



St Barnabas

Church of England Primary Academy

A member of **CDARI**

Welcome to Year 5



Mr Mealor
Y5 Class Teacher



Mrs Irshad- Y5 & 6
Teaching & Welfare Assistant



A member of **CTDARI**

'That they shall have life, life in all its fullness' John 10:10



Our every
vision for **Child**
Life in all its fullness;
Our prayer for
every heart,
The will to
make it
so.

Our Values

Courage

Friendship

Trust

Service

Forgiveness

Generosity

Respect

Encouragement



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That they shall have life, life in all its fullness.
John 10:10



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'Achieving great things through learning and growing together in a love-filled Christian family.'

'That they shall have life, life in all its fullness.' John 10:10

Barney's Brilliant Behaviour Be's (4 B's)



Be ready



Be kind



Be safe



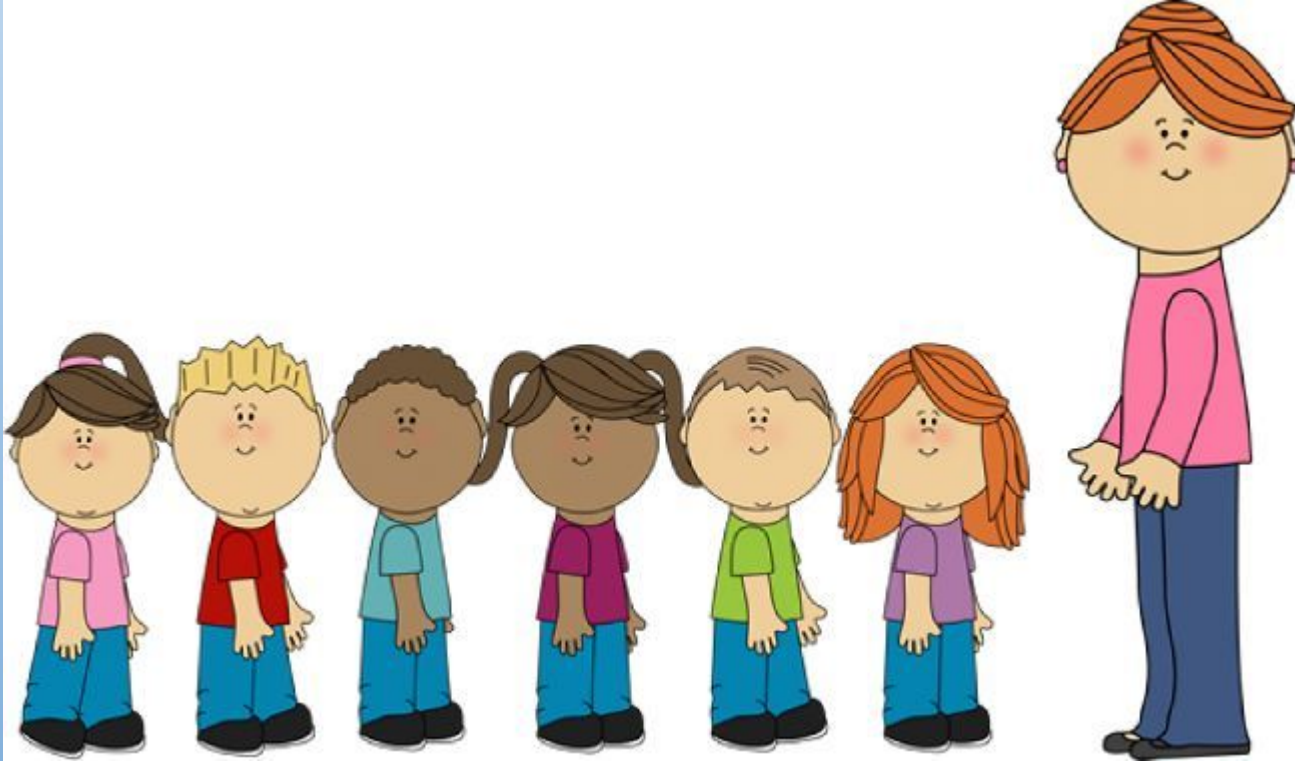
Be respectful

Wonderful walking



**Smartly, safely, silently,
sensibly & smiling**

Legendary lining up



Brilliant Behaviour Recognition Board



We expect all children to start the day on ready to learn by being on time, being in the correct uniform and following our 4 B's.



