



WELCOME TO YEAR 5

PENINSULA

A Meeting for Parents

AGENDA

- An introduction of the team
- Attendance and punctuality
- Class timetable
- Annual curriculum map
- Handwriting
- Reading expectations
- Homework
- Assessment, feedback and marking
- PE kit expectations
- Uniform
- Behaviour Expectations
- Website/ Blog
- Clubs / Tournaments
- Educational Visits
- Healthy packed lunch
- Water bottles
- Communication

INTRODUCTIONS

- **Talbot Class:**
- Mrs Murillo Rodriguez/ Ms Watkins (TA)

ATTENDANCE / PUNCTUALITY

- The gate opens at 8:40 and closes at 8:55am.
- EMW- Early Morning Work
- Daily registration closes at 9am. After this time a child is marked late in the register.

CLASS TIMETABLE

KS2 Timetable Aut 1 – St Marys Magdalene

Day	8:40 - 9:00	9:00 - 10:00	10.00 - 10:15	10.20 - 10:45	10:45 - 11:00	11.00 - 12.00	12:00 - 13:00	13:00- 14:00	14:00- 15:00	15:05 - 15:10
Mon	EMW	English	Collective worship	DEAR TA to do RC group Rest reading	Break	Maths	Lunch	Computing	Science 14:00- 15:15	Story
Tue	EMW	Maths		DEAR Reading 1:1		English		DT	RE 14:00- 15:15	Story
Wed	EMW	Maths		DEAR Reading Comp		English		Geography	PSHE	Story
Thu	EMW	English		DEAR Reading book		Maths		PE- Indoor Dance	MFL	Story
Fri	CW 9.00- 9.30	Maths	Spellings			English		Music in Secondary	PE- Outdoor Tag Rugby	Story

YEAR 5 CURRICULUM MAP

	Amazing Architecture	Victorians	Extreme Environments	Water! Water!	Who were the Ancient Greeks?	V S
	<p><u>CORE TEXT</u> The London Eye Mystery</p> <p><u>WRITING OUTCOMES:</u></p>	<p><u>Core Texts</u> Street Child Charles Dickens –</p> <p><u>Supplementary Text</u> Extracts from- The Railway children</p>	<p><u>CORE TEXT</u> Ice Trap! (Ernest Shackleton's expedition)</p> <p><u>WRITING OUTCOMES:</u></p>	<p><u>CORE TEXT</u> Holes- Louis Sachar</p> <p>Or</p> <p>Floodlands</p>	<p><u>Core Text:</u> Greek Myths - Usbourne Study the Painting Bacchus and Ariadne There is a model text by Pie Corbett</p>	<p>C M h T le</p>

