



Year 5

▶ Parent Meeting

# Meet the team

Cherry Class: Miss Ormerod

Poppy Class: Mrs Yeomans

We are joined by:

Miss Leach

Miss Entwistle

Mrs Muktar

Also within the Phase:

Miss Caldecott

Miss Dearlove

# Example timetable

	8.30-9.00	9.00-10.15	10.15-10.30	10.30-12.15	12.15-13.15	13.15-15.15
Monday	Daily mile	Maths	Break	English	Lunch	Computing /RE
Tuesday	Spanish	Maths/PE	Break	English	Lunch	Art
Wednesday	Spanish	Maths	Break	English	Lunch	Music/PSHE
Thursday	Spanish	Maths	Break	English	Lunch	History
Friday	Daily mile	Maths	Break	English	Lunch	Science

# PE/Games Kit

- ▶ Indoor kit - pumps, black shorts/leggings, white t-shirt
- ▶ Outdoor kit - trainers, warm clothing (Spring onwards)
- ▶ Bobbles for long hair
- ▶ Earrings

## Top Tips:

- Leave the kit in school
- Write your child's name in everything!

# Topics



<b>Autumn</b>	Vicious Vikings- History links
<b>Spring</b>	Tomorrow's world- Science links
<b>Summer</b>	Street detectives- Geography links



# Homework - preparing for high school

Homework tasks will consist of spellings, reading, maths and learning logs.

Homework is set and returned every **Thursday**.

**Those children who have been unable to complete homework tasks will complete it in their own time e.g. playtimes/lunchtimes.**

# Improving key reading skills

## Reading at Home – An important partnership

Although your child will 'read' in school every week as part of a group or within a whole class activity, as with all learning, the more you practise, the better you become!

Reading links very closely with writing – the wider your child reads, the easier they will find it to write in a range of different genres and styles. It also has very strong links with social awareness, confidence and self expression.



# Reading

Reading Vipers offers a range of question starters..

## KS2 Reading Vipers

### Improving key reading skills





# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise



# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



# KS2 Reading

## Vipers

### Infer

Make and justify inferences using evidence from the text.

#### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
  - How can you tell that.....
  - What impression of ..... do you get from these paragraphs?
  - What voice might these characters use?
  - What was .... thinking when.....
  - Who is telling the story?



# KS2 Reading

## Vipers

### Predict

Predict what might happen from the details given and implied.

#### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



# KS2 Reading

## Vipers

### Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.      Example questions
  - Why is the text arranged in this way?
  - What structures has the author used?
  - What is the purpose of this text feature?
  - Is the use of ..... effective?
  - The mood of the character changes throughout the text. Find and copy the phrases which show this.
  - What is the author's point of view?
  - What affect does ..... have on the audience?
  - How does the author engage the reader here?
  - Which words and phrases did ..... effectively?
  - Which section was the most interesting/exciting part?
  - How are these sections linked?



# KS2 Reading

## Vipers

### Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

#### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



# KS2 Reading

## Vipers

### Summarise

Summarise the main ideas from more than one paragraph

#### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# Targeted Support

- Targeted support may be required to bridge a gap in pupils' knowledge or understanding of a particular subject area, to assist with the consolidation of their knowledge or skills or to stretch them in their understanding in a particular subject.
- In these cases, a teacher or Teaching Assistant will work with groups of pupils to achieve specific targets which have been set by their class teacher. These sessions will happen in school time.
- Each term the progress and attainment of pupils is assessed by teachers.



# Supporting Maths Learning at Home

As well as learning Maths at school it is important for children to see how maths skills can be used in their everyday lives. Here are some ideas to help support Maths learning at home:

## Everyday situations:

- Weighing, measuring capacity and timing when cooking.
- Converting a recipe for 4 people to one for 6 people.
- The journey takes  $2\frac{1}{2}$  hours, when will we arrive? We need to be there at 2.00 pm, when do we need to leave home?
- Handling amounts of money when shopping, working out total costs, working out change, checking receipts.
- Working out prices of sale items, e.g. 20% off. Managing pocket money and saving for things.
- Working out distances and directions from maps.
- Discussing and comparing house prices from newspaper house sales pages.
- Working out how much petrol will be used on a journey, working out average speed for a journey, costing journeys or holidays etc.



# Supporting Maths Learning at Home

## Play activities/games:

- Any games involving calculating scores, e.g. scrabble, darts, bowling.
- Beat the calculator. In pairs, one with a calculator, one without, each works out the answer to a calculation aiming for the one without the calculator to say the answer first.
- Games involving strategic thinking/logic, e.g. draughts, chess, mastermind.

## Mental activities:

- Practising and developing knowledge of addition and subtraction facts within 20 ( $7+8$ ,  $13-5$  etc.) and multiplication and division facts to  $10 \times 10$  ( $6 \times 7$ ,  $35/5$  etc.)
- Make it into a game if possible, e.g. have a set of cards numbered 1-10, pick a number such as 4, say 4 times the number on the card as each is turned over, keep all the cards you get right. Beat the calculator as above.
- On a journey, adult passenger times response, try to beat your own time. Ask 'progressive' calculations, e.g.  $27 + 6$ ,  $5 \times 2$ ,  $50 \times 2$ ,  $500 \times 2$ , 5000



## Websites to use at home

- Hit the Button (Use this site to help you with your times tables)
- Math Magician Games (Improve the speed and accuracy of your mental maths!)
- Woodlands Maths Zone (Links to lots of other websites and games)
- Count On (Lots of game including Who wants to be a Mathonaire?)
- Math Playground (A huge variety of fun maths games!)
- Power Lines (Use your logic to solve these number puzzles!)



Billy Bug (Can you use co-ordinates to find Billy Bug?)

# Internet safety

- Be a part of their online life; involve the whole family and show an interest.
- Find out what sites they visit and what they love about them, if they know you understand they are more likely to come to you if they have any problems.
- Watch Thinkuknow films and cartoons with your child. The Thinkuknow site has films, games and advice for child from five all the way to 16.  
<https://www.thinkuknow.co.uk/>
- Encourage your child to go online and explore! There is a wealth of age-appropriate sites online for your children.
- Encourage them to use sites which are fun, educational and that will help them to develop online skills.
- Keep up-to-date with your child's development online.
- Children grow up fast and they will be growing in confidence and learning new

# Internet safety - tips

- Set boundaries in the online world just as you would in the real world.
- Think about what they might see, what they share, who they talk to and how long they spend online.
- It is important to discuss boundaries at a young age to develop the tools and skills children need to enjoy their time online.
- Keep all equipment that connects to the internet in a family space.
- For children of this age, it is important to keep internet use in family areas so you can see the sites your child is using and be there for them if they stumble across something they don't want to see.
- Know what connects to the internet and how. Nowadays even the TV connects to the internet.
- Make sure you're aware of which devices that your child uses connect to the internet, such as their phone or games console.

Did you know, that you need to be 13 to use TikTok?!



# Snacks and Water in School

Children have access to water throughout the school.

At break time children can have a healthy snack from home.

No chocolates or sweets please.



## Other Reminders...

Please make sure all items of clothing are NAMED!

School starts at 8:30 am

School finishes at 3:15 pm

If you wish to speak to your child's teacher about something that is not urgent please do so at the end of the school day.



## Coming up...

- ▶ Target Setting reports will be sent out soon.
- ▶ Parent meetings will be some time after if you wish to speak to your child's teacher about their progress and learning.