



Welcome to Year 5 Parent Information Evening

Year 5 Staff

Teachers

Mrs Haber

Mrs Beddow /Mrs Jones

Teaching Assistants

Mrs Tranter

Miss Noakes

Mrs Kidner

Additional information about Year 5 and the school is available on the school website and Twitter.

Timetable

Year 5 Timetable Autumn

	8.40- 9.00	9.00 -9.30	9.30 -10.20	10.20 - 10.40	10.40 - 10.55	10.55 -12.00	12.00 - 12.15	12.15 - 1.10	1.10 -2.10	2.10 -3.15
Monday	Spelling Shed (I pad) Accelerated Reader	Games	Computing		Playtime	Maths	Class Story time	Lunchtime	School Worship	Art /DT
Tuesday	Mental Maths (i pad) Accelerated Reader	Reading	Maths	Prayer and Praise Worship		English			Science	
Wednesday	SPAG (iPad) Accelerated Reader	Reading	Maths	PE		Class based Worship English			PPA RE every week French and Music on a rota	
Thursday	TT Rockstars (iPad) Accelerated Reader	Reading	English	Pupil Led Worship		Maths			History /Geography	
Friday	Handwriting (iPad) Accelerated Reader)	Reading	English	Special Mention Worship		Maths			PSHE	Spelling Test Homework SPAG English

Year 5	Autumn	Spring	Summer
Class Novel (RFP)	Core – Kensuke’s Kingdom Curriculum – Survivor’s CR – Orion Lost	Core - Journey to the River Sea, Eva Ibbotson Curriculum - Shackleton’s Journey CR The 1000-Year-Old Boy	Core - Street Child, Berlie Doherty Curriculum – The Bluest Blue What Mr. Darwin Saw CR – Beetle Boy
RE	What does it mean if God is holy and loving? and Why is it important to remember?	What are the five pillars of Islam? and What did Jesus do to save human beings?	What kind of King was Jesus? and How do people express their faith through the arts?
Science	Forces Earth and Space	Properties and Changes of Materials Living Things and their Habitats	Animals including humans Living Things
Geography	South America (Peru)	Rivers How does the River Thames compare to the Amazon River in Brazil?	Biomes and Vegetation Belts
History	The Tudors	Exploration (famous explorers)	Victorians - link to trade and the rise of the British Empire
Art	Drawing - movement and reflections - capturing water	Painting - explore visual elements. Printing - repeating pattern, colour layering	Sculpture - cut and join to create stable 3D forms
D&T	Textiles - Tudor Purse- different fastenings, stitches	Mechanisms - Cams	Study of British Inventors Food Technology- Victoria Sponge
Computing	Digital Literacy Systems and Searching Vector Drawing	Digital Literacy Selection in Quizzes Flat-file Databases	Digital Literacy Video Editing Sensing (Microbits)

French	(1) Phonetics lesson 3 (core vocab) & Do you have a pet? (Intermediate lang unit) (2) Tudors (Intermediate lang unit)	(1) Habitats (Intermediate lang unit) (2) Planets (Progressive lang unit)	(1) Olympics , (Intermediate lang unit) (2) Clothes (Intermediate lang unit)
Music	Entrust to teach composing and improvising as well as aural awareness and theoretical knowledge sections from Entrust provision map Alternating with Year 6 each week Teacher led weeks- Performing, reflecting and Evaluating sections from Entrust provision map History of music- Classical Period	Entrust to teach composing and improvising as well as aural awareness and theoretical knowledge sections from Entrust provision map Alternating with Year 6 each week Teacher led weeks- Performing, reflecting and Evaluating sections from Entrust provision map History of music- Classical Period	Entrust to teach composing and improvising as well as aural awareness and theoretical knowledge sections from Entrust provision map Alternating with Year 6 each week Teacher led weeks- Performing, reflecting and Evaluating sections from Entrust provision map History of music- Classical Period
PE	Swimming, Dance, Invasion games (hockey), Outdoor Adventurous Activities	Gymnastics, Athletics, Net and wall games (tennis)	Sport from another culture (Peteca from Brazil), Striking and fielding (fundamentals of rounders), Sports Leader Unit
PSHE	Being Me in My World and Celebrating Differences	Dreams and Goals and Healthy Me	Relationships and Changing Me
Wider School Opportunities	Library Noyes Fludd Cathedral Performance	Staffordshire Wildlife Trust – Rivers	Residential - Laches Wood. Blists Hill – Victorian Town

Year 5 Residential Laches Wood

Tuesday 23rd April to Friday 26th April

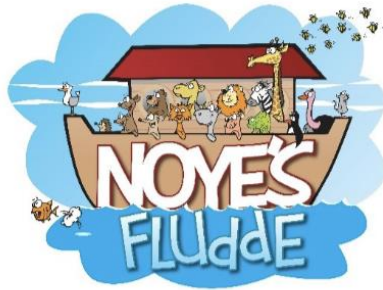


- Children will stay in dorms in groups of between 4 and 8
- All meals and activities will be provided
- Activities include High Ropes, Search and Rescue, Biking, Axe Throwing, Caving and Canoeing
- Great to see developing resilience and independence
- Deposit due 29th September so we can finalise numbers.

