and hand those in every morning.



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 21st September
6:00-8:30pm

Ely College open evening:
Tuesday 26th September
5:30-6:45pm

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

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

- Watch what we are up to on Twitter

- Tapestry



Keeping updated



Willow

willowclass@rackham.cambs.sch.uk

Oak

oakclass@rackham.cambs.sch.uk

Cedar

cedarclass@rackham.cambs.sch.uk

Thank you for coming!

We welcome any general
questions.