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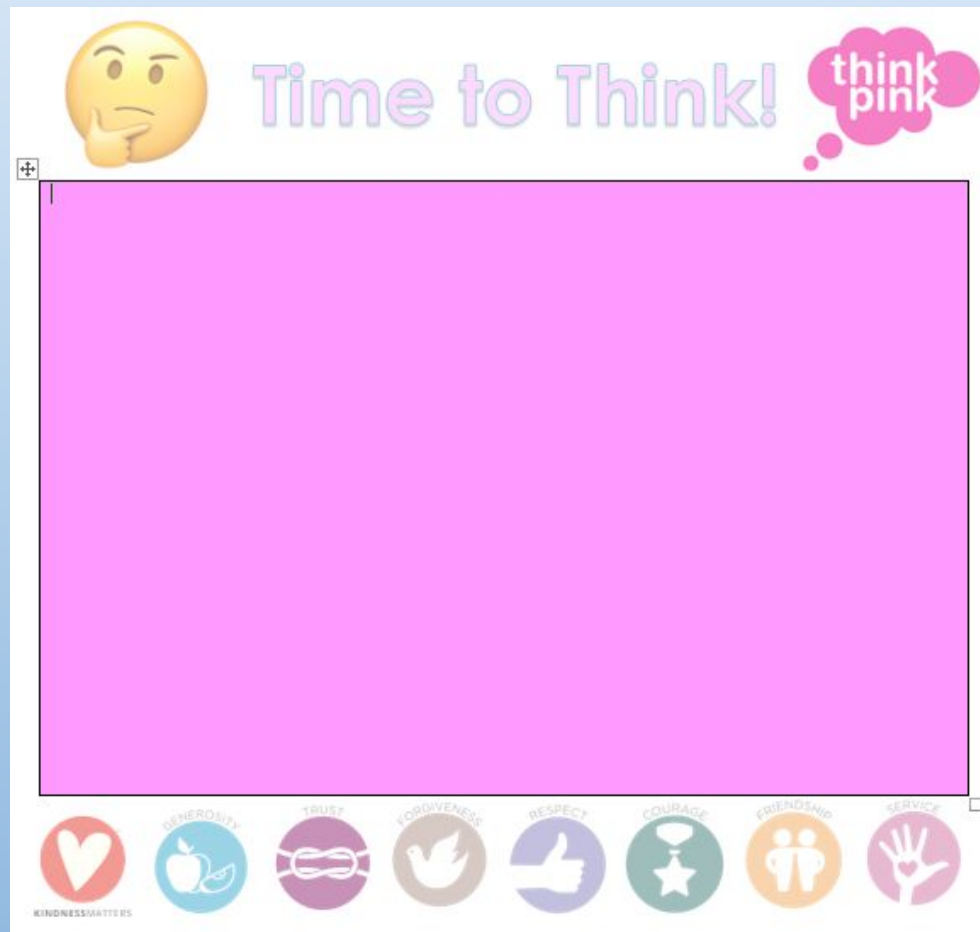
Time to Shine!



Values Awards



Children who consistently follow our 4 B's, work hard and shine from the inside out by showing our Christian values will move into 'Time to shine' and will earn a values point. Values points winners will be awarded on Fridays in celebration worship. Parents will be informed on Wednesdays.



Children who choose not to follow our 4 B's will be given two warnings. If they continue to not follow the rules or are involved in a serious incident, they will complete a 'time to think' pink reflection sheet in their break or lunch time. Once they have reflected on their behaviour they will move back into 'Be ready'. Parents may be informed if it is a significant incident or we see a pattern of behaviour.



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Holding the Door



When we are walking through a doorway we check to see if anyone is coming after us and we hold the door for them to go through because it is a polite and kind way to treat others.



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Stopping to Let Others Through



When we are walking through a doorway, and we see someone coming towards us, we stop and let them go through because it is a polite and kind way to treat others, especially when there is only one of them and we are travelling in a group or as a class.



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Saying 'Please'



are asking for something and we are making a request with the word 'please'. It is polite and shows respect to the person we are asking.



