

# Welcome to Year 5

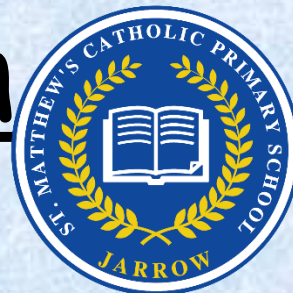


## Curriculum Evening

Miss Jackson



# St Matthew's Mission Statement

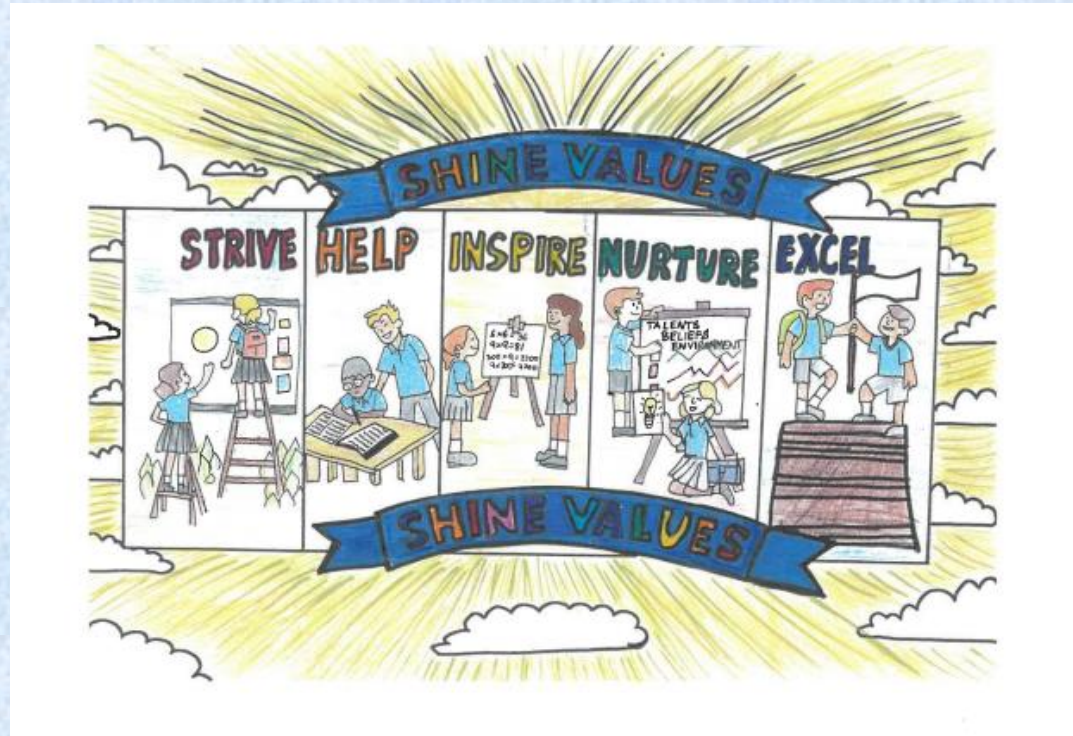


Mission Statement:

*"Welcome to our happy school, where everyone is valued and given the opportunity to 'let their light shine.' With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment."*



# Our SHINE Values



Strive, Help, Inspire, Nurture, Excel  
- together, we SHINE!

# The Daily Routine



|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| 9.00am            | Registration                                                          |
| 9.00am - 9.30am   | Daily Task/ Whole school<br>Celebration of the Word/ Hymn<br>Practice |
| 9.30am - 10.30am  | 1st session Maths                                                     |
| 10.30am - 10.45am | Playtime                                                              |
| 10.45am - 12:15pm | 2nd session English                                                   |
| 12:15pm - 1:15pm  | Lunch                                                                 |
| 1-2.05pm          | 3 <sup>rd</sup> session Foundation Subjects/RE                        |
| 2.05-2.15pm       | Daily Mile                                                            |
| 2.15pm - 3.15pm   | 4th session Foundation Subjects/RE                                    |
| 3.20 - 3.30pm     | Whole Class Reading                                                   |
| 3.30 pm           | Hometime                                                              |



# Water Bottles / Milk



- Please ensure your child has a water bottle in school. They can get a drink at playtime and when they come in from playtime. Children can also access their bottles for a drink during lessons.
- They are encouraged to take them home every night.
- If children receive milk at school they have this after morning break.



