

Welcome to Year 5

Mrs Wicks



Routines

Upon arrival in the morning;

- Children enter the main gate and walk to the Year 5 classroom where Mrs Mason will meet them. I will be at the gate if you have any messages for me.
- PE kits go on pegs at the back of the classroom. The pegs are not named, so the children simply choose one. They will also keep their coat on this peg. Water bottles will stay with the children wherever they sit in the classroom so they have access to them at all times.
- Id reading books needs changing, they are placed in a box in the classroom and can be changed daily. All reading journals will be looked at on a Friday.
- Please continue to write notes in planners, but let us know in the morning as we don't routinely look every day.
- Children then complete morning tasks. These will help practise taught skills for example spelling, grammar or maths fluency. We will review these on my return to the classroom.
- Each child will have a tray to keep their thins in. They can keep their jumpers/cardigans in these too when they take them off.

Routines

At the end of the day;

- Children are responsible for gathering all their belongings.
- Leave through Y5 door. Children can walk independently but you (and your child) will need to complete a walking agreement and return it to the school office.
- PE kits will be brought on a Monday and stay in school until Friday.
- I will continue to write note sin planners to inform you of any incidents/issues during the day.

Mobile Phones

If your child is walking home, we appreciate that you might want them to have a mobile phone with them. Children can therefore bring a mobile phone to school in this circumstance. The phone must be switched off when they enter the school gates and will be placed in a container in school and returned at the end of the day. It should not be turned on again until they leave the school site.

Please only send your child with a mobile phone if it is strictly necessary. Children who are not walking home independently (for example) are unlikely to need to bring a mobile phone to school.

Learning in Year 5

- Structured teacher inputs
- Independent learning, paired learning or group learning
- Hands-on learning, investigation
- Outdoor 'classroom'
- No seating plan/groups change
- Staffing – personalised learning – intervention, support and stretch as children need it.
- Independent challenge areas – challenge books
- Celebration of achievement and learning (team points, certificates)

Characteristics of Effective Learning

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum. There are 10 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- Behaviour for Learning
- Working Positively Together
- Independent Learning and Enquiry
- Organisation and Communication

Characteristics of Effective Learning

The expectations regarding a child's level of development with regard to the Characteristics differ from KS1 and KS2, to take into account the significant variations in age across the two Key Stages, but the four headings remain the same – closely linked to the independent learning ethos we wish to embed and incorporating wider qualities, values and skills, such as the British Values and the 'working scientifically' agenda, which underpin the Hunsley Primary ethos for learning.

There are also four 'best fit' assessment 'grades' to show parents and pupils the extent to which the pupils is meeting each Characteristic. This judgement of 1, 2, 3 or 4 is shared along with the child's academic achievement, in termly achievement reports. The four 'grades' of assessment remain the same across the Key Stages:

- 1 – I am confident in this area, above age-related expectation
- 2 – I am developing these areas well
- 3 – I need help to meet these areas sometimes
- 4 – I am receiving regular support to meet these areas

National Curriculum

Our curriculum is based on the National Curriculum 2014. We teach a knowledge based curriculum (facts and skills). As a free school we have the capability to adapt and add to this. Our Curriculum plans have just been updated, with lots of exciting new learning planned for next year.

English (reading and writing), maths and science are core subjects. English and Maths are taught as lessons 4 times a week although we use the skills taught daily. Science is taught one afternoon per week.

The remaining subjects are known as foundation subjects

- History, Geography, Art, DT may alternate through each half term and timings vary depending on the learning
- Music is taught weekly with a professional teaching in the final term.
- PE is twice weekly supported by various professionals
- RE is taught once a week
- PSHE is included in House Development days, through assemblies and through our Talk Time/Jigsaw programme.
- Computing skills are also taught weekly.

Spellings in Year 5

- Children are taught as a whole class although specific interventions will be in place for children who require recap activities or further support.
- Children learn the rules and words from the Year 5/6 statutory spelling list whilst embedding previous learning.
- Discuss the meaning of the words in the first lesson and how suffixes/prefixes can alter the meaning before using different activities to embed the new learning.

Reading in Year 5

- Independent reading daily – time to enjoy books and reading
- Whole class guided reading sessions
- One-to-one reading
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- Target: read own or school reading books (or online Bug Club books) as often as possible at home and sign off in reading record, additionally, complete Mrs Hudson reading challenge in reading journals.
- Reading comprehension assessments are used to assess learning termly.

Maths in Year 5

- Following White Rose Maths programme of learning
- Always based on next steps for each child
- Concrete, pictorial, abstract learning
- Mastery curriculum- Mathematics mastery is an approach to mathematics education which is based on mastery learning in which most students are expected to achieve a high level of competence before progressing, adapt and move with the children's needs
- White Rose maths assessments are used at the end of a block and term
- Ready to Progress Assessments are used before each unit to see what gaps children have in previous learning to weave these into the new learning or arrange pre-teaching as necessary

Writing in Year 5

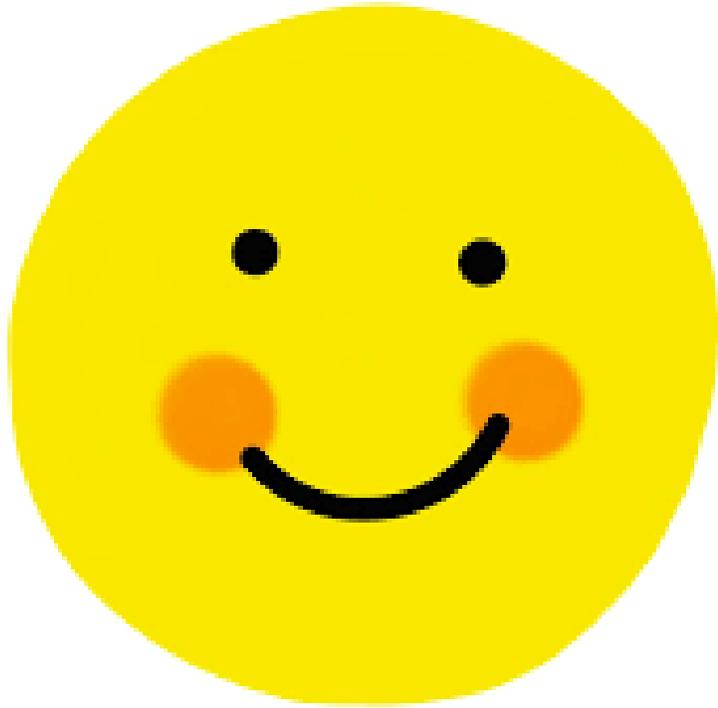
- Writing builds on next steps
- Lots of opportunities to write
- Reading linked to writing
- Punctuation, grammar and spelling patterns (suffixes) taught
- Lots of different genres and text types explored
- Big focus on self-editing
- Independent writing completed and assessed regularly

Home Learning

- **One activity** set weekly on Friday
- Always consolidation or an extra practice activity
- Alternates between English and Maths
- Books changed and brought back on a Friday
- Home learning will continue to be set on Google Classroom. Feedback will be delivered in class.
- Reading at home as much as possible
- Practising times tables and related division facts as much as possible

Other

- Swimming - 10th June for 2 weeks
- Trips – coast, Yorkshire Sculpture Park



Any questions?