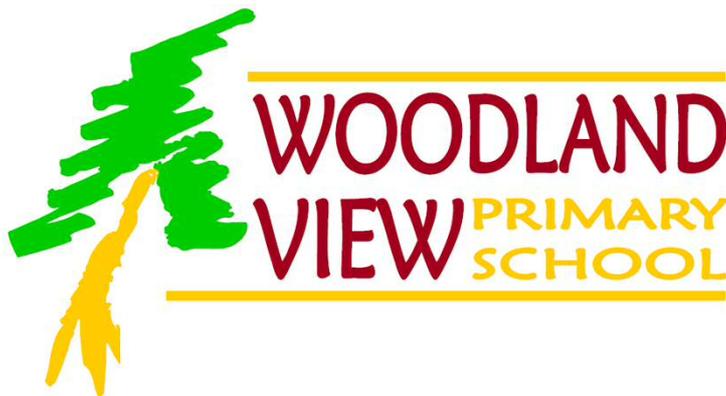


# Welcome to Year

# 5

A Guide for Parents and Carers of Children in  
Year 5



[www.wvps.northants.sch.uk](http://www.wvps.northants.sch.uk)

# Meet the Team...



Miss Drake



Mrs Winstanley



Mrs Wagstaff-Jones



Mrs Fellows



Mrs Walker



Mrs Wood

Ask your children about us- how do we support your child and Year 5?

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# Welcome to Year 5

Our Year 5 team are committed to providing an engaging and meaningful curriculum. We believe that children learn best when they are excited and motivated. We strive to provide opportunities for all children to find and cultivate their own personal strengths.

We aim to create an environment where every individual can excel and believe that challenge, praise and high expectations are the key to classroom success.

In Year 5 the children are encouraged to become increasingly independent. Expectations are higher and the children will notice a greater workload in preparation for Year 6. The children are required to take ownership of their learning and to show commitment to all aspects of school life. Children will develop an enhanced understanding of their personal strengths and targets. We encourage all children to widen their experiences by participating in a range of extra-curricular activities. As a year group we also have the exciting opportunity of learning to play a brass, or woodwind, instrument in our 'Soundstart' sessions which will be on a Tuesday afternoon.

Throughout Year 5 the children will face a variety of challenges and cross-curricular learning experiences. They will also have increased responsibilities within the student body having opportunities to become librarians, first-aiders and other school monitors. In addition, we look forward to putting together a brilliant performance, showcasing our musical and dramatic talents!

Year 5 is a particularly exciting year as this is the penultimate year of their primary education. You will see your children develop maturity and begin to grow in confidence becoming proactive in their thinking and learning. They will start to develop their own opinions and will be encouraged to argue their case appropriately and make decisions for themselves.

## Our Mission

We aim to provide the best possible education for all of the children; to promote a love of learning within a positive and stimulating atmosphere, fostering mutual care and respect; to nurture and challenge the whole child to their full potential; to develop high standards of curriculum attainment; to offer a range of opportunities for children to enhance their musical, creative and sporting talents; to encourage an understanding of the meaning and significance of faith, promoting tolerance and high moral values, supporting children on their emotional and spiritual journey; to be innovative, forward-thinking and to strive for continual improvement.

Above all ...