# Changes in Y5



- Independence, Independence, Independence!!!!
- Increased responsibility for themselves and their belongings.
- Increased responsibility for their own learning and homework.

# Homework in Year 5



Homework is generally linked to the activities your child has been working on in class, for consolidation of their skills.

| Day given      | Subject                                                | To be handed in |
|----------------|--------------------------------------------------------|-----------------|
| <b>Tuesday</b> | <b>Maths and English<br/>Homework - set<br/>online</b> | <b>Monday</b>   |

Spelling - children will be set spelling tests on spellingframe in school weekly, they will get chance to practice these in school but they also have a copy of the spellings in their reading diaries to practice at home.



# Homework in Year 5

- Homework provides the opportunity for children to develop as independent learners and to extend and reflect upon their 'in school' experiences.
- We are aware that many outside activities which take up much of the children's time e.g., dancing, swimming etc. It is therefore our philosophy not to give out a lot of homework unnecessarily. Homework compliments and reinforces what is taught in school.
- Homework will not usually be given when a pupil is absent through illness or holiday.

# Parents evenings



**Autumn Term**

**Spring Term**

You will be able to book parents evening slots for these on Arbor.

If for any reason you are unable to make dates - please contact school and I am happy to arrange another time.

# Year 5 Rewards



- House points
- Stickers
- Star Assembly
- Golden Time
- Privilege Cards





# Behaviour Policy



At St Matthew's, we have the 'Good to be Green' behaviour policy.

Children are given warnings and on their third warning they receive a 'Stop and Think' card to give them the opportunity to change their behaviour.

If their behaviour persists, or if they are rude to a member of staff or a peer then they will receive an amber card.

Children will receive a red card if either they do not change their behaviour after warnings or they will receive an instant red card for reasons such as abuse (whether that is verbal or physical).

# Year 5 Curriculum

## Subjects

- English
- Maths
- Science
- Computing
- Religion
- PSHCE
- History
- Geography
- Art
- Design & Technology
- Music
- French
- PE



# Lessons in Year 5



Children are taught in structured lessons, which consists of 5 main parts:

- **Retrieval** (assess prior knowledge)
- **Aim/Learning Objective** (we are learning to...)
- **Whole class teaching** (smartboards / powerpoints / practical and interactive)
- **Independent work** (individual / paired / small group)
- **Plenary** (summary of lesson)

Assessment is continuous and tracked to ensure that each child's unique needs are catered for.

There will also be an assessment week in the Autumn, Spring and Summer term.

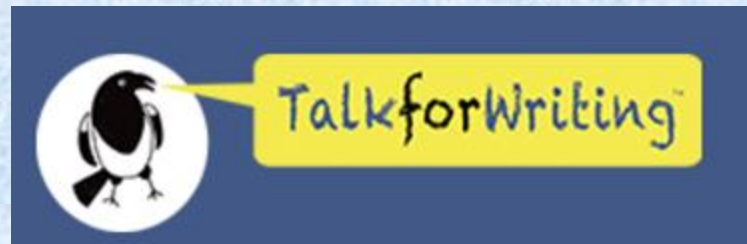
# English - Talk for Writing



Across the whole school we have a scheme called Talk for Writing.

Talk for writing enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

It ensures that pieces of text are gone through in fine detail to emphasise understanding by the reader. It also allows children to achieve their full creative potential.



# English



## Autumn Term:

- Myths and Legends
- Instructions
- Tales from other cultures
- Non-Chronological Report

## Spring Term:

- English Classic
- Discussion Writing
- Journalistic Writing

## Summer Term:

- Journey Tale
- Diaries
- Text explanation

# English - Book choices



- **How to Train Your Dragon**  
(Myths and Legends)
- **The Butterfly Lion** (Tales from other Cultures)
- **The Wind in the Willows**  
(English Classic)
- **The Midnight Fox** (Journey Tale)