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Saying 'Thank You'



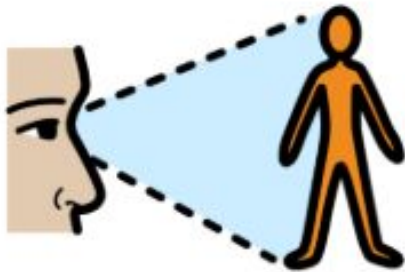
Whenever someone gives us something, allows us to do something or does something nice for us we say 'thank you' to show that we are grateful.



Stay Silent



Good Sitting



Track Speaker



Good Listening



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I can lean over my tray or lunchbox whilst putting food into my mouth.



I do this so that I don't spit on the floor, or all over the



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I can wait in my seat until I am told it is time to go outside.



I do this so that the welfare staff can see when most of my class is ready to leave the hall.



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I can wait until I have swallowed my food before getting up.



because it is safer while chewing.



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I can sit facing the table whilst eating my dinner.



I do this so that I can focus on eating and so that I don't spill my food or trip anyone up.



Reading

- Please encourage your child to read little and often, ideally each day but at least three times a week. Please also ensure that this is recorded in the children's reading record. The children's reading diaries will be checked 2 to 3 times a week. When the children are ready to change their book they are encouraged to write their name on our book change poster on the classroom door. If your child is struggling to find time to read 3 times, they will have the opportunity to do so on a Friday afternoon.

Spellings

- The children will be taught the spelling focus throughout the week and given their spellings on a Friday. They must be practised for for the following Friday when they will be tested on these. It is important to keep up with the weekly spellings as we will be expecting to see them spelt correctly in their written work.

Times tables Rock Stars/Learning By Questions

- This will consist of one maths task per week

Name: _____ Date: _____

Long Ladder Letters



Letter-join✓

Name: _____ Date: _____

Curly Caterpillar Letters



Letter-join✓

Name: _____ Date: _____

One-armed Robot Letters



Name: _____ Date: _____

Zig-zag Letters



Number Sense Maths

In KS2, we have a shared approach to the teaching of times tables and we run a daily intervention that involves chanting times table facts. Fluency helps children to enjoy more success in maths as it can help to free up a child's working memory and tackle more challenging concepts.

| | | | | | | | | | |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|--|
| $2 \times 2 = 4$ | | | | | | | | | |
| $3 \times 2 = 6$ | $3 \times 3 = 9$ | | | | | | | | |
| $4 \times 2 = 8$ | $4 \times 3 = 12$ | $4 \times 4 = 16$ | | | | | | | |
| $5 \times 2 = 10$ | $5 \times 3 = 15$ | $5 \times 4 = 20$ | $5 \times 5 = 25$ | | | | | | |
| $6 \times 2 = 12$ | $6 \times 3 = 18$ | $6 \times 4 = 24$ | $6 \times 5 = 30$ | $6 \times 6 = 36$ | | | | | |
| $7 \times 2 = 14$ | $7 \times 3 = 21$ | $7 \times 4 = 28$ | $7 \times 5 = 35$ | $7 \times 6 = 42$ | $7 \times 7 = 49$ | | | | |
| $8 \times 2 = 16$ | $8 \times 3 = 24$ | $8 \times 4 = 32$ | $8 \times 5 = 40$ | $8 \times 6 = 48$ | $8 \times 7 = 56$ | $8 \times 8 = 64$ | | | |
| $9 \times 2 = 18$ | $9 \times 3 = 27$ | $9 \times 4 = 36$ | $9 \times 5 = 45$ | $9 \times 6 = 54$ | $9 \times 7 = 63$ | $9 \times 8 = 72$ | $9 \times 9 = 81$ | | |

