

# Curriculum Induction

## Wednesday 27<sup>th</sup> September 2023

*"I'm finding Y5 very enjoyable because of how it challenges me to my max with most of the work. I especially like English because it's a new world of freedom where your imagination and the English language is your limit..."*

*"You get to express your feelings in more detail and you get many challenges to think about, that's why I like Year 5."*

*"I have enjoyed Year 5 maths the most because it is fun, exciting and different..."*

# What we will cover...

- Who are the Year 5 team?
- How we teach our core subjects
- What our topics are for the year
- The use of Seesaw in class and outside of school
- Home learning & support at home
- Any other information



# Who are the Year 5 team?



## Meet the team...



Mrs Rogers  
Head of Year 5  
5R



Mr Walsh  
5W



Miss Broster  
5B



Miss Gardner  
5G



Miss Pang  
Teaching Assistant



Mrs Jones  
Teaching Assistant



Mrs Jahangir  
HLTA

(\*And Miss Begum!)





# An average week in Year 5!



Day/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.50	Deliberate Practice	Deliberate Practice	Deliberate Practice	Deliberate Practice	Deliberate Practice
8.50-9.10	Whole school assembly	Change for PE (10mins)	PPA PE, PSHE and music	Year group assembly	Whole school assembly
9.10-10.15	Maths	Gymnastics (two classes in the am and two in pm - all lessons on rotation)		Maths	Maths
	B	R	E	A	K
10.30-11.40	English	Handwriting English	PPA PE, PSHE and music	Handwriting English	English
	L	U	N	C	H
12.40- 1	Reading for pleasure	Guided reading	Reading for pleasure	Reading for pleasure	Reading for pleasure
1 -1.40	Guided reading	Maths	Guided reading	Guided reading	Spelling check (20mins)
1.40-2.50	Spellings (20 mins)  Art	RE	Topic	Science  Collective worship (10 mins)	Computing and Spanish
2.50-3.00	Story & Home	Story & Home	Story & Home	Story & Home	Story & Home