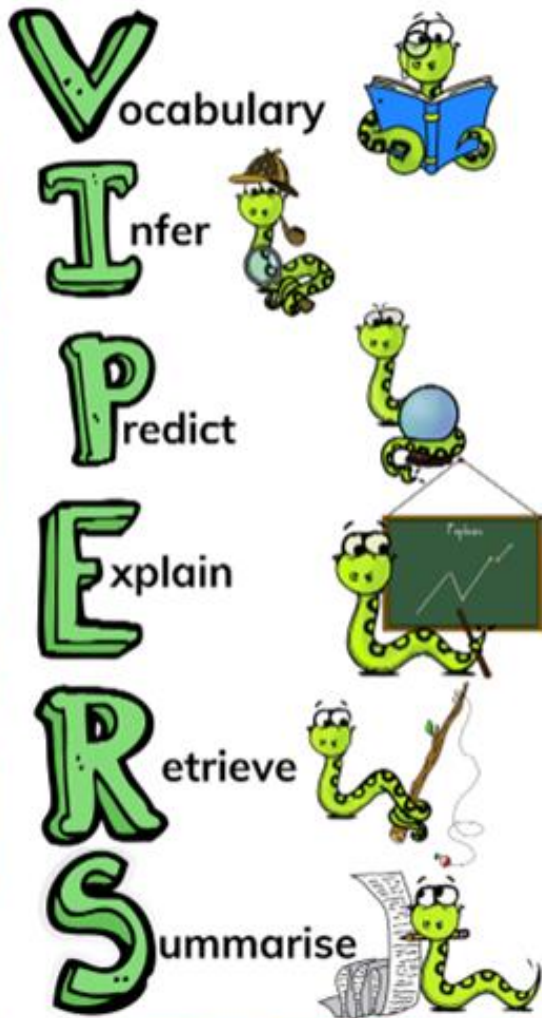
# Writing Focus



- **Vocabulary** - adjectives, similes, descriptive phrases, interesting and ambitious words, verbs and adverbs
- **Connectives** - and, but, so, then, because, if when, although, however, as well as,
- **Openings** - First, Just then, Next, Finally, After a while, Also, Immediately,
- **Varying sentence openings** - start with an adverb-ly or -ing word, a questions, in the middle of action
- **Punctuation** - . , ! , ? " " ... ( ) : ;
- **Stylistic features e.g.**, personification, similies, adjectives, metaphors



# Guided Reading



**Vocabulary** - find and explain the meaning of words in context.

**Infer** - make and justify inferences using evidence from the text.

**Predict** - what might happen from the details given and implied.

**Explain** - how content is related and contributes to the meaning as a whole.

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

**Summarise** - the main ideas from more than one paragraph.

A close-up photograph of numerous small, light-colored wooden tiles, each with a single letter of the alphabet printed on it. The tiles are scattered and overlapping on a dark, textured surface.

# Spelling

- There will be a new spelling focus each week.
- They will be able to practice the spelling rule via SpellingFrame, the list for these is in their reading diary.
- The test words will be taken from the list of words the children have and they will also get two bonus words.
- Therefore, the children need to ensure they know the rule not rote learn a set of words.



# Independent Reading



Children are encouraged to pick a range of fiction and non-fiction texts.

They should be aiming to be able to read this fluently but with some challenging words. (check meanings of unfamiliar words)

EVERY CHILD - EVERY NIGHT (at least 10 minutes!!)

Not necessary to hear every word but please encourage children to talk about what they have read.

Comment in reading record is their responsibility and they need to write the date and what page they're up to.

Please ensure your child's book is in school everyday.

Thank you.



## Reading Diaries

This note is in every child's reading diary along with the Reading Reward Square

Your job as a parent  
- you need to put your initials in the box each time you have listened to your child read for 10 minutes.

Reading books need to be in school every day. Your child need to write a comment about their book each week telling me what has happened so far in their stories or some of the facts they have learned. Also include their favourite part/fact and why.

In Year 5 our books are sometimes very long and can't be read in a week, therefore your comment will be about the part you have read that week (also include how much you read - p56-123).

# Handwriting - Letter-join



We have a scheme for handwriting called Letter-join. Children get the chance to log into this in school to practice their handwriting on the iPad and computers.

Our aim is for a neat, joined, consistent style of handwriting.

Pride in their presentation.