A Typical Day:

7:30am	Wake Up
8:00am	Breakfast
9:00am	Duties
9:15am	Bed Inspection
9:30am	Meet for Morning Activities
12:30pm	Lunch
1:45pm	Meet for Afternoon Activities
5:00pm	Evening Meal
6:00pm	Duties
6:30pm	Tuck Shop
7:00pm	Meet for Evening Activities
8:00pm	Base Time
9:00pm	Supper
9:30pm	Bedtime





Saturday 11th November Lichfield Cathedral 7pm

Year 5 will be working with Lichfield Cathedral MusicShare and other local schools to perform Noyes Fludde Benjamin Britten's operatic telling of Noah's Ark.

This is a large scale community work which mainly involves children taking the roles of animals alongside a few professionals.

Rehearsals will be part of our weekly timetable as we develop singing and performance skills.

Dress rehearsal 1pm Saturday 11th November

Further details and how to book tickets if you want to watch the performance will be sent shortly.

Core Skills (Copies of Year 5 Core Skills available on website)

To achieve expected standard by the end of the year most of the core skills need to be demonstrated independently.



Year Five Maths Core Skills	Year Five Writing Core Skills	Year Five Reading Core skills
<p>I can count forwards and backwards with positive and negative numbers through zero.</p> <p>I can count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>I can compare and order numbers with 3 decimal places. I can read, write, order and compare numbers to at least 1,000,000.</p> <p>I can use known tables to derive other number facts.</p> <p>I can recall prime numbers up to 19.</p> <p>I can recognise place value of each digit in a number up to 1,000,000.</p> <p>I can round any number up to 1,000,000 to the nearest 10,100,1000 or 10000, 100000.</p> <p>I can round decimals with 2 dp to nearest whole number and to 1dp.</p> <p>I can add & subtract numbers with more than 4 digits using formal written method (columnar).</p> <p>I can multiply numbers up to 4 digits by a 1 or 2digit number using formal written method.</p> <p>I can divide numbers up to 4 digits by a 1 digit number using formal written short method.</p> <p>I can multiply & divide whole numbers & decimals by 10,100 & 1000. I can count up/down in thousandths.</p> <p>I can recognise mixed numbers and improper fractions and convert from one to another.</p> <p>I can multiply proper fractions and mixed numbers by whole numbers.</p> <p>I can solve time problems using timetables and converting between different units of time.</p>	<p>I am beginning to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>I am beginning to describe settings, characters and atmosphere in narratives.</p> <p>I am beginning to integrate dialogue in narratives to convey character and advance the action.</p> <p>I am beginning to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues, using passive verbs, using modal verbs to suggest degrees of possibility).</p> <p>I am beginning to use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs.</p> <p>I am beginning to use verb tenses correctly and consistently throughout my writing.</p> <p>I am beginning to use the range of punctuation taught at Key Stage 2 mostly correctly.</p> <p>I am beginning to maintain legibility in joined handwriting when writing at speed.</p> <p>I can spell all of the words from the year 3/4 word list and am beginning to spell correctly some words from Year 5 /6 list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>	<p>I can apply a growing knowledge of root words , prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p> <p>I can learn a wider range of poems by heart.</p> <p>I can discuss and evaluate how authors use language, considering the impact on the reader.</p> <p>I can make comparisons within and across books.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can justify inference with evidence from the text using point, evidence and explanation.</p> <p>I can provide reasoned justifications for their views about a book.</p> <p>I can retrieve, record and present information from non-fiction.</p> <p>I can check that a text makes sense by discussing and exploring the meaning of unfamiliar words in context.</p> <p>I have growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.</p>

Teaching of Reading KS2

In KS2, your child will have a minimum of four 30 minute 'Teaching of Reading' sessions per week. **Reading is a priority in EVERY classroom in school; practice and provision is not just limited to these 30 minute slots, but throughout the curriculum subjects across the day too.**

Each explicit Teaching of Reading session will focus on a particular element of the skills required to be a successful reader, all intertwined with a balance of independent/paired practice and teacher modelling.

