



WELCOME TO YEAR 5

Miss Selby

General information

- Year 5s exit the building at the end of the day through the activity area.
- If you are happy for your child to walk home from school or to meet you, please make sure you have given permission. Please let us know if this changes, particularly when clubs start.
- If children bring a (non smart) phone into school, it should be given to an adult in the classroom in the morning. It is then kept in a locked drawer until the end of the day.
- In Year 5, children are able to learn flute or clarinet. Permission needs to be given for the children to take these home. They have the opportunity to go to Benenden in the summer to perform at a concert with other schools.

Contact Books

- Contact Books are used for communication between home and school. If you have any concerns or messages, you can write them in the Contact Book. You can also email the class email yearfive@high-firs.kent.sch.uk
- Spellings will be stuck in the Contact Book at the beginning of each term. Your child's score from the weekly spelling test will also be recorded in the Contact Book to keep you informed.
- Children will also practise their spellings in their Contact Book during our spelling lessons to support their learning at home.
- Children need to continue to record what they are reading in their Contact Book.

Home Learning

- The children will have a Learning Log “Menu” with a variety of tasks to choose from.
- Each term, there will be a certain number of tasks that should be completed. It usually equates to children having the option for two “rest weeks”.
- Tasks are due in on **Tuesday**. They will then be marked and the children will take home their Learning Log book on a Wednesday or Thursday.
- Children will be given the opportunity each week to share their Home Learning with the class if they would like to.
- Children can also access the Times Tables Rockstars and Spelling Shed websites at home to help support their learning. Their logins for these websites will be printed and in their Contact Book.

Reading

- Ideally, children should be reading at home every day as this will support their progress. We would like children to read for 30 minutes four times a week.
- Showing an understanding of what they have read is also important. As you read with your child, asking questions about the book will help improve their comprehension.
- In school, the class will read and answer questions on a text twice a week in Close Reading or comprehension. This gives the children an opportunity to ask about new vocabulary and analyse a piece of text in more detail.
- Children can choose books from home or school, ideally within their Accelerated Reader points band. Quizzes on what they are reading can be completed in school when they have finished their book. This year we are continuing in class rewards for Accelerated Reader.
- By the end of the year children should be able to summarise, deduce information from and show a more detailed understanding of the books they are reading.

Writing

- To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- To use dialogue to convey a character and advance the action with increasing confidence.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked and to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
- Punctuation: Children should know how to use capital letters, full stops, commas, exclamation marks, question marks and speech marks. In Year 5 they will begin to use commas to mark clauses in sentences and use brackets, dashes or commas to begin to indicate **parenthesis**.
- To use **relative clauses** beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use adverbs and **modal verbs** to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To spell many verb prefixes (deactivate, overturn, misconduct), complex homophones (affect/effect, practice/practise) and many of the Y5/6 statutory spelling list correctly.
- To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- To write legibly, fluently and with increasing speed.

Spellings

- Weekly spellings are on a **Monday**. Spelling lists are stuck into the children's Contact Books each term.
- Along with the weekly spellings, we are also looking to help children improve in their spelling of key words.
- At the beginning of the Autumn and Spring term, we will test them on a list of the Year 3 and 4 statutory spelling list before moving onto the Year 5 and 6 spelling list in January.
- The list will be stuck in children's Contact Books and the words they are able to spell will be highlighted (orange in the Autumn, green in Spring and yellow in Summer).
- We would then ask that children learn some of the words they don't know, alongside their weekly spellings. We will also practise these in school.

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Maths

- Working with place value of numbers up to 1,000,000.
- Addition and subtraction of numbers over 4 digits.
- Using short division and long and short multiplication.
- Adding and subtracting fractions, working with mixed numbers and improper fractions.
- Working with decimal numbers that have tenths, hundredths and thousandths.
- Working with percentages and their relation to decimals and fractions.
- Rounding numbers, including rounding decimal numbers.
- Converting between different units of measurement. e.g. km and m.
- Finding the area of regular shapes and irregular shapes.
- Acute, obtuse and reflex angles.
- Draw and measure angles.
- Reflect and translate shapes.

P.E.

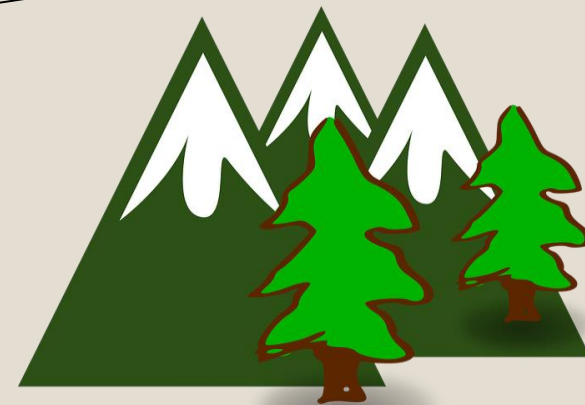
- P.E. will be on **Wednesdays** and **Fridays**.
- Please ensure all P.E. kit is in school and named.
- If your child has earrings, they can either be removed or taped.
- As the weather gets colder, please make sure children have a tracksuit. On Wednesdays, we are doing Tag Rugby so will try to get on the field as much as possible.
- The class will also have a term of Forest School in the Summer Term.

Topics



Term 1 & 2 – The Victorians

Terms 3 & 4 – Mountains



Terms 5 & 6 – Ancient Greece



Any Questions?