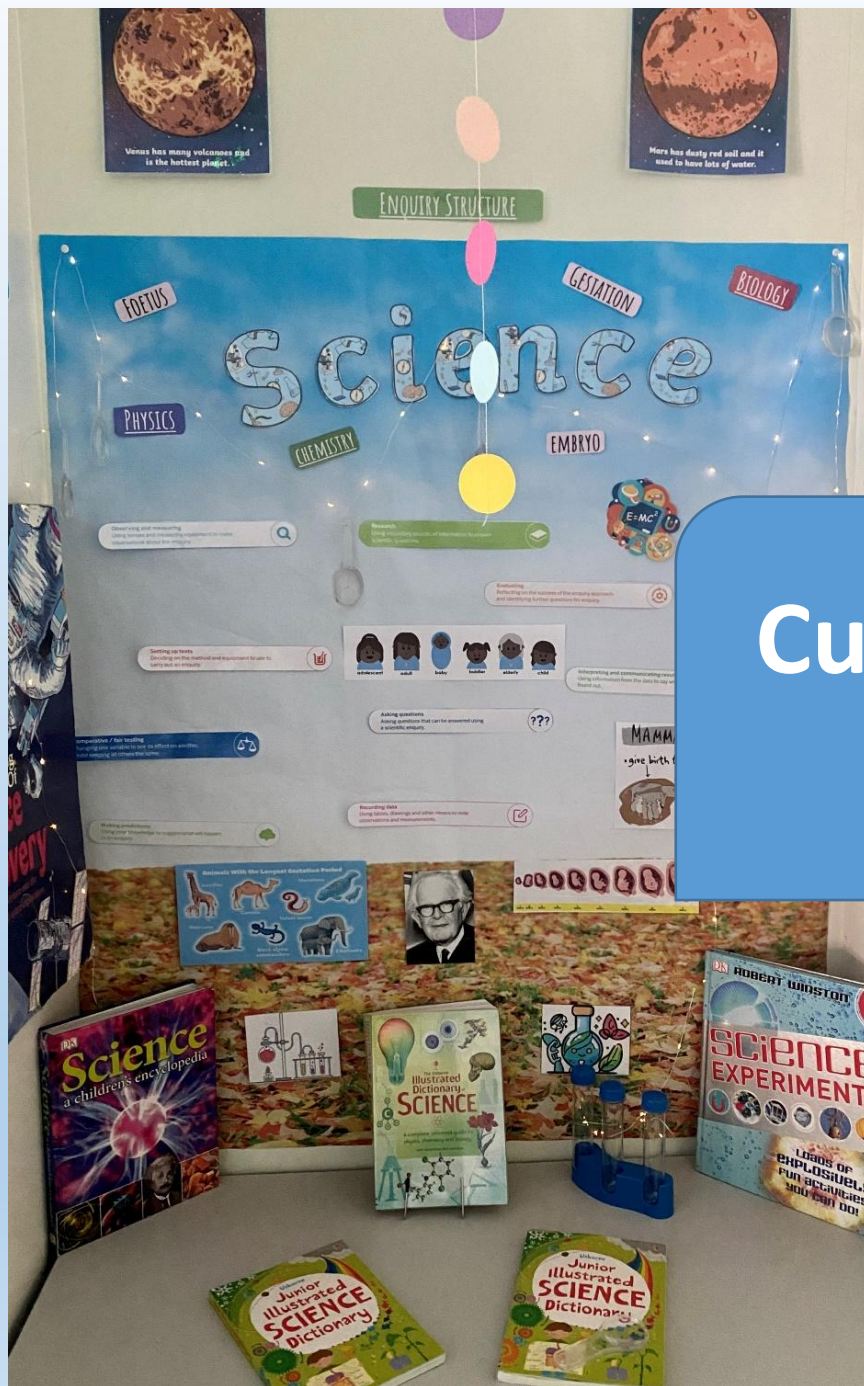
Punctuality



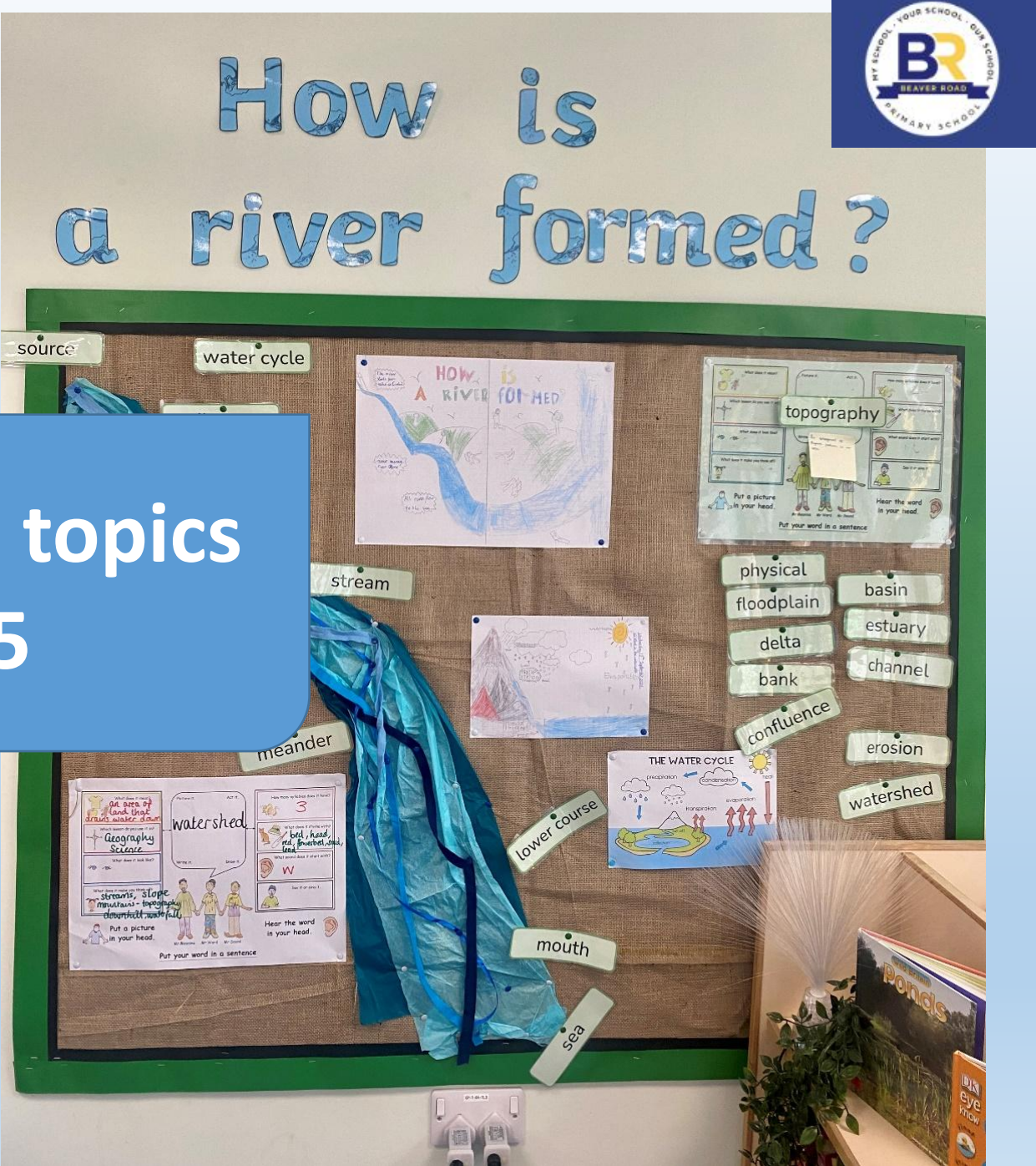
Deliberate Practice

*A new targeted approach to giving specific feedback to all children - please ask your teacher for more information if you require it*





# Curriculum topics Year 5





Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 Weeks	7 Weeks	7 Weeks	5 Weeks	6 Weeks	7 Weeks
Learning Question	How is a river formed?	How did Britain change between the end of the Roman occupation and 1066?	How can I create a watermill system?	Will we ever send another human to the moon?	Why should the rainforests be important to us all?	Why were the Mayans the envy of the world?
Hook	Trip to the River Mersey	Artefact Excavation	Make a wheel - junk structures	Rocket Launch	What will the Rainforest look like in 50 years?	Chocolate tasting
Planned Trips	River Mersey	Weaver Hall		Jodrell Bank Trip to place of worship	Peak Wildlife Park	Mayan Workshop
English Text	Zelda Claw and the Raincat  Pie Corbett - Rivers of Life	Beowulf  How do pirates find their treasure?	The 3 little pigs - debate (Guardian video)  Kidnapped	Elf Road	Varmints  Persuasive Write - model text	Pie Corbett's Guide to Elf and Sprites  The Highwayman
English Genre	Fear Story  Non-chronological report	Beat the monster  Explanation	Newspaper recount  Finding story	Fantasy/Portal  Space Poetry	Setting and character descriptions	Information text  Narrative Poetry

		text			Persuasive writing - letters	
