



Southfield Primary School

Welcome to Year 5



Your class teachers:

5R Miss Owusu

5G Mrs Kinoshi

TAs:

Miss Fitzgerald and Miss Pope

Daily procedures

- Soft start
- Electronic register taken at 8.55am
- Lesson starts at 9am
- Lining up : end of the day (see map)

In the interest of safeguarding:

Please do not to approach the line until the class teacher has lined the children up.

Please ensure that you inform the school if a different family member is collecting your child.

- Late - Room 1 - ground floor

What are we learning this year?

Please see the Curriculum Map for the units of work we will be studying this term. We will send further information about what your child will be learning at the start of each term. Below are the IPC topics we are looking forward to throughout the year. Each topic will have an entry and exit point. The exit point usually involves inviting parent/carers to celebrate the topic. Please refer to the IPC letter for more information. This will all be on the website.

Autumn:

E- Safety,
Brainwave

The Great, the Bold and the Brave

Spring:

Mission to Mars
Weather and Climate

Summer:

3D Designers
Bake It

Year 5 Curriculum Map - 2018-2019

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English	<ul style="list-style-type: none"> Traditional Tales Myths & Legends Chronological report 	<ul style="list-style-type: none"> Poetry Persuasion Narrative writing 	<ul style="list-style-type: none"> Narrative writing Instructions Poetry 	<ul style="list-style-type: none"> Word Building Performance Poetry Explanation Autobiography 	Shakespeare - work linked to Text (TBC)	<ul style="list-style-type: none"> Balanced Argument Letter Writing Poetry
Reading	Extracts from various Roald Dahl texts	The Firework Maker's Daughter.	The Literacy Shed		Shakespeare	There's a boy in the girls' bathroom.
Maths	See Maths Overview					
IPC	Brainwave E Safety The Great, The Bold and The Brave! Classical civilisations: Greece, Rome and beyond.	The Great, The Bold and The Brave! Classical civilisations: Greece, Rome and beyond Mission to Mars Living in Space	Weather and Climate	Bake it! Changing and separating Materials. <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe the changes as 	3D Designers ICT and computing	YRS NC - Earth and Space <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and

				humans develop to old age		night and the apparent movement of the sun across the sky
MFL	Revise numbers 1-50 Shopping- prices and fruit & vegetables		Drinks Meals		What's your phone number? Hobbies	
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE	How belief affects moral dilemmas.	Initiation practices	Beliefs regarding death	Rules for Living	Belief & Practice: ISLAM	
PE	Invasion Games Hockey/Netball	Rugby/Basketball	Gymnastics	Net & Wall Games Tennis	Athletics Track	Striking & Fielding Cricket
TRIPS	Museum of London		Sky studios	Science Museum	Visit Mosque (RE)	Pizza Express

Autumn Term

Subject	Coverage	
English	Quality text	Variety of extracts from Roald Dahl's texts Ancient Greek Myths and Legends Firework Maker's Daughter by Philip Pullman
	Reading Comprehension	Cracking Comprehension <ul style="list-style-type: none"> ● 2a give / explain the meaning of words in context ● 2b retrieve and record information / identify key details from fiction and non-fiction ● 2c summarise main ideas from more than one paragraph ● 2d make inferences from the text / explain and justify inferences with evidence from the text ● 2e predict what might happen from details stated and implied ● 2f identify/explain how information/narrative content is related and contributes to meaning as a whole ● 2g identify/explain how meaning is enhanced through choice of words and phrases ● 2h make comparisons within the text
	Writing transcription/ Spelling	<ul style="list-style-type: none"> ● use further prefixes and suffixes and understand the guidance for adding them ● spell some words with 'silent' letters [for example, knight, psalm, solemn] ● continue to distinguish between homophones and other words which are often confused ● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ● use dictionaries to check the spelling and meaning of words ● use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● use a thesaurus
	Handwriting	<ul style="list-style-type: none"> ● write legibly, fluently and with increasing speed by: ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task
	Vocabulary Grammar and Punctuation	<ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● using passive verbs to affect the presentation of information in a sentence ● using the perfect form of verbs to mark relationships of time and cause ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of