*to make the experience at our school one of  
enjoyment, fun and happiness*

# An Overview of the Year

Term	1st Half	2nd Half
<b>Autumn</b>	<p><b>INSPIRE: THE ANCIENT GREEKS</b></p> <p><b>P.S.H.E : New Beginnings</b>  <b>R.E : Hinduism</b>  <b>P.E: Netball / Ball games</b>  <b>Music : Soundstart</b></p>	<p><b>WORLD WAR ONE PROJECT</b>  <b>INSPIRE: TO THE STARS</b></p> <p><b>P.S.H.E : Getting on and Falling out</b>  <b>R.E : Hinduism</b>  <b>P.E : Invasion Games / Hockey</b>  <b>Music : Soundstart</b></p>
<b>Spring</b>	<p><b>INSPIRE: FEVER, FIRE AND FASHION</b></p> <p><b>P.S.H.E : Going for Goals</b>  <b>R.E : Religions in Our Community</b>  <b>P.E : Invasion Games / Striking and Fielding</b>  <b>Music : Soundstart</b></p>	<p><b>INSPIRE: ROUND AND ROUND</b></p> <p><b>P.S.H.E : Good To Be Me</b>  <b>R.E : Religions in Our Community</b>  <b>P.E : Dance / Kwik Cricket</b>  <b>Music : Soundstart</b></p>
<b>Summer</b>	<p><b>INSPIRE: RITES AND RITUALS</b></p> <p><b>P.S.H.E : Drugs/ Relationships</b>  <b>R.E : Words of Wisdom</b>  <b>P.E : Athletics</b>  <b>Music : Soundstart</b></p>	<p><b>INSPIRE: OUR COMMONWEALTH</b></p> <p><b>P.S.H.E : Changes and SRE</b>  <b>R.E : Words of Wisdom</b>  <b>P.E : Gymnastics / Rounders</b>  <b>Music : Soundstart</b></p>

# Time table

## 5LD

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Assembly	Reading (GR)	Homework collected	Reading (GR)	Homework out
	Maths	English	Maths	Comprehension	Maths
	Break	Break	Break	Break	Break
	Reading (GR)	KS2 Assembly	Singing Assembly	Spelling Bee	Celebration Assembly
	English	Maths	English	Topic	English
PM	Lunch	Lunch	Lunch	Lunch	Lunch
	Reading		Reading (GR)	Spelling Bee	Reading (GR)
	PE	Mental Maths / Times tables	Topic	PE (SWJ)	ICT
	Art	<u>Soundstart</u>	PSHE	Science (SWJ)	RE

## 5RW

	Monday	Tuesday	Wednesday	Thursday <i>RW PPA - AM</i>	Friday
AM	Assembly	Reading	Homework collected	Reading (GR)	
	Maths	English	Maths	PE (SWJ)	Maths
	Break	Break RW duty	Break	Break AW duty	Library
	Reading (GR)	KS2 Assembly	Singing Assembly	Spelling Bee	Celebration Assembly
	English	Maths	English	Science (SWJ)	English
PM	Lunch	Lunch	Lunch	Lunch	Lunch
	Comprehension	<u>Soundstart</u>	Reading (GR)	Topic	Reading (GR)
	PE	Mental Maths / Times tables	Topic	Art	RE
			PSHE		ICT
					Give h/w out

Mrs Wagstaff-Jones will be teaching 5RW on a Thursday morning and 5LD on a Thursday afternoon.

Please ensure your child's P.E. kit is in school all week as we often have sport coaches come into school to support our learning.

# Key Skills– Personal

- To develop their listening skills.
- To be able to take on a range of roles within a group, knowing when to lead and when to step back.
- To develop independence and ownership of learning.
- To be sensitive towards the needs of others and show appreciation and respect for the differences between us all.
- To have an increased understanding of the world and appreciate how our actions can affect others around the world.
- To take responsibility for their belongings and prepare suitable equipment to undertake a task.
- To know and understand how their rights and responsibilities affect each other.
- To be conscious of their own personal hygiene.
- To develop their sense of humour and use it appropriately in school.
- To know when it is appropriate to involve an adult in issues that have arisen or being responsible enough to be able to deal with minor issues themselves.
- To be able to use the words 'Please', 'Thank you' and 'Sorry' appropriately and with sincerity.
- To sustain their concentration for the entire input of each lesson.
- To complete all tasks in the time given.
- To evaluate their own learning during a lesson, reflecting on successes and areas for development.
- To set realistic next step targets to move their learning on.
- Reflect on their behaviour openly and honestly.
- Respect everyone in our school community- *all adults and all children.*
- Play sensibly and safely at break and lunchtimes, showing care and consideration for others.