<b>Class Read</b>	Children's choice from Y5 recommended list	Children's choice from Y5 recommended list	Children's choice from Y5 recommended list	Children's choice from Y5 recommended list	Children's choice from Y5 recommended list	Children's choice from Y5 recommended list
<b>Mathematical Concepts</b>	Place Value Addition and subtraction	Statistics Multiplication and division Perimeter and area	Multiplication and division Fractions	Fractions, decimals and percentages	Decimals Properties of shapes, Position and direction	Converting units, Volume and Consolidation
<b>Science</b>	Animals including humans	Properties and changes of materials	Forces	Earth and Space	Living things and their habitats	Mad Science RSE - Science links
<b>Spanish</b>	My school, my subject	Time in the city	Clothes, colours, fashion shows	Out of this world	Healthy eating - going to the market	At the seaside
<b>RE</b>	Why do some people believe that God exists?	What would Jesus do?	Can we live by the values of Jesus in the 21st century?	Why do people go to a place of worship?	Why do people go to a place of worship?	What difference does it make to believe in ahimsa, grace or ummah?
<b>Computing</b>	We are artists	We are cryptographers	We are architects	We are game developers	We are web developers	We are bloggers
<b>Gymnastics/Dance</b>	Gymnastics - partner work	Dance - Street	Gymnastics - matching, mirroring and contrast	Dance - Space	Dance - destruction of the Rainforest	Gymnastics - synchronisation