The strategies and curriculum areas covered across the sequence will ensure all strands of the Scarborough Reading Rope (next slide) are included in our reading provision with the aim to have as many children as possible leave us in KS2 as skilled readers who are fluent in their execution, secure in their strategies to comprehend from a range of genres and enjoy reading for pleasure.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

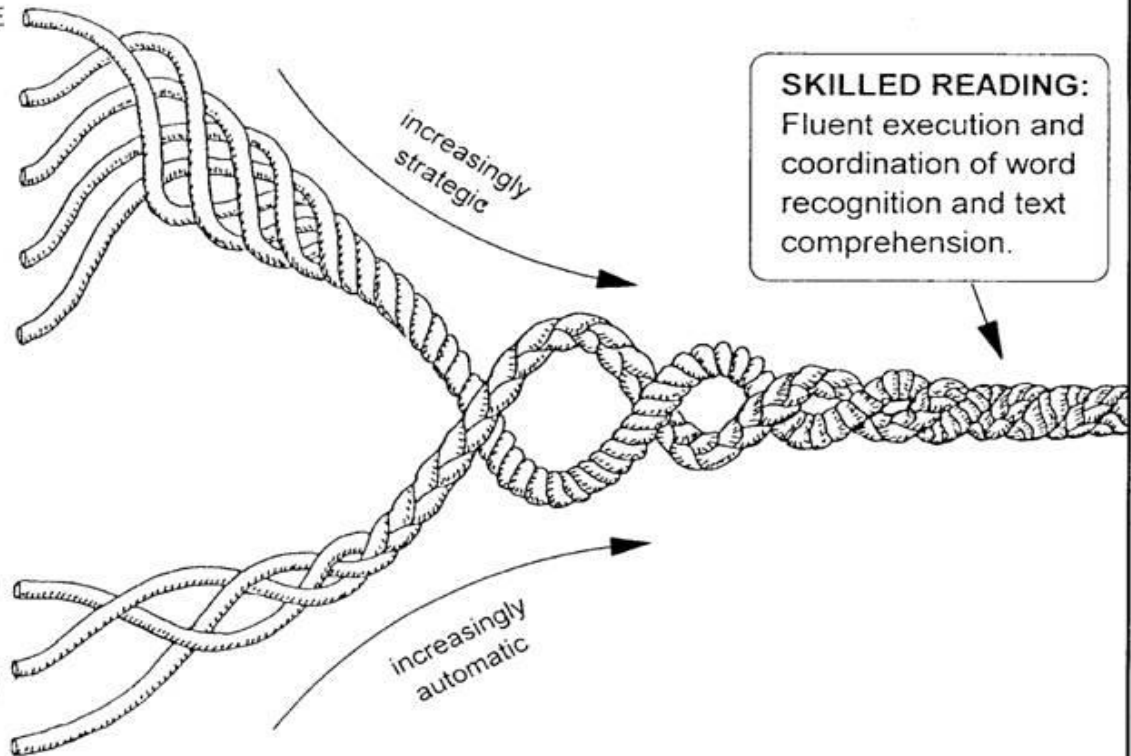
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

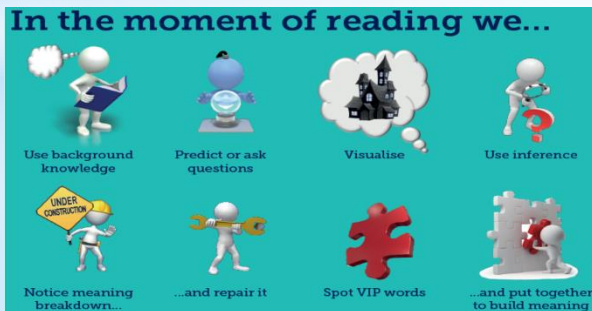
Fluent execution and
coordination of word
recognition and text
comprehension.

Teaching of Reading - Session Overviews

Session 1

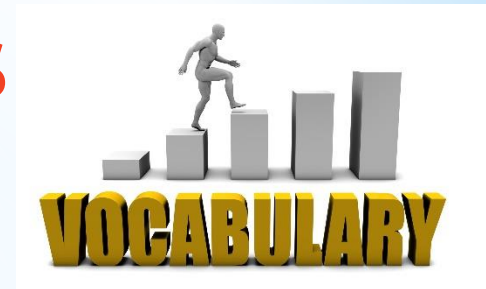
Reading in the moment

The focus for this first session is for the teacher to introduce the text the children will be focusing on that week. They model fluent and expressive reading whilst stopping at key points in the extract to 'Think Aloud' and model their own thought processes as they read. Children are also questioned on their opinions, predictions, inferences and links to their own background knowledge relating to the text. Unfamiliar vocabulary is identified and discussed and children are given the opportunity to perform a supported first read too.