YEAR 5 CURRICULUM MAP

<p>WRITING OUTCOMES: Police Report of Salim going missing</p> <p>Formal Letter from Salim's mum</p> <p>Split narrative Diary Entries from two characters' points of view</p> <p>LET'S THINK IN ENGLISH Voices in the park</p> <p>Geography Focus on London architecture and landmarks.</p> <p>Iconic buildings around the world</p> <p>Seven wonders of the world</p> <p>Locating world countries, key physical and human characteristics, major cities etc.</p> <p>Science All Living Things (Living Things and Habitats and Animals including Humans)</p> <p>RE RBG Unit 3 Buddhism - Following the Buddha's Teaching</p> <p>(SDBE – What does it mean to be a Buddhist?)</p> <p>DT All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p>	<p>WRITING OUTCOMES: Character and setting writing</p> <p>Newspaper article about improving the conditions in the workhouse</p> <p>Fiction writing – Write about Jim Jarvis escape from Jim's point of view – building tension</p> <p>LET'S THINK IN ENGLISH Creatures</p> <p>History What impact did the Victorians have on society today? Holidays Trade Links Christmas Trees Schools Mourning Longest reigning monarch before Elizabeth II</p> <p>Comparing the life of rich and poor children in Victorian times</p> <p>Science All Living Things (Living Things and Habitats and Animals including Humans)</p> <p>RE SDBE – How Do Art and Music Convey Christmas?(5)</p> <p>UC- Incarnation Was Jesus the Messiah?</p> <p>ART All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p>	<p>WRITING OUTCOMES: Diary entries from the Ernest Shackleton's expedition</p> <p>Informal Letter from a crew member</p> <p>Survival guide / instructions for extreme environment</p> <p>LET'S THINK IN ENGLISH Lulu Snowmen</p> <p>Geography Antarctica Ernest Shackleton Matthew Henson Adaptations Arctic and Antarctic</p> <p>Is it possible to have no day time and no night time?</p> <p>Science Properties and their Materials</p> <p>RE RBG Unit 4 Judaism - Jewish Life</p> <p>(SDBE – What does it mean to be a Jew?)</p>	<p>WRITING OUTCOMES: Poetry – water</p> <p>Non-Fiction writing linked to Geography theme- water cycle (explanation)/ climate change</p> <p>Adventure writing from a different characters point of view.</p> <p>LET'S THINK IN ENGLISH Shoes</p> <p>Geography Water Cycle Thames and the Thames Barrier Local study of the River Thames</p> <p>River Trip – Horton Kirby and compare to Thames.</p> <p>Science Forces</p> <p>RE SDBE – How Does Holy Communion Build a Christian Community?(3)</p> <p>(SDBE – How Does the Christian Festival of Easter Offer Hope (4)</p> <p>UC- Salvation: What do Christians believe Jesus did to save human beings?</p>	<p>WRITING OUTCOMES: Use National Gallery Take One Picture to inspire writing Study painting: Luca Giordano: 'Perseus turning Phineas and his Followers to Stone' Write own Greek Myth</p> <p>Non-Fiction writing about ancient Greeks/ Olympics</p> <p>LET'S THINK IN ENGLISH Maps</p> <p>History What influence did the Greeks have on the Western world?</p> <p>Olympics Hippocratic oath medicine Pythagoras/maths Storytelling (literature and myths etc.) Philosophy Alexander the Great</p> <p>Science Earth and Space</p> <p>RE RBG Unit 4 Islam - Hajj – the Journey of a lifetime</p> <p>(SDBE – Why do Muslims go on Hajj?)</p>	<p>WRITING OUTCOMES: Biography- about Shakespeare</p> <p>Playscripts- translate Shakespeare to modern English</p> <p>Dramatise plays and showcase to other classes in year 5</p> <p>LET'S THINK IN ENGLISH Rabbits</p> <p>History The Tudors and their legacy Church of England – Idea of divorce etc. Evidence that they were here- Hampton Court/ Hever Castle/ Eltham Palace/ Greenwich Palace</p> <p>Science Earth and Space</p> <p>RE RBG - Peace Christianity, Islam, Hinduism(3)</p>
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HANDWRITING

We teach handwriting from Nursery through to Year 6.

The program focuses on 5 stages of handwriting:

1. Physical preparation for handwriting (EYFS)
2. Securing correct letter formation (Key Stage 1)
3. Beginning to join (Key Stage 1)
4. Securing the joins and practicing speed (Lower Key Stage 2)
5. Developing a personal style (Upper Key Stage 2)

Ensuring that children have good writing posture is essential.