<b>Outdoor Games</b>	<b>Health and Wellbeing/Fitness</b>	<b>Basketball</b>	<b>Football</b>	<b>Running</b>	<b>Athletics</b>	<b>Cricket</b>
<b>Music</b>	<b>Songs of the river</b>	<b>Viking Music</b>	<b>Blues</b>	<b>Looping and Remixing</b>	<b>The sounds of the Rainforest</b>	<b>Samba and carnival sounds</b>
<b>Art</b>	<b>Exploring Identity</b>		<b>Expressive Painting</b>		<b>Exploring Patterns</b>	
<b>PSHE</b>	<b>Mental and Emotional Health</b>	<b>Keeping Safe</b>	<b>Living in the wider world</b>	<b>Friendships</b>	<b>Healthy lifestyles</b>	<b>RSE</b>





# Maths Year 5



# How do we teach Maths in Year 5?



Pre and  
post-learns...



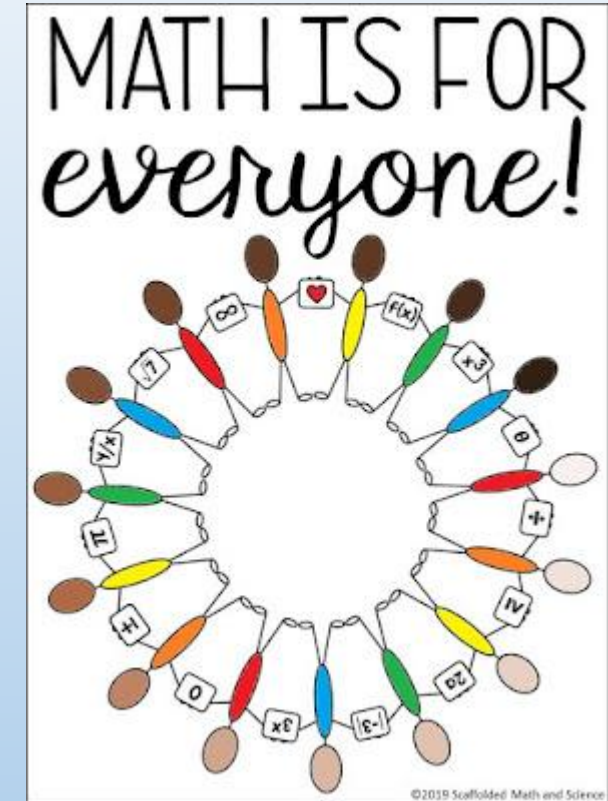
- Gives us a starting point
- Helps to measure progress across a unit
- Target work in class
- Interventions

Children should:

Become **fluent** (recall and apply knowledge quickly and accurately)

**Reason mathematically** (make generalisations and prove using mathematical language)

**Solve Problems** (breaking down problems into smaller steps)

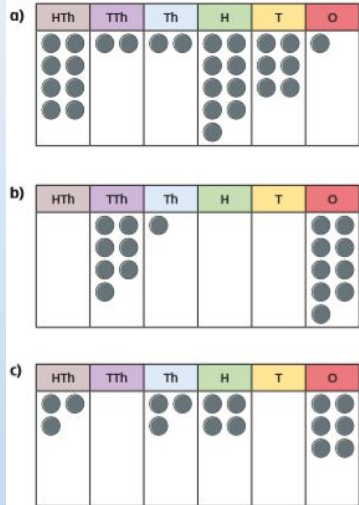


Explore Task > What do we already know? > Let's learn > Guided Practice > Independent Practice > Digging Deeper > Learning Showcase (Target-Main-If you've finished)



# Typical lesson structure

What numbers are represented in the place value charts?



Let's revisit what we should know...

A    digit number has    s,    s,    s,    s and    s.