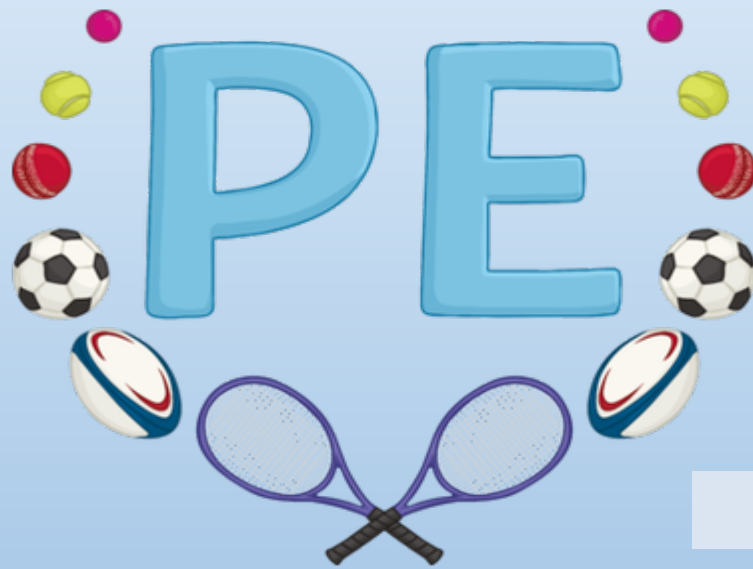
Y3
21 facts

Y4
15 facts

These are the 36 essential facts.

10, 11 and 12 times tables are taught in a lighter touch way due to patterns in the numbers and being able to use known facts to arrive at an answer.

Any support at home with times tables would be extremely beneficial to the children's progress in maths.



Our PE days for this half term are Wednesday and Friday.

Children need to come to school in their PE kit on PE days. Plain black tracksuit bottoms, leggings or shorts and trainers may be worn with royal blue t-shirts and school sweatshirts or $\frac{3}{4}$ zip up top . **PLEASE LABEL EVERYTHING!**

Hair past shoulder length must be tied back and no jewellery to be worn.

<https://www.stbarnabasdarwen.co.uk/parents/useful-links/school-uniform>

What will we be learning this year?

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|---|--|--|---|---|
| English | <p><u>Maya</u></p> <p>Narrative- Folk Tales (<u>The Rain Player</u>. Links in with history learning on Maya.)</p> <p>Information booklet- <u>Maya</u> factfile. Links in with history.</p> <p>-Classical Poetry (narrative) <u>Highwayman</u></p> | <p><u>Mountains</u></p> <p>-Stories with a historical setting- <u>Oliver Twist</u></p> <p>-Non Fiction Report- <u>Mountains</u>-Links in with Geography</p> | <p><u>Chronological understanding (history)</u>- no link</p> <p>-Science Fiction Stories - <u>Narrative- The Invention of Hugo Cabret</u></p> <p>-Persuasion (Why should we buy Fairtrade?) in preparation for Fairtrade Fortnight.</p> <p>-Poems with a structure</p> | <p><u>Volcanoes and earthquakes</u></p> <p>-Novel as a theme- <u>Holes</u></p> <p>-Explanation (How do you survive an earthquake/ How does an earthquake erupt or How does a volcano erupt?). Links in with geography.</p> | <p><u>Ancient Greece</u></p> <p>-Narrative-Who Let The Gods Out by Max Evans. <u>Combines modern fiction with Greek mythology.</u></p> <p>-Playscripts- <u>Pandora's Box.</u></p> | <p><u>European region</u></p> <p>-Stories from other cultures-<u>Boy at the Back of the Class.</u></p> <p>-Debate- Should we allow refugees in our country? <u>Links in with Refugee Week.</u></p> <p>Benjamin Zephaniah's poem- 'We Refugees' <u>Links in with Refugee Week.</u></p> |
| Maths | <p>Position and Direction - Year 4</p> <p>-Place value 5-digits</p> <p>-Place value 6 digits</p> <p>-Addition and Subtraction</p> <p>- Multiplication and Division</p> | <p>-Multiplication and division</p> <p>-Fractions</p> | <p>-Multiplication and divisions</p> <p>-Fractions</p> | <p>- Decimals and Percentages</p> <p>- Perimeter and area</p> <p>- Statistics</p> | <p>-Geometry- Properties of shapes</p> <p>Position and direction</p> <p>Decimals</p> | <p>-Negative numbers</p> <p>-Volume</p> <p>-Measure-converting units</p> |
| Science | <p>-Reversible and Irreversible changes</p> | <p>-<u>Material</u> properties-testing materials</p> | <p>-Light and Astronomy</p> | <p><u>Forces</u></p> <p>Friction and air resistance and mechanisms.</p> | <p>Living Things and Their Habitat- Observing Life Cycles</p> | <p>-Human Life Cycles</p> |
| RE | <p>The Bible - How and why do Christians read the Bible?</p> <p>Christmas - How do our celebrations reflect the true meaning of Christmas?</p> | | <p>Jesus - Why do Christians believe Jesus was a great teacher?</p> | <p>Easter - Why do Christians believe that Easter is a celebration of victory?</p> | <p>Pentecost</p> <p>Loss, Death and Christian Hope- Is death an ending or a beginning?</p> | <p>Old Testament Women - Did she make the right choice?</p> |
| PE | <p>Gymnastics Core Tasks 1</p> <p>Striking and Fielding - cricket</p> | <p>Dance - Food Glorious Food</p> <p>Net and Wall - Badminton</p> | <p>Dance - Earthings</p> <p>Invasion games - Hockey</p> | <p>Gymnastics Core Tasks 1</p> <p>Invasion Games - football</p> | <p>Athletics</p> <p>Orienteering</p> <p>(Winmarleigh)</p> | <p>Striking and Fielding - rounders</p> <p>Athletics</p> <p>(Witton)</p> |
| MFL | <p><u>Junior Jam:</u></p> <p>Hobbies and Free time</p> | <p><u>Junior Jam:</u></p> <p>Sports</p> | <p><u>Junior Jam:</u></p> <p>TV, Music and Movies.</p> | <p><u>Junior Jam:</u></p> <p>Food and eating out.</p> | <p><u>Junior Jam:</u></p> <p>Physical descriptions and personality.</p> | <p><u>Junior Jam:</u></p> <p>At school</p> |