Letter-join 

# Maths



Throughout the year the children will cover these topics:

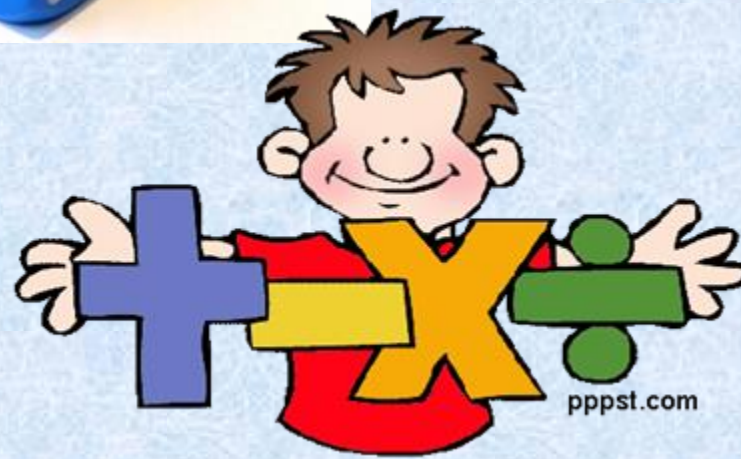
- Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Decimals and Percentages
- Perimeter and Area
- Statistics
- Shape
- Position and Direction
- Negative Numbers
- Converting Units
- Volume



# Maths Curriculum



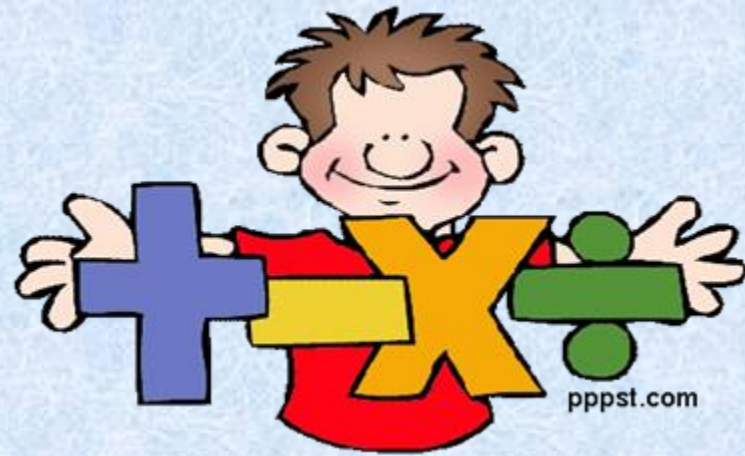
- There will be a greater emphasis on arithmetic/mental skills
- The promotion of efficient written methods of long multiplication and division.
- More demanding content in fractions, decimals and percentages.



# Key Maths Skills for Year 5



- Tables facts and division facts to  $12 \times 12$
- Knowledge of place value (numbers to 1,000,000)
- Multiply and divide by 10, 100, 1000
- Written methods of calculation for all four operations
- Problem solving and application of skills



