WELCOME TO YEAR 5

Willow Class

Welcome to Year 5 – Willow Class

MR. DYKE & MELISSA

OTHER SUPPORT: MS. FRENCH, MARTIN AND MS. CARTWRIGHT

The School Day

Twin Oaks Primary School

- The school day starts at 9am with a soft start from 8:45am.
- Please drop your child off from 8:45am – there are always activities for the children to do from this time. **In year 5 we use this time for inventions**
- Willow class are dismissed at 3:30pm opposite Year 2, near the fence.
- Please ensure the adult dismissing has seen you to dismiss your child.
- Children are allowed to walk home on their own but you must notify the office and complete a form.
- Mobile phones are only permitted for those children who walk home alone and must be given to the class teacher to be stored away. Phones must not be used on school property and the school is not responsible for any lost or damaged phones.

RESPECT HONESTY AMBITION RESILIENCE

Uniform

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- Children should be wearing black or grey trousers or skirts, white T-shirts or polo shirts and blue jumpers or cardigans. School branded uniform can be bought via Parent Pay.

- Shoes should be plain black without logos or colored stripes and without laces until your child can do these up independently.

- No jewelry should be worn with the exception of small studs, which should be removed on PE days.

RESPECT HONESTY AMBITION RESILIENCE

Expectations

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- We have high expectations of children – their behavior and learning.
- All children start on a green card and aim to stay on green for the whole term to take part in the green card treat.
  - White Card (warning)
  - Yellow Card (Consequence / loss of break time & reflection sheet)
  - Red Card (A consequence sheet is sent home to parents)
- Children will receive verbal warnings between each card turn and can turn their card back towards green by making positive changes in their behavior.
- Children are rewarded for positive behavior through: receiving Dojo points which can be exchanged for rewards of the child's choice; various whole class rewards; and/or green card certificates.
- They are expected to participate in ALL lessons!

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Class Dojo Redeem Shop

Redeem your points at the Class Dojo Shop

20 points - Change your avatar

50 points - A dip in the prize box

75 points – Indoor time during break

75 points – time with the cool down box

70 points - Seat swap for a morning or afternoon

100 points - 5 minutes extra playtime with a friend

150 points - Lunch party with a friend

Donation – 5 point donation to someone (reason required).

Whole Class

20 points – Whole class game

2500 points – Whole class additional PE lesson

2500 points – extra class trip

1500 points – Additional art lesson

Class timetable

8:45	Arrival & intervention time
8.50	Register
	Early Morning work /handwriting/ Independent reading
9.05	Reading
9:45	Maths
11:00	Break
11:15	English
12:30	Lunch
1.30	PE/ Topic/ Science/Assembly
3.30	Home

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Willow Class PE
Wednesdays & Thursdays

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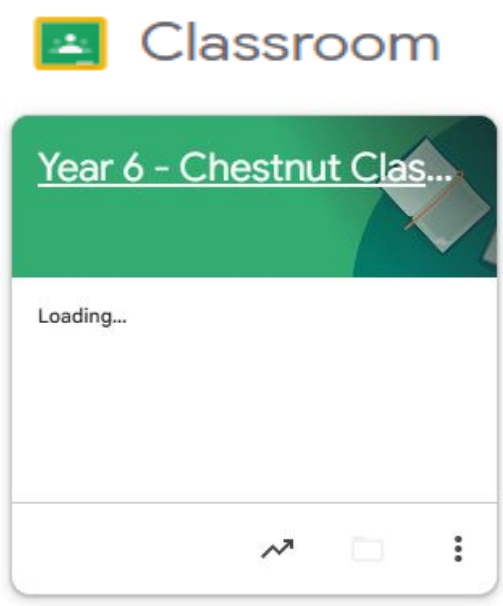
Homework



- Reading - 30mins per day and record in green diaries.
- Times Tables Rock Stars daily
- Maths/English weekly homework
- Homework will be set on **Monday** and due the following **Monday.**
- Weekly spellings and spelling test is on **Mondays.**
- **All homework, links and information needed will be posted on Google Classroom.**
- **Children have all logins in the front cover of their reading diary.**