Ten thousands	Thousands	Hundreds	Tens	Ones
10,000	1,000	100	10	1

Let's learn

The headings are written in groups of three.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
1	2	7	4	2	2

This helps us to read and write numbers!

This is    and    thousand/    and   .

Complete the place value chart for the number 703,998.

100,000s	10,000s	1,000s	100s	10s	1s
7	0	3	9	9	8

Complete the bar model.

816,537			
800,000		500	37

Complete the part whole model.  
Find more than one way. Write your answer in words.

five hundred  
and twenty-  
six thousand,  
four hundred  
and seven

1a. What is the value of the digit 7 in this number? Write you answer in numerals.

**746,100**

2a. What number is represented by the place value chart below? Write your answer in numerals.

100,000s	10,000s	1,000s	100s	10s	1s
4	2	2	1	5	

1a. Jena is representing the number 718,660 in a place value chart.

hundred thousands	ten thousands	thousands	hundreds	tens	ones
7	1	8	6	6	0

Is she correct? Explain why.

2a. Complete the part whole model. Find more than one way.

300,450

7a. Complete the place value chart for the number 556,093.


100,000s	10,000s	1,000s	100s	10s	1s
5	5	6		9	3

8a. Complete the bar model.

678,234			
600,000		200	34

4b. Bea is reading the number 840,832.

Eight million, four thousand, eight hundred and thirty-two.