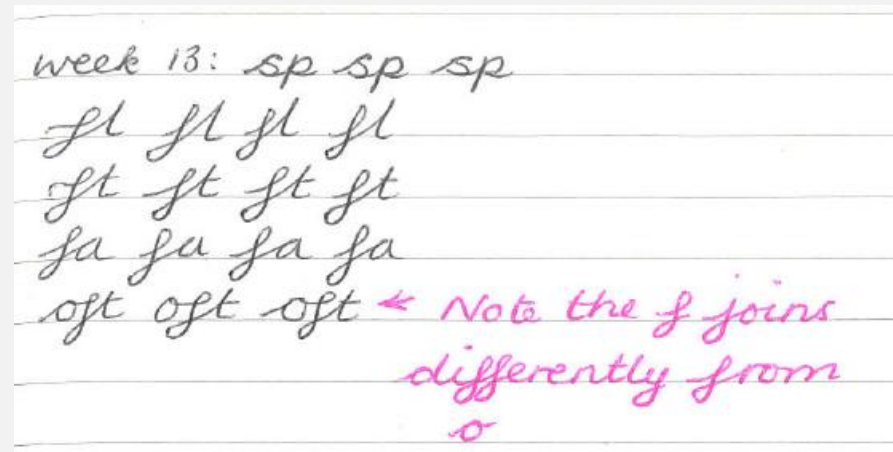
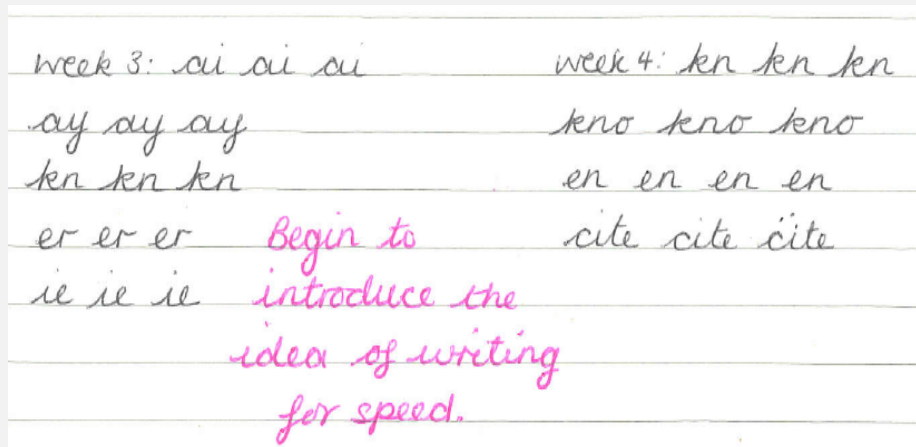
- Good pencil grip
- Personal space
- Height of tables and chairs
- Good lighting
- Non-writing hand to steady the paper
- Tilt paper slightly

HANDWRITING

At KS2:

- Constant revisiting of taught joins
- Dedicated sessions to the teaching of handwriting
- Modelling
- Repetition and reinforcing handwriting is key to maintaining standards.

Here are some example lessons we will teach:



READING

Children in year 5 are expected to:

- 1. bring their Reading Record, bookmark and book EVERYDAY.**
- 2. choose books suitable to their ability, age and interests**
- 3. read daily for at least 15 minutes and record it**
- 4. ask a parent/carer to listen to child weekly**
- 5. when they finish a book, record the genre in their passport**
- 6. ENJOY!**



READING

- Please listen to your children read at least once a week:
- Guidance is in the front of the Reading Record.

While I Read, I'm Thinking About...

Story Structure

- Where does this story take place?
- Is this story fact or fiction?
- Who are the characters? How are they important to the story?
- What's happening in the beginning/middle/end of the story?
- What do I think is going to happen next?
- What's the problem and what are the characters doing to try to solve it?

Understanding What I'm Reading

- Does this make sense?
- Do I need to go back and reread?
- What do I already know that can help me understand this better?
- If I don't know a word can I read on to figure it out? Is the word like a one that I already know?
- Am I asking question while I read and looking for the answers?

Figuring Things Out on My Own

- Is the author trying to persuade, inform or entertain me?
- Why are the characters acting/talking that way?
- Can I visualize what's going on?
- How do stories like this usually end?
- What are the most important parts?
- What does the author want me to know?

Retelling the Story

- What's the gist/main idea of this story?
- Can I retell the important parts of this story to someone so it makes sense?
- What do I want to remember about what I just read?
- Can I write a summary of this story in ten or fewer sentences?

READING



Reading Passports are kept in school.

When the children finish a book they record it in their reading record and in the appropriate genre box of their passport. Once completed a certificate and prize is awarded.