Session 2

Vocabulary

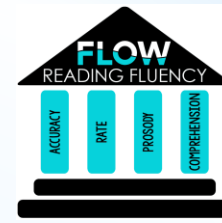


The focus for the second session is to delve deeper into the vocabulary choices within the text. 'Goldilocks words' (words that are not too easy, not too hard, but just right) are selected and taught to the children explicitly. This process can include finding synonyms and antonyms, looking at the morphology/etymology of a word and having a go at using it in varying contexts. These words are added to a visual Word Wall display in the classroom for children to reference and use within their written and oral language at a later date. Once again, children will have the opportunity to read the text in pairs or with their teacher in this session.

Session 3

Fluency and Prosody

The importance of children reading with strong fluency cannot be underestimated. These sessions provide them with the opportunity to enhance their expression, phrasing, smoothness and pace when reading, making it enjoyable for a reader to listen to whilst also aiding comprehension by emphasising certain words or phrases intended to stand out by the author. Prosody takes this one step further: pupils are given the opportunity to rehearse sections of a text, focusing on volume, pauses, pitch and speed to read the text in a way they feel is necessary and relevant to the context. Strong teacher modelling takes place in all of these sessions and children are often tasked with text marking and analysing a performer's use of strategies in their 'vocal toolbox' when reading aloud.



Reading fluency is the ability to **accurately** read at an appropriate **rate** while demonstrating **prosody** and **comprehension** of the text.

Session 4

Return to the Text

After a week of guided practice, the purpose of this final session is for the children to have the opportunity to independently engage with a text, answering a range of questions linked to the question domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising & Sequencing (VIPERS). Children are expected to **apply** their strategies in 'In the Moment of Reading', 'Vocabulary Understanding' and 'Fluency' to a text. Preferences and opinions of a text are often discussed during this session too, providing children with the platform to build up their own personal bank of reading preferences across a range of genres, including poetry.



TM

Accelerated Reader™

Learning Futures



Learning Futures

- All children in Y1 to Y6 will be issued with their very own iPad on **Wednesday 20th September** to enhance our existing curriculum and help to support children with their learning. These iPads will be used both in school and at home. Children will also be provided with their own stylus which will remain in school.
- Children in Reception will have access to an iPad one between two. These devices will remain in school.
- It is really important that your child brings their iPad to school everyday and that it is charged and ready to use. If an iPad is forgotten, a spare device will not be provided.
- Staff will be able to monitor what students are doing on their iPads using an app called Apple Classroom.
- Parents will be able to manage their child's device outside school hours using the JAMF Parent app (More information about this app can be found on the Learning Futures school website page).
- The ATLP IT team will monitor the use of the Learning Futures iPad to protect all users from access to harmful and inappropriate material. A programme called Smoothwall helps with this.
- Limitations to device functionality have also been applied between the hours of 20:00 and 7:00 to help keep children safe at home whilst using technology.
- More information on Learning Futures can be found on our school website page - <https://st-michaels-lichfield.staffs.sch.uk/about/learning-futures/>

Reading at Home

- Children need to read a minimum of three times a week for 20 minutes. This can either be a book from home or school.
- STAR assessments will be completed once the iPads arrive and the children will get their ZPD and coloured bands
- From the start October we will be introducing a virtual Reading Record that children can access and fill in on their ipad

Home Learning

- Set on Friday and to be completed by the following Friday.
- Children will access Virtual CGP books on ipads and be directed to activities to be completed. (SPAG and Maths)
- Spellings will be set on Friday for a test the following Friday.
- Reading / Accelerated Reading

Additionally we expect children to complete activities on Spelling Shed and Times Table Rockstar.

Spelling Shed Instructions



- * Children use their unique QR code to sign in via Wonde.com (this means they won't need to remember passwords) Existing Wonde cards should work on children's ipads

- * Click 'play' on the Spelling Shed tab.

Children will earn money and trophies the more they access the spellings.

Click here to play games based on the current week's assigned word list. There will be 10 words to learn here each week and they will update each Friday.



Click here to play a 'boggle style' word game.

Times Table Rockstars Instructions

- * Children use their unique QR code to sign in via Wonde.com (this means they won't need to remember passwords). Existing Wonde cards can be used to access TT Rockstars

Click here to play against the clock times tables games. Scroll down to garage and press play.