		<p>possibility</p> <ul style="list-style-type: none"> ● using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● learning the grammar for years 5 and 6 ● indicate grammatical and other features by: ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semi-colons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently
	<p>Writing Composition</p>	<ul style="list-style-type: none"> ● Traditional Tales - Myths & Legends ● Non-Chronological Reports ● Persuasive writing ● Poetry - cinquain <ul style="list-style-type: none"> ● plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● noting and developing initial ideas, drawing on reading and research where necessary ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● precisising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proof-read for spelling and punctuation errors

Mathematics	Number/Place value	<ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero • read Roman numerals to 1000 (M) and recognise years written in Roman numerals
	Addition/ Subtraction	<ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Multiplication/ Division	<ul style="list-style-type: none"> • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • multiply numbers up to 4 digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving multiplication and division including using their knowledge of factors and multiples • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
	Fractions	<ul style="list-style-type: none"> • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places

Trips

Autumn:

London Museum

Spring:

Sky Studios

Mosque

Summer:

Pizza Express

Science Museum

In Summer 1, there will also be the Shakespeare Project.

Homework

- Given out on Thursday. Due back on Tuesday.

What	When
Spellings	Once a week
Maths	Once a week
Either English/IPC/PSHE	Once a week
Reading	Every day
Reading Eggs	Every day
Mathletics	Every 3 rd week
Yr 5 & 6 Reading Journals	Once a week*

Class Assembly

5R's class assembly will take place
on 18th October at 9.05am.

5G's class assembly will take place
on 13th November at 9.05am.

PE

PE will take place on Thursday afternoon.
However, this will change in Spring 2 (after the half term) as children will go to Acton Baths for swimming.

Reading Café

9th October, 2018

On a termly basis we would invite you to a Reading Café in our classrooms.

This will involve parent/carers to come in and listen to your child read or you read to your child and others in the classroom.

The purpose is motivate, encourage and role model reading with your child.

Reading books



Please hear
your child
read daily!

Children are encouraged to change their own books

Reading

- Reading books will be changed when a child has finished them.
- Children are encouraged to borrow a school library book.
- **5G's library day is Monday and**
- **5R's is Wednesday.**
- If the library book is lost, please donate a book to the school.
- Online program called Reading Eggs where children can read online and learn songs.

Helping your child at home

How to help your child at home with reading

- Reading Skills - different texts, newspapers, magazines, ask children questions, encourage the use of a dictionary.
- Practise spellings daily, children need to show that they are using the weekly spellings in their writing.

How to help your child at home with maths

Practise times tables daily. By the end of Year 4, children should know the times tables up to 12

mathletics

How to help with your child at home with Writing

Helping your child at home
Revision on Grammar terms

Accessing their USO

www.lgfl.net

Children log in using their username and password

The children can access safe research websites including mathematics.

This will also be used for homework

E - Safety

- www.thinkuknow.co.uk
- Please talk to your child regarding the use of uploading images and videos to websites such as You tube/musically.
- Use parental controls, please see the website above for further information.
- If you have any concerns regarding E - Safety please contact a member of staff.

- Facebook, Instagram, Snapchat (anything else you know that they might be using).
- There is an age restriction on these programs, **UNDER 13's SHOULD NOT BE USING THESE PROGRAMS!**
- Fortnite is for 12 years and over
- Games such as Grand Theft Auto is only appropriate for children **ages 18 and over** - due to inappropriate language and content.
- Please add privacy settings and look into parental controls when using the internet.

Whats App

As of May 2018, WhatsApp's minimum age of use is 16 years old if you live in the European Union, or a country that has adopted the [GDPR](#), as the UK has. It was previously 13 and WhatsApp has not yet said what will happen to users between 13 and 16 who already held accounts under the old terms and conditions.

If you need us...

- We are all here to help, please catch us after school in the playground once all children are dismissed.
- If information is confidential a meeting will have to be arranged.
- Or email the school office to arrange a meeting or to give information.
- Please inform the office with your contact details.

People to contact...

- In the first instance - *Class teacher:*

5R Miss Owusu

5G Mrs Kinoshi

- Next steps -

- Phase Leader Miss McGreal

- Deputy Head Miss Bal

Thank you!

Any questions?



All documents are online