Non-fiction Science	Non-fiction Hist / Geog	Newspaper Articles
Comic/Graphic Novel	Autobiography	Biography
Adventure/ Fantasy	Mystery / Thriller	Cultural Stories
Poetry	Playscript	Instructions ie: Recipes

Bookmarks are kept with the book the child is reading. When a book is finished the children tick their bookmarks.

Once 12 books have been read they receive a certificate and the process starts again.










HOMework



HOMEWORK 'TAKE-AWAY' MENU Year 5 Autumn Term 1 AMAZING ARCHITECTURE



Weekly Homework		
1) Spellings - see spellings lists for Year 5 2) Times Table Rockstars 3) Education City / Purple Mash - complete the tasks set		
ENGLISH Activity 1  Write a poem (acrostic or rhyming) about our trip to The London Eye. Include how you felt and what you saw. How did it feel to be so high in the sky!	GEOGRAPHY Produce a diagram or model of famous London Landmarks. 1) Research its history 2) You could show the famous building along or near the Thames: the houses of Parliament, Big Ben, various bridges famous barges or ships such as HMS Belfast. 	SCIENCE Activity 1  Research the wildlife that live on the Thames. If possible, take photographs of the wildlife you have discovered. Can you investigate its: c) habitat, d) what it eats, e) how it hunts for its food?
ENGLISH Activity 2 Write a recount based on our trip to The London Eye. Remember to write it in chronological order. a) What pictures will you use? b) Who will be included in your report? c) What was your most memorable moment?	DT Design and build a new style capsule. 1. What shape is the capsule going to be? 2. What will the interior look like? 3. What material would be used to create your masterpiece? 4. How different will it look compared to the current pod designs? 	SCIENCE Activity 2 Write an information booklet or create a powerpoint about the wildlife on the Thames. Include facts, pictures and diagrams about the wildlife you researched in Science activity 1. If you are producing a powerpoint try to include video and sound.


ENGLISH Activity 3 Write a short adventure story in the form of a comic strip based on a day at The London Eye. What will your adventure include? a) Who will be the main character/s? b) Will there be a twist? c) How will the adventure end? 	MUSIC Activity Compose or write a catchy jingle to advertise The London Eye. Make sure your jingle: a) has a catchy slogan b) has rhyme or alliteration c) is short and straight to the point d) it mentions The London Eye! 	ART Activity  Complete a series of drawings of The London Eye from different angles and perspectives. Or Make a 3D model of The London Eye using junk modelling materials.
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- 1) Complete at least 6 activities.
- 2) Hand in your homework as you complete the tasks. For each activity completed you will be given 10 house points.
- 3) Please put a tick beside each homework activity you have achieved.
- 4) If you make a 3D model or a piece of art work which is too big to put into your homework book, take a photograph of your homework and stick it in your homework book. Please include a short description or explanation of the activity.

1. Children have **pink Homework books**.
2. A new **Homework Menu** will be given for the new topic half-termly.
3. Homework will also be set on the online learning platforms: **Satchel, Education City, Purple Mash and TT Rockstars**.
4. Children should **read and record** in their reading record **daily**.
5. **Spellings** should be practiced daily. Children have been given spelling packs.
6. The spellings and homework menus are available on the school's website.



FEEDBACK AND MARKING

Mistakes are ok.

- **Mistakes are a sign you are trying.**
 - Erasers are discouraged.
 - Work should be corrected by putting a neat line through the mistake
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- **Visualisers** are used to give **live feedback** and address any misconceptions.
 - **Self or peer marking**
 - Use of **quizzes** or quick fire questions to recap learning.
 - Weekly appropriate **reasoning and problem solving question(s)** to solve in children books to push learning on.