# Key Objectives – Reading

- 1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
- 2 Making comparisons within and across books
- 3 Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- 4 Identifying and discussing themes and conventions in and across a wide range of writing
- 5 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- 6 Asking questions to improve their understanding
- 7 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- 8 Predicting what might happen from details stated and implied
- 9 Identifying how language, structure and presentation contribute to meaning
- 10 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 11 Recommending books that they have read to their peers, giving reasons for their choices
- 12 Participate in discussions about books, building on their own and others' ideas and challenging views courteously
- 13 Explain and discuss their understanding of what they have read,
- 14 Including through formal presentations and debates,
- 15 Provide reasoned justifications for their views

# Key Objectives – Writing

1	Spell some words with 'silent' letters
2	Continue to distinguish between homophones and other words which are often confused
3	Use dictionaries to check the spelling and meaning of words
4	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
5	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
6	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
7	Précising longer passages
8	Using a wide range of devices to build cohesion within and across paragraphs
9	Using further organisational and presentational devices to structure text and to guide the reader
10	Ensuring the consistent and correct use of tense throughout a piece of writing
11	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
12	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
13	Use a thesaurus
14	Using expanded noun phrases to convey complicated information concisely
15	Using modal verbs or adverbs to indicate degrees of possibility
16	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
17	Converting nouns or adjectives into verbs
18	Devices to build cohesion, including adverbials of time, place and number
19	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
20	Using passive verbs to affect the presentation of information in a sentence
21	Using the perfect form of verbs to mark relationships of time and cause
22	Differences in informal and formal language
23	Further cohesive devices such as grammatical connections and adverbials
24	Use of ellipsis
25	Using commas to clarify meaning or avoid ambiguity in writing
26	Using brackets, dashes or commas to indicate parenthesis
27	Using hyphens to avoid ambiguity
28	Using semicolons, colons or dashes to mark boundaries between independent clauses
29	Using a colon to introduce a list
30	Punctuating bullet points consistently

# Key Objectives – Maths

1	Use negative numbers in context, and calculate intervals across zero
2	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
3	Use their knowledge of the order of operations to carry out calculations involving the four operations
4	Use common factors to simplify fractions
5	Compare and order fractions, including fractions $> 1$
6	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
7	Multiply simple pairs of proper fractions, writing the answer in its simplest form
8	Divide proper fractions by whole numbers
9	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction
10	Multiply one-digit number with up to two decimal places by whole numbers
11	Use written division methods in cases where the answer has up to two decimal places
12	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
13	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
14	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
15	Solve problems involving similar shapes where the scale factor is known or can be found
16	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
17	Use simple formulae
18	Generate and describe linear number sequences
19	Express missing number problems algebraically
20	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
21	Convert between miles and kilometres
22	Calculate the area of parallelograms and triangles
23	Calculate, estimate and compare volume of cubes and cuboids using standard units
24	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
25	Find unknown angles in any triangles, quadrilaterals, and regular polygons
26	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
27	Describe positions on the full coordinate grid (all four quadrants)
28	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
29	Interpret and construct pie charts and line graphs
30	Calculate and interpret the mean as an average

# Uniform...And What Not to Wear!

## School Uniform:

- Bordeaux Woodland View V-Neck Sweatshirt with Logo
- White Shirt/ Blouse
- Dark grey Trousers or Skirt
- Black Appropriate Flat Shoes
- Tie

## Summer variation:

- Yellow Gingham Dress
- Dark Grey Shorts

## PE Kit:

- White or Yellow T-shirt
- Burgundy Shorts
- A Dark Colour Tracksuit
- Trainers Suitable for Winter Weather.

## Jewellery:

Children are allowed to wear small studs but no other jewellery. These must be removed for days when PE takes place or the children must be able to remove their earrings themselves. Children cannot take part in PE lessons if they have their earrings in due to health and safety rules.