# Key Maths Skills for Year 5

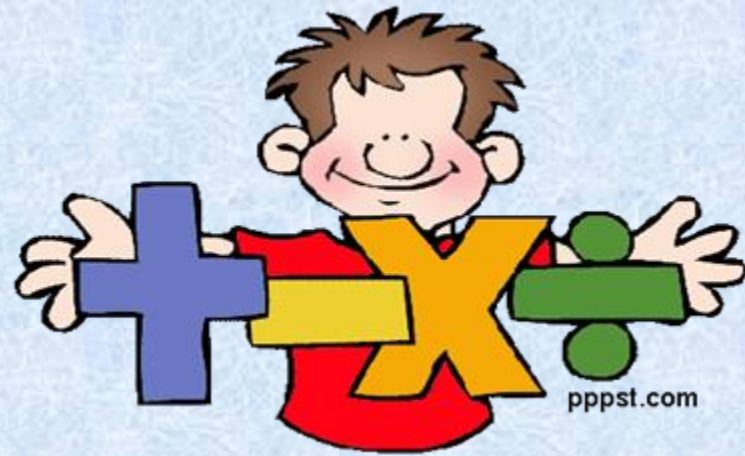


Our Maths lessons focus on **MATHS MASTERY.**

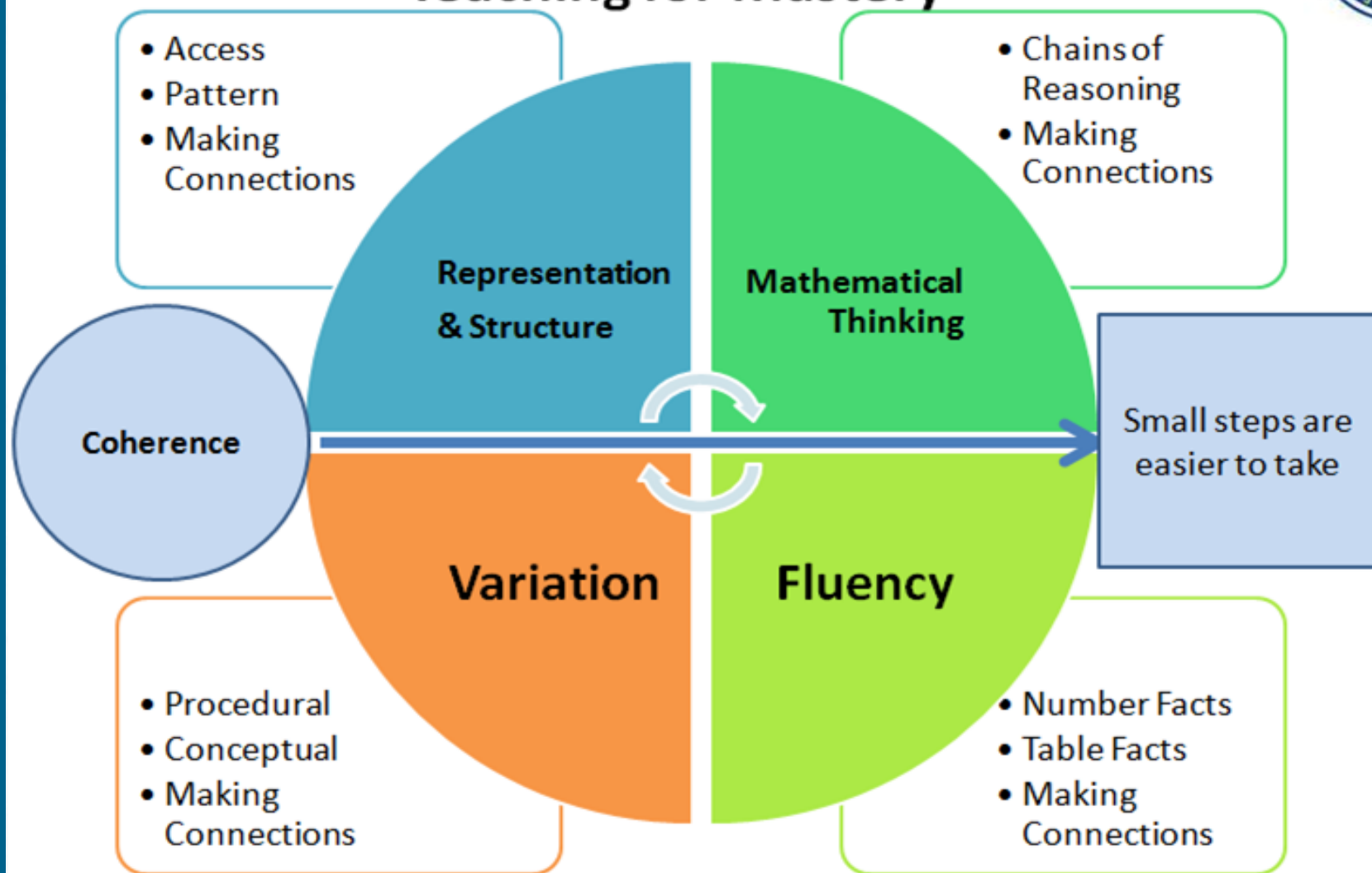
The lesson are split into small steps where I teach then the child practice, then I teach and they do more practice throughout the lesson.



This encourages the children to think for themselves and apply their knowledge to different contexts.



# Teaching for Mastery



You can often help yourself!

Mastering Maths

An answer is just the start of  
the journey...