The screenshot shows the TT Rockstars website interface. At the top, there is a navigation bar with icons for PLAY, SHOP, BATTLES, BANDS, and TOTR. A user profile for TED VAN FLEET ROCK HERO is visible. The main content area displays performance data for LICHFIELD SCHOOLS AUTUMN 2020 (10TH SEPTEMBER - 23RD OCTOBER) and BOTTLE OF THE BONDS (18TH SEPTEMBER - 22ND SEPTEMBER). Below this, there are sections for SINGLE PLAYER and MULTIPLAYER games, including GARAGE, STUDIO, SOUNDCHECK, FESTIVAL, ARENA, and ROCKSLAM.

Event	Band Total	Band Average	Chart Position
LICHFIELD SCHOOLS AUTUMN 2020	12,638	665	6
BOTTLE OF THE BONDS	8,738	291	2

Game	Duration	Questions
GARAGE	12 x 12	25 questions
STUDIO	12 x 12	25 questions
SOUNDCHECK	12 x 12	25 questions
FESTIVAL	12 x 12	25 questions
ARENA	12 x 12	25 questions
ROCKSLAM	12 x 12	25 questions

This shows our whole school position in Lichfield.

This shows any current battles with other classes and their duration.

P.E and Games



Outdoor P.E is on Monday

Indoor P.E is on Wednesday

On P.E days can all children come dressed in appropriate kit:

- White t-shirt /House team t-shirt
- navy blue /black sweatshirt or house colour hoodie
- Navy blue or black shorts for P.E (In cold weather, please wear under joggers)
- Navy blue /black joggers for outdoor P.E
- Thin, light cagoule type coat for wet weather
- Trainers
- Hair tied back and all watches / jewellery removed.

In very cold weather gloves and a hat are advisable.

Behaviour and Expectations

This Is based around our School Values and our RESPECT code.

Focuses on the positive with children being rewarded with House Points and Respect Tokens.

Children are awarded house points for learning completed in class. These will be awarded by the adults working with children in class. Children have their individual house point cards and work towards their Merit Badge (30 house points), then Bronze (50 house points), Silver (100 house points) and Gold Award (150 house points). Any children who reach their Gold Award will have the opportunity to work towards their Platinum Award (250 house points).

In Reception, children are not awarded house points but instead, children are able to move up the rocket. A child may move up the rocket for things such as completing some excellent learning in class, demonstrating the school RESPECT code, etc.

Children are awarded RESPECT tokens for demonstrating our RESPECT code around school (See next slide), such as at breaktimes and lunchtimes, etc, When children are awarded a RESPECT token they add them into their house team's Perspex tube which is kept outside the school office. At the end of each half term, these tokens are then added up and the house team with the most points will receive an end of term treat such as an extra break times, etc. Children may also receive a RESPECT sticker for demonstrating our RESPECT code around school.

Each week, Special Mentions Worship takes place on a Friday with class teachers nominating two pupils for going above and beyond in their learning or contributions to wider school life.

At St Michael's we have 6 school values, with each one having a special focus during each half term. You can see these below:

Belonging

Respect

Friendship

Forgiveness

Perseverance

Courage

Respect our school - everyone and everything



Everyone listens to instructions



Silence when asked



Please and thank you; be polite and kind



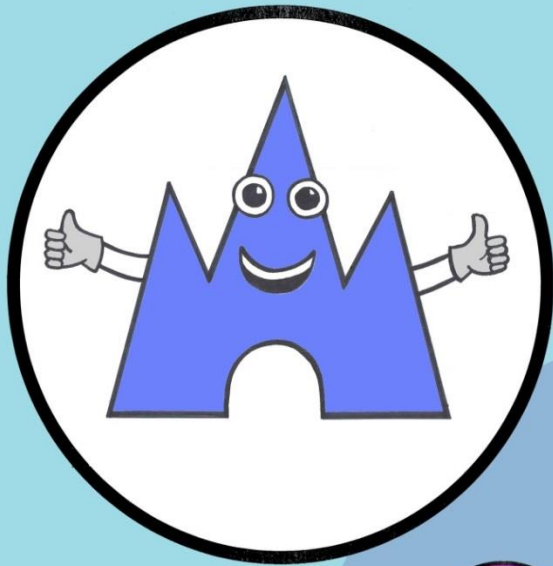
Enter and exit school calmly and sensibly - no running



Corridors - walk silently in single file to the left



Talking - one voice at a time





House Point
Cards



RESPECT token
tubes



RESPECT
Stickers

Thank you for joining us.

Further information is available on the school website.

Look out for regular updates on Twitter.