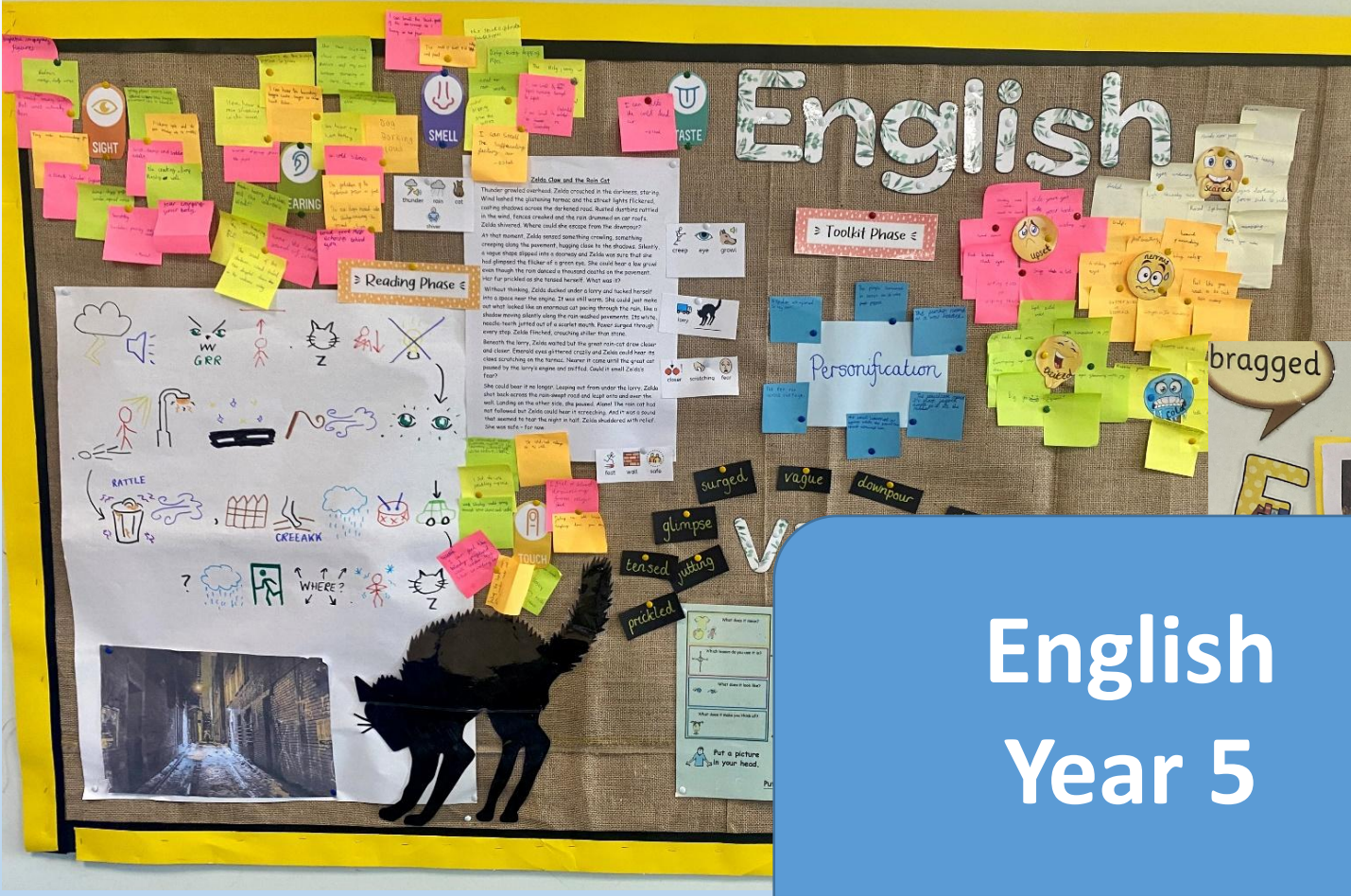


Is she correct? Explain your answer.

5b. Complete the part whole model. Find more than one way.

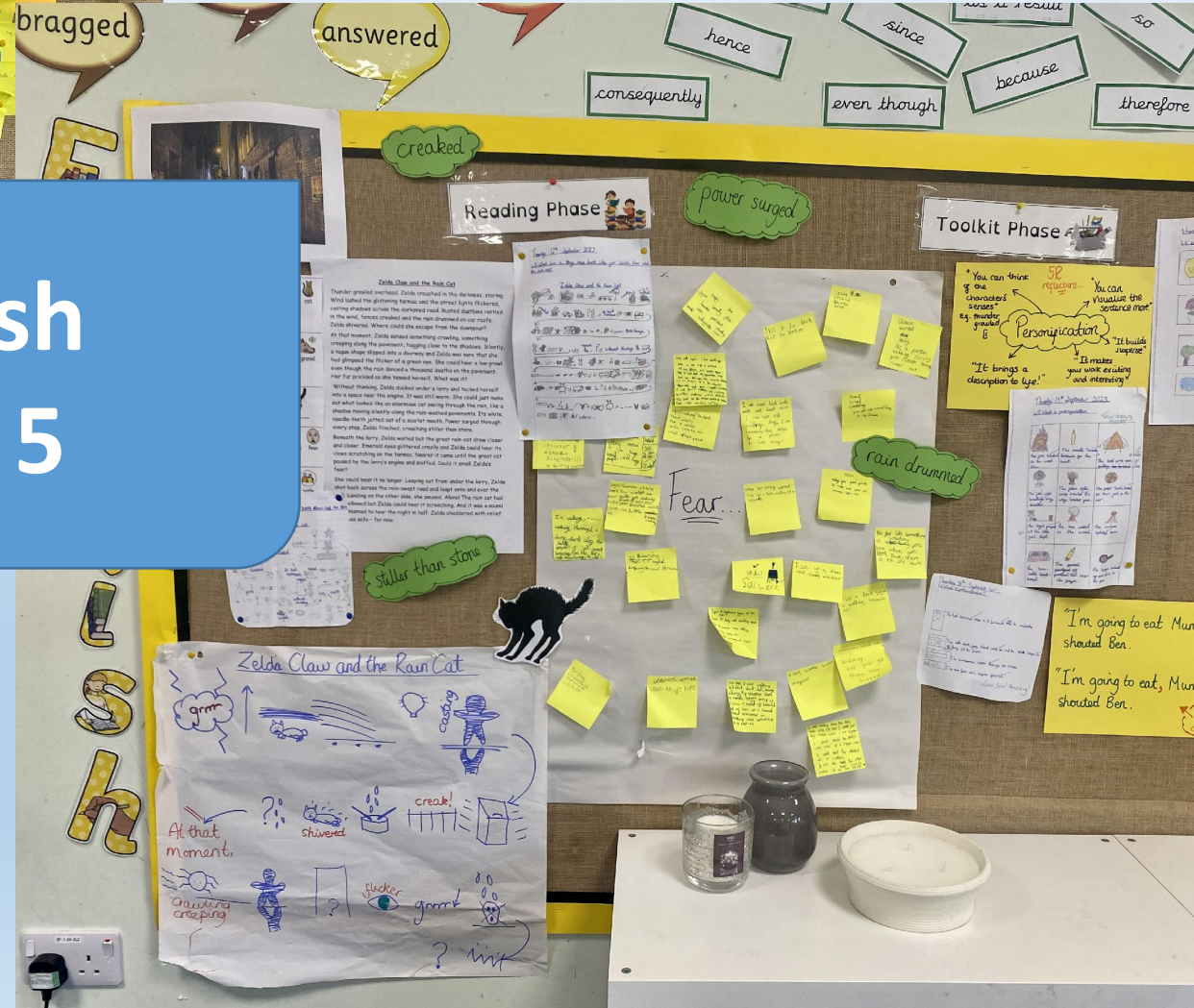
Six hundred and seventy-two thousand, and twelve