# Addition

$$\begin{array}{r} 164 \\ +125 \\ \hline 289 \end{array}$$

$$\begin{array}{r} 5486 \\ +1225 \\ \hline 6711 \\ \phantom{00}1\phantom{0}1 \end{array}$$



# Subtraction

$$165 - 34 =$$

$$\begin{array}{r} 165 \\ - 34 \\ \hline 131 \end{array}$$

$$174 - 46 =$$

$$\begin{array}{r} 1 \overset{6}{\cancel{7}} \overset{1}{4} \\ - 46 \\ \hline 128 \end{array}$$

Check with inverse –  $128 +$

$$\begin{array}{r} 46 \\ \hline 174 \\ \hline 1 \end{array}$$



# Calculation Strategies

## Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 11 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \\ \hline \end{array}$$

Answer: 351

932 - 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ \cancel{9} \quad \cancel{3} \quad 2 \\ - 4 \quad 5 \quad 7 \\ \hline 4 \quad 7 \quad 5 \\ \hline \end{array}$$

Answer: 475



# Multiplication

$$\begin{array}{r} 34 \\ \times 6 \\ \hline 204 \\ \hline \end{array}$$

2



# Multiplication - Using larger numbers

## Short multiplication

24 x 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline 2 \end{array}$$

Answer: 144

342 x 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline 21 \end{array}$$

Answer: 2394

2741 x 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \hline 42 \end{array}$$

Answer: 16 446

# Division - Using multiplication facts



$$3 \times 4 = 12$$

$$12 \div 4 = 3$$

So

So

$$30 \times 4 = 120$$

$$120 \div 4 = 3$$

$$3 \times 40 = 120$$

$$120 \div 40 = 3$$

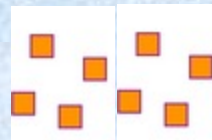
$$300 \times 4 = 1200$$

$$1200 \div 400 = 3$$

# Division

$$68 \div 4 =$$

$$\begin{array}{r} 17 \\ 4 \overline{) 68} \end{array}$$



# Division

## Short division

$98 \div 7$  becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \phantom{0} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

$432 \div 5$  becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \phantom{0} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

$496 \div 11$  becomes

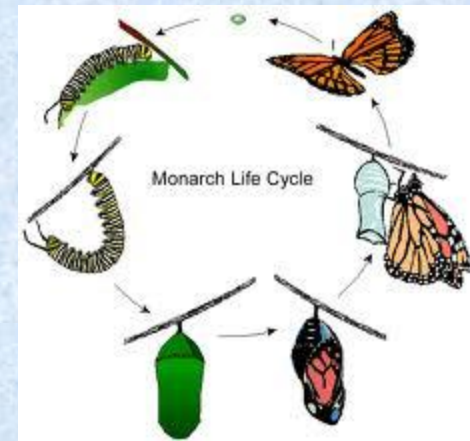
$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \phantom{0} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer:  $45 \frac{1}{11}$

# Science



- Earth and Space
- Animals including humans
- Sound and Hearing
- Living things
- Materials
- Movement, forces and magnets





# Art and DT

## **Autumn first half term:**

- Art - Drawing Pop Portraits

## **Autumn second half term:**

- DT - Textiles Paste Relief  
- Coat of Arms

## **Spring first half term:**

- Art - Painting movement lines

## **Spring second half term:**

- DT - Fairground Transition Project - Secondary linked

## **Summer first half term:**

- Stretch art and DT skills

## **Summer second half term:**

- DT - Cooking Pretzels





# Computing

The children have one computing lesson a week in the computing room.

- Data and Information
- Media Creation
- Computer Networks
- Information Technology
- Computer Science

# Religious Education



This year, we have started teaching the new RE curriculum. It is made up of 6 strands.

Strand 1: Creation and Covenant

Strand 2: Prophecy and Promise

Strand 3: Galilee to Jerusalem

Strand 4: Desert to Garden

Strand 5: To the ends of the Earth

Strand 6: Dialogue and Encounter



# PSHCE

As a school to teach PSHCE we use TenTen. The 3 main topics that they will be getting taught in Years 5 and 6 are:

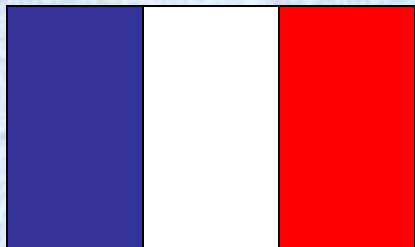
- Created and loved by God
- Created to love others
- Created to live in community

We will also be covering topics on significant days such as internet safety, bullying and mental health awareness.