**Our lost property grows throughout the year at a very rapid rate. Please can you ensure that all PE kits, school uniforms, book bags and coats are clearly labelled with your child's name and class!**

# Behaviour- RESPECT

At Woodland View we have high expectations of all pupils and ensure that the children have a clear understanding of the Rewards and Sanctions system. At the start of each year, the children agree their own class rules and have a sense of ownership over them.

## Rewards

Verbal praise / smile  
Dojo Points  
Dojo Certificates  
Wall of Fame  
Special Awards  
Sent to another teacher for praise  
CHAP Awards

## Sanctions

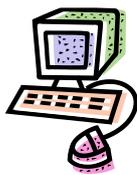
### Warning system:

**First:** Verbal Warning- chance to make the right choices  
**Second:** Written Warning- name on the board.  
**Third:** Warning- time out for few minutes to reflect on behaviour.  
**Fourth:** Time out of class- discuss behaviour with another adult.  
**Fifth:** Phone call home.

# Homework Top Tips



- ❖ We will give homework out on a Friday and collect it in on a Wednesday.
- ❖ In addition to homework given out on a Friday, children will receive their Spelling Bee words on a Thursday.
- ❖ Homework is an important opportunity to consolidate and extend learning in class as well as providing a great opportunity for you to spend some time with your child, talking to them about what they are learning in school.
- ❖ The homework we set will always relate to something that the children are doing in class.
- ❖ In Year 5, children should always attempt their homework independently first.
- ❖ It is ok to help- but please make a note on your child's work if you do so.
- ❖ If your child is very confused by the work set please ask them to speak to an adult at school, *before the deadline!*
- ❖ Have a clear, quiet working space available for homework time.
- ❖ Set aside a clear block of time. In Year 5 tasks should not take more than an hour.
- ❖ Where possible children should check and edit their work prior to handing it in.
- ❖ Children will write all homework in their red Homework Book. We ask that you regularly check this to confirm that it has been completed to a satisfactory standard. This will be marked weekly.
- ❖ The 'Challenge at Home' sheets for Year 5 are secured in the front of their homework books. The children will have time to complete these tasks during the last week of each term, however please feel free to work with your children on these at other times.
- ❖ During the third week of every term, children will be set Abacus homework online.
- ❖ We strongly encourage the children to read as regularly as they can and practise their times tables.
- ❖ For further guidance please see the 'Homework Top tips' inside the children's homework book and visit the school website.



## Useful Websites



- ❖ School website:  
[www.wvps.northants.sch.uk](http://www.wvps.northants.sch.uk)
- ❖ Woodlands Junior website:  
<http://www.woodlands-junior.kent.sch.uk>
- ❖ BBC Schools website useful for English, Maths and Science:  
<http://www.bbc.co.uk/schools>



# Term Dates



## Academic Year 2016-2017

<b>TERM 1</b>	Training Day 1 Training Day 2 School Re-opens School Closes	Thursday 1 September 2016 Friday 2 September 2016 Monday 5 September 2016 Friday 21 October 2016
<b>TERM 2</b>	Training Day 3 School Re-Opens School Closes	Monday 31 October 2016 Tuesday 1 November 2016 Tuesday 20 December 2016
<b>TERM 3</b>	Training Day 4 School Re-opens School Closes	Wednesday 4 January 2017 Thursday 5 January 2017 Friday 10 February 2017
<b>TERM 4</b>	School Re-opens School Closes	Monday 20 February 2017 Friday 31 March 2017
<b>TERM 5</b>	Training Day 5 School Re-opens Bank Holiday School Re-opens School Closes	Tuesday 18 April 2017 Wednesday 19 April 2017 Monday 1 May 2017 Tuesday 2 May 2017 Friday 26 May 2017
<b>TERM 6</b>	School Re-opens School Closes	Monday 5 June 2017 Friday 21 July 2017