# English

## Year 5



# How do we teach writing in Year 5?



**Talk 4 Writing** – an approach to teaching writing that encompasses a three- stage pedagogy:

**Imitation** – Pupils learn and internalise texts to identify main features and structures

**Innovation** – Pupils use these ideas and structures to co-construct new versions with support

**Invention** — Pupils create original texts independently



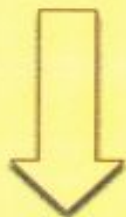




## Planning

- Baseline assessment – **(cold task – have a go)**
- Refine language focus & adapt model text
- Test model: box-it-up, analyse it, plan toolkit

## 1. Imitation



- Creative hook & context
- Warm up words/phrases/sentences/short-burst writing
- Internalise model text – text map
- Deepen understanding, eg: drama
- Read as a reader – vocab + comprehension
- Read as a writer: box-up, analyse & co-construct toolkit

## 2. Innovation



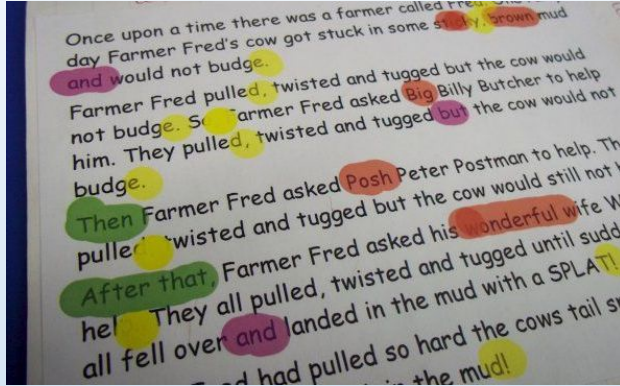
- Box-up new version & talk the text
- Shared writing – innovate on model
- Pupils write own version: peer assess
- Teacher assesses work – plans next steps
- Feedback & improvement

## 3. Independent application

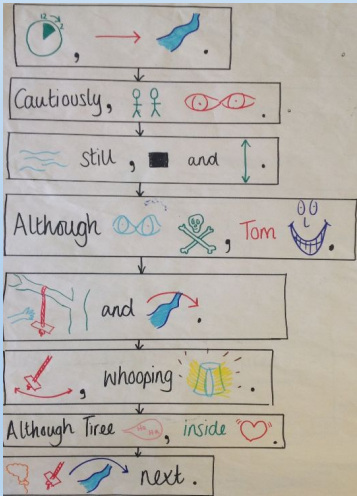
- Next steps based on assessment
- Pupils write independently **(hot task)**