# History/ Geography



| TERM     | TITLE                                          |
|----------|------------------------------------------------|
| AUTUMN 1 | Anglo Saxons and Vikings / Settle Down         |
| AUTUMN 2 | Anglo Saxons and Vikings / Settle Down         |
| SPRING 1 | Anglo Saxons and Vikings / Settle Down         |
| SPRING 2 | Early Islamic Civilisation / Natural resources |
| SUMMER 1 | Early Islamic Civilisation / Natural resources |
| SUMMER 2 | Early Islamic Civilisation / Natural resources |



# French



- The children have an hour of French every other week. The children are taught oral and written skills in French on a range of subjects.

Grammar: Adverbs, Connectives, 'er' verbs and reflexive verbs. The topics they will be covering this year are:

- Retrieval of - greetings, family members and physical and character descriptions.
- Weather
- Health - Healthy and unhealthy food and drink
- Free time e.g., sports



**PE** Lessons take place on a Monday and Thursday on the first half term. Their days will change each half term.

- Correct P.E kit is needed for all PE lessons.
- Y5 children also get the opportunity throughout the year for some additional coaching and events - Tag Rugby, Athletics etc.



# PE



In this element of the curriculum, the children in Year 5 will take part in the following;

## Autumn Term:

- Indoor Athletics
- Rugby
- Netball
- Football

## Spring Term:

- Gymnastics
- Hockey
- Tennis
- OAA

## Summer Term:

- Cricket
- Health Related Fitness
- Outdoor Athletics
- Dance



# Music

- The children have a bi-weekly music lesson with Mr McNally for one hour
- Lessons include:- elements of music, Keyboard skills, Pulse and Rhythm, Class Orchestra.

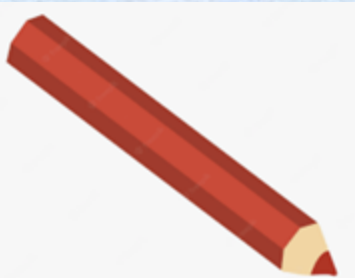


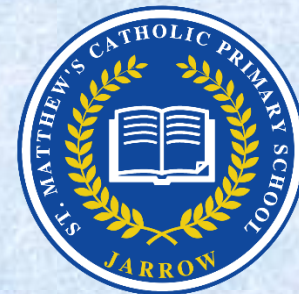


# Marking



- All children's work is marked with positive comments.
- A challenge / next step / improvement is also identified.
- In Year 5, children get the opportunity every lesson to go through the previous days work and make corrections using their red pen/pencil.





# Communication

We understand the importance of respectful and timely communication. This year, we have a new Communication Policy for Parents.

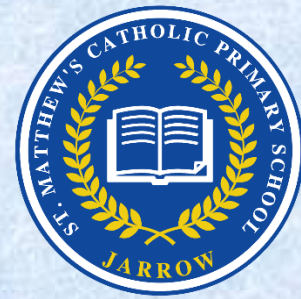
If you have a matter you would like to discuss, please contact the office to make an appointment with myself as Class Teacher.

For all email queries, please email the office on [TMAOffice@stmatthewsjarrow.co.uk](mailto:TMAOffice@stmatthewsjarrow.co.uk) and this will be triaged to the relevant member of staff.

For any safeguarding concerns, please call the office and ask to speak to a Designated Safeguarding Lead (DSLs). Mrs Alderson, Miss Wiblin and Miss Shawcross are our DSLs.

For any SEND queries, please make an appointment with Miss Shawcross, our SENDCo. Miss Shawcross is available during her SEND time on Tuesday afternoons.

Please note that all queries will be responded to within our working hours and within 72 hours of receiving them.



# Social Media

Using Facebook, Twitter, WhatsApp and other social networking sites is not the correct forum to raise any issues or concerns about the school, staff, other parents or students. Please always contact us directly if you have any concerns.

Any negative remarks on these sites can be seen as defamation of character, harassment or slander. This means that you could be prosecuted by the police.

Before posting about school matters or events, we ask you to pause and consider: *Is this respectful? Is this necessary? Is this safe?*

Please never post any photos of any other pupils on social media for safeguarding purposes.



Thank you for listening.  
Any further questions?