| | | | | | | |
|-----------------------|---|---|---|---|--|--|
| History | Mayans- How does our history differ from that of the Mayans? | | British History - What was life like as a <u>tudor</u> in England? | | Ancient Greece - What did the Greeks ever do for us? | |
| Geography | | Mountains (LOCAL FIELDWORK) | | Volcanoes and earthquakes- | | European region |
| Computing | <u>Junior Jam</u> iCommunicate | <u>Junior Jam</u> iProgram | <u>Junior Jam</u> iMedia - iSecure | <u>Junior Jam</u> iMedia - iCreate | <u>Junior Jam</u> iMedia - iJam | <u>Junior Jam</u> iMedia - iTech iCSI - Evidence Trace |
| Art and Design | <u>Sculpture-</u> Interactive Installations | | <u>I need space-</u> Texture and materials. | | <u>Painting and mixed media -</u> portraits | |
| Design and Technology | | <u>Textiles- design</u> Funky cushions (Christmas themed) | | <u>Mechanical systems</u> Pop up book | | <u>Cooking & Nutrition:</u> What could be healthier than making a spaghetti bolognese? |
| Music | <u>Junior Jam -</u> Songwriting with Glockenspiels | <u>Junior Jam -</u> Singing | <u>Junior Jam -</u> Music Theory with Keyboards | <u>Junior Jam -</u> Ukuleles | <u>Junior Jam -</u> African Drumming | <u>Junior Jam -</u> Electric Drums |
| PSHE | <u>Me and My Relationships</u> -Friendship and communication | <u>Valuing Difference</u> -Understanding and challenging stereotypes | <u>Keeping Safe</u> -Bullying, peer pressure and assertiveness | <u>Rights and Respect</u> -Citizenship, community and responsibility | <u>Being my Best</u> -The human body and healthy lifestyles | <u>Growing and Changing</u> -Emotional and mental health |

PGL- Winmarleigh

Monday 11th- Wednesday 13th May

**Approx £120 includes 2 night residential,
food and transport (price subsidised by sports
premium school funding)**



**Further
details of
payment
plan dates
will be sent
soon via
class dojo.**





Each week, we will be sharing photos in our news section in our school website, showing what the children have been learning that week. You can also visit our Year 5 class page on the website, to view curriculum overviews for each half term and class updates.

<https://www.stbarnabasdarwen.co.uk/classes-curriculum/class-pages/year-5>

<https://www.stbarnabasdarwen.co.uk/news>



If you ever have any issues or questions, please contact me via Class Dojo message. We will pick up messages between the hours of 8.00am and 5.00pm. Alternatively, you can contact the school office.

Any questions?

Thank you for listening.