## Final assessment

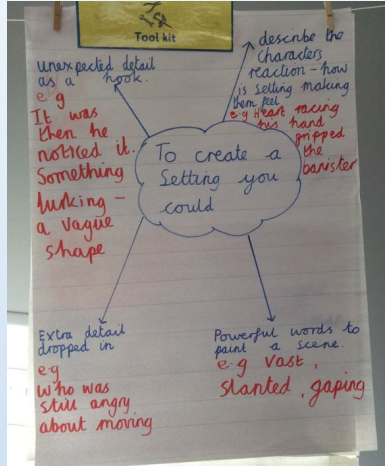
- Compare **cold/hot** assess progress



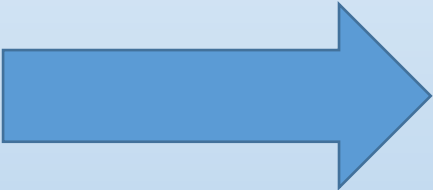
1. Model text – children read, identify key features and explore grammar/punctuation



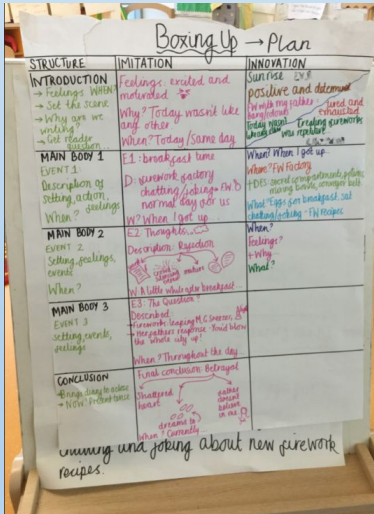
2. Text mapping – draw out the text



3. Toolkit phase – children taught the tools they need for successful writing



Children then have the knowledge, skills and understanding to produce their own piece of writing!



4. 'Boxing up' – a plan for their writing





## **PENPALS For Handwriting: Information For Parents**

Pattern practice and 'play' writing are an important part of handwriting development. Your child will be practising letter formation in a number of exciting ways: in sand, using paint, in the air, on the interactive whiteboard and iPads, as well as on paper with a pencil!

### **When your child is ready for letter formation, ask these questions:**

Where does the letter start?

Does it have an ascender? ( b,d,f,h,k,l,t)

Is it a short letter? (a,c,e,l,m,n,o,r,s,u,v,w,x,z) Does it have a descender? (f,g,j,p,q,y)

### **The lower case letter is introduced in four family types:**

#### **The family of long ladder letters**

**l i t u j y**

l i t u j y

#### **The family of one-armed robot letters**

**r b n h m k p**

#### **The family of curly caterpillar letters**

**c a d o s g q e f**

c a d o s g q e f

#### **The family of zig-zag monster letters**

**z v w x**

### Top Bilingual Superpowers!



- Across the world, more children multilingual than not
- Stimulates brain development
- Cultivates creative and flexible minds
- Supports improved focus
- Supports understanding and empathy
- Supports a wide vocabulary and understanding of language

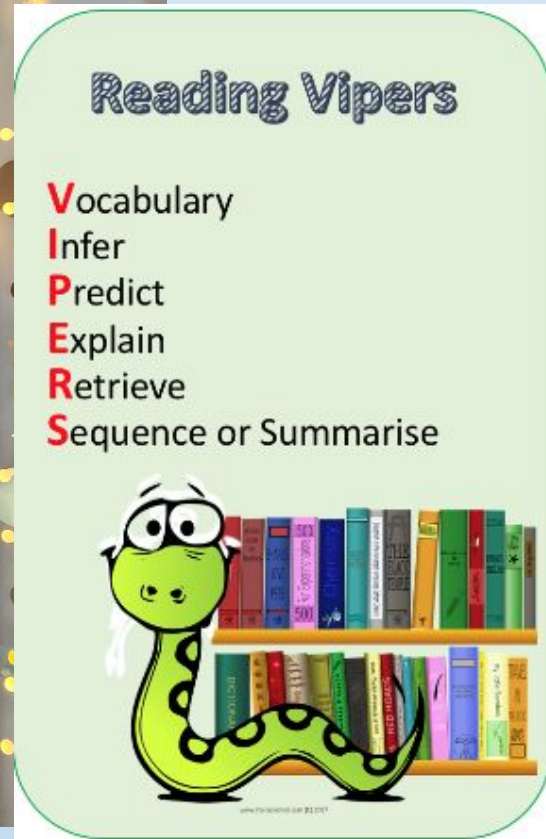
# Multilingualism is an Asset