FEEDBACK AND MARKING

- **English work** is marked using a **marking code**
- **Children respond** to the teacher's marking **with blue pen/pencil**

 KS2 Marking and Feedback Code	
T	Target/next step
✓✓	L.I. met
•	Check my answer
Sp	Check this spelling
^	Missed something out
—	Check for capital or lower case letter
//	New paragraph
	Check & Practise
* Stamper	This is something to celebrate



PE

- **Outdoor PE – MUGA 1 hour**
- **Indoor PE – HALL 1 hour**
- **PE Kit – appropriate indoor/outdoor**
- **White t-shirt, black or grey jogging bottoms or shorts.**
- **Bring the PE kit in on Monday and take it home Friday to be washed**
- **Please label all clothing- to avoid clothing going missing**
- **No Jewellery- safety**

UNIFORM

- Wearing correct school uniform develops in children a sense of pride and belonging in themselves and in their school.

School uniform comprises of:

Girls	Grey skirt or trousers or pinafore dress, dark yellow polo shirt, Yellow sweatshirt and/or a dark grey fleece
Boys	Grey trousers, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece
Footwear	Safe, flat sensible shoes or trainers – black in colour
Jewellery	Small studs and a wrist watch if your child can tell the time

In the summer, boys are allowed to wear grey school shorts and girls are allowed to wear Red checked dresses.

Please label all clothing

BEHAVIOUR EXPECTATIONS

It involves everybody's behaviour to everybody.

Every child has the right to learn and every teacher has the right to teach, in a safe, caring and structured environment.

BEHAVIOUR EXPECTATIONS

“Do unto others as you would have them do unto you.”

Everyone in school is expected to follow the:

“Golden Rules”

- **Do be gentle** – don't hurt anybody
- **Do be kind** – don't hurt people's feelings
- **Do be honest** – don't cover up the truth
- **Do work hard** – don't waste time
- **Do look after property** – don't waste or damage things
- **Do listen to people** – don't interrupt

REWARDS

- **Praise, stickers, stamps and certificates**
- **Team house points**
- **Green Cards**
- **Dojos**
- **Golden Child**
- **Value Award**
- **Maths Award**

CONSEQUENCES

- **Reminders**
- **Verbal warnings**
- **Miss play time-10 minutes**
- **Time out in another class**
- **Detention- due to behaviour at playtime and lunchtimes**
- **Phone calls / parent communication**

WEBSITE / BLOG

- **The weekly posts relating to learning are posted on the school blog**
- **Golden Child, Value Award and Maths Award**
- **Weekly class learning activities or events are also posted on the blog**

CLUBS / TOURNAMENTS

- Through out the school year, **extra-curricular opportunities** are on offer **after school**
- **Sporting tournaments** take place through the year – in school time and after school

EDUCATIONAL VISITS

- **Each half-term** there will be a school trip
- **Letters** will be sent to parents/carers to inform you of the intended trip and the cost, these are related to the topics the children are learning
- We encourage **parents/carers to accompany** us on trips
- You will be notified when such trip arise

HEALTHY PACKED LUNCH

- Water is best, fruit juice. **Please check the sugar content.**
- Please include **at least one portion of fruit** and **one portion of vegetables every day.**

Packed lunches should not include:

- **Nuts or peanut butter** – due to the increasing number of children we have in school with nut allergies
- **Sweets, chocolate bars and fizzy drinks are not allowed, this could result it them being taken away.**

WATER BOTTLES

- We encourage children to **bring in a reusable water bottle each day**
- It is extremely important that children **sip water regularly** to keep hydrated
- **Hydration** is important in healthy brain functioning and learning

COMMUNICATION

- **Please do not hesitate to contact us** if there are any questions, worries, or concerns – don't wait!
- **Always speak to us** (class teachers) **in the first instance**
- **Write a note,**
- **Telephone to make an appointment, before or after school or**
- **We are available to chat briefly** in the "playground" after school from 3.10pm
- We may refer you to the **HSLW** (Home School Link Worker) or **SLT** or appointments can be arranged via the office staff, if necessary.

THANK YOU!

“We look forward to working with you, to support your child in their, well-being, development and learning over the next coming year.”

Mrs Murillo Rodriguez and Ms Watkins