- Times Tables Rockstars to support arithmetic
- Additional homework based on individual need

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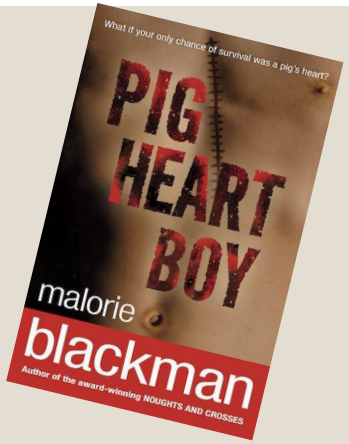
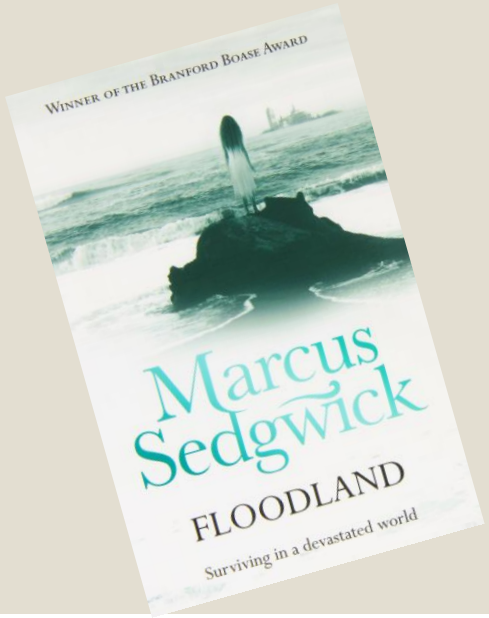


Reading



- Read fluently
- Apply their growing knowledge of root words, prefixes and suffixes
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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- **Understand what they read by:**
  - Checking that the book makes sense to them, discussing their understanding and exploring the **meaning of words in context**
  - **Asking questions** to improve their understanding
  - **Drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - **Predicting** what might happen from details stated and implied
  - **Summarizing** the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their view

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English

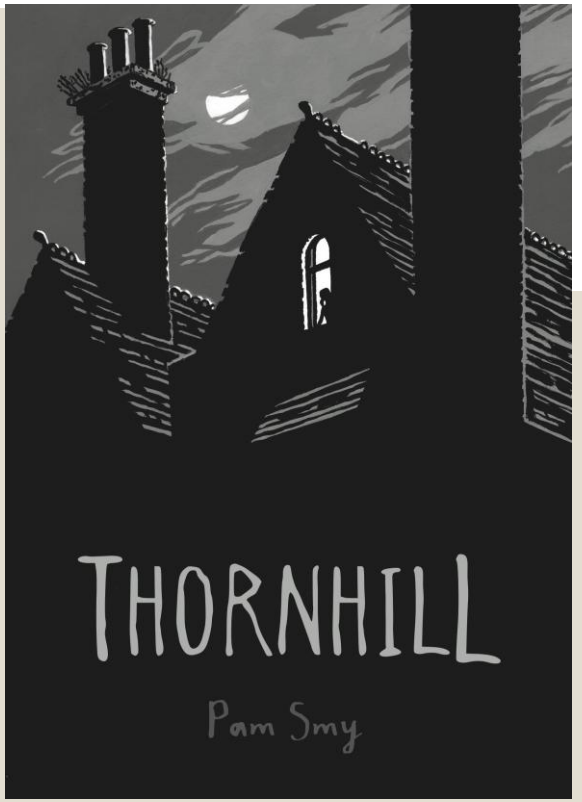
- Understand and apply to their writing the terms:
  - Modal verbs
  - Relative clauses
  - Active sentences (begin to use the passive voice – year 5 will consolidate)
- Use **expanded noun phrases** to convey complicated information concisely.
- Consciously using a **range of different sentence structures** to engage the reader.
- Use **all punctuation** taught in years 3 and 4, introduce the use of commas, brackets or dashes for parenthesis, :,
- Use a wide **range of devices** to build cohesion across paragraphs.
- Integrate **dialogue** effectively to move the narrative forward.
- Continue to distinguish between different **homophones**.
- Develop use of **dictionaries and thesaurus**.
- Develop a **final piece of writing from their own planning**.
- Write a **range of fiction and nonfiction texts** using formal and informal language confidently.
- Use **figurative language** (similes, metaphors, personification)
- Use and spell year 3/4 words and **begin to use year 5/6 words accurately**

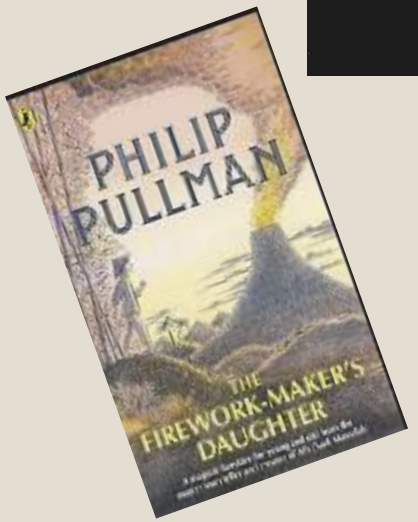
<u>Editing</u>

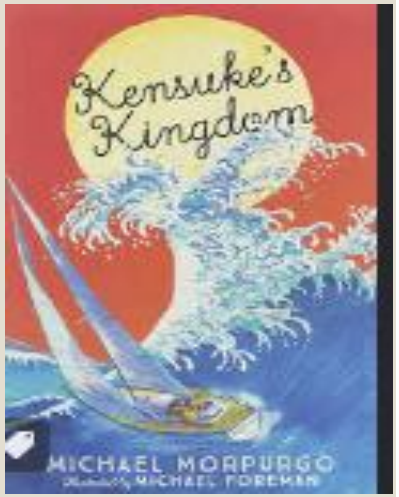
- **Proof read** for spelling and punctuation errors.
- **Check and correct** writing to ensure correct subject and verb agreement, distinguishing between the language of speech and writing

<u>Oracy</u>

Consider, explain and evaluate different viewpoints tending to and building on the contributions of others.







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Maths

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Science

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KNOWLEDGE

- Autumn 1: Forces- working scientifically
- Autumn 2: Physics: Space
- Spring 1: Cheminstry: properties of materials
- Spring 2: Chemistry: reversible and irreversible changes
- Summer 1:Biology: Animals including humans
- Summer 2: Biology: Life Cycles reproduction.
- **SKILLS**
- Planning different types of **scientific enquiries** to answer questions, including recognizing and controlling variables where necessary
- **Taking measurements, using a range of scientific equipment**, with increasing accuracy and precision, taking repeat readings when appropriate
- **Recording data and results** of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to **make predictions** to set up further comparative and fair tests
- **Reporting and presenting findings** from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying **scientific evidence** that has been used to support or refute ideas or arguments.

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PE

- All children must participate in PE. Unless you have had written or direct verbal notification from a parent about an injury that prevents their active participation in PE, children must take part.
- If a child does have legitimate reason not to actively participate they must participate in another way e.g. evaluating pupil performance, helping set up an activity.
- If children do not bring in PE kit, spare PE kit must be distributed to ensure participation.

RESPECT HONESTY AMBITION RESILIENCE

PSHE

- **BM** (Being Me in My World)
  'Who am I and how do I fit?'
- **CD** (Celebrating Difference)
  Respect for similarity and difference. Anti-bullying and being unique
- **DG** (Dreams and Goals)
  Aspirations, how to achieve goals and understanding the emotions that go with this
- **HM** (Healthy Me)
  Being and keeping safe and healthy
- **RL** (Relationships)
  Building positive, healthy relationships
- **CM** (Changing Me)
  Coping positively with change

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Jigsaw®

General bits and bobs

- Sleep (9-10 Hours per night)
- Attendance & Punctuality = success
- Please bring **book bags*** and water bottles every day
- Need to bring reading journals and reading books in every day
- Nut free school for packed lunches
- They can bring fruit for morning snacks
- Phones and smart watches will be collected at beginning of the day and returned at dismissal
- We are always here to listen and support you and your children ☺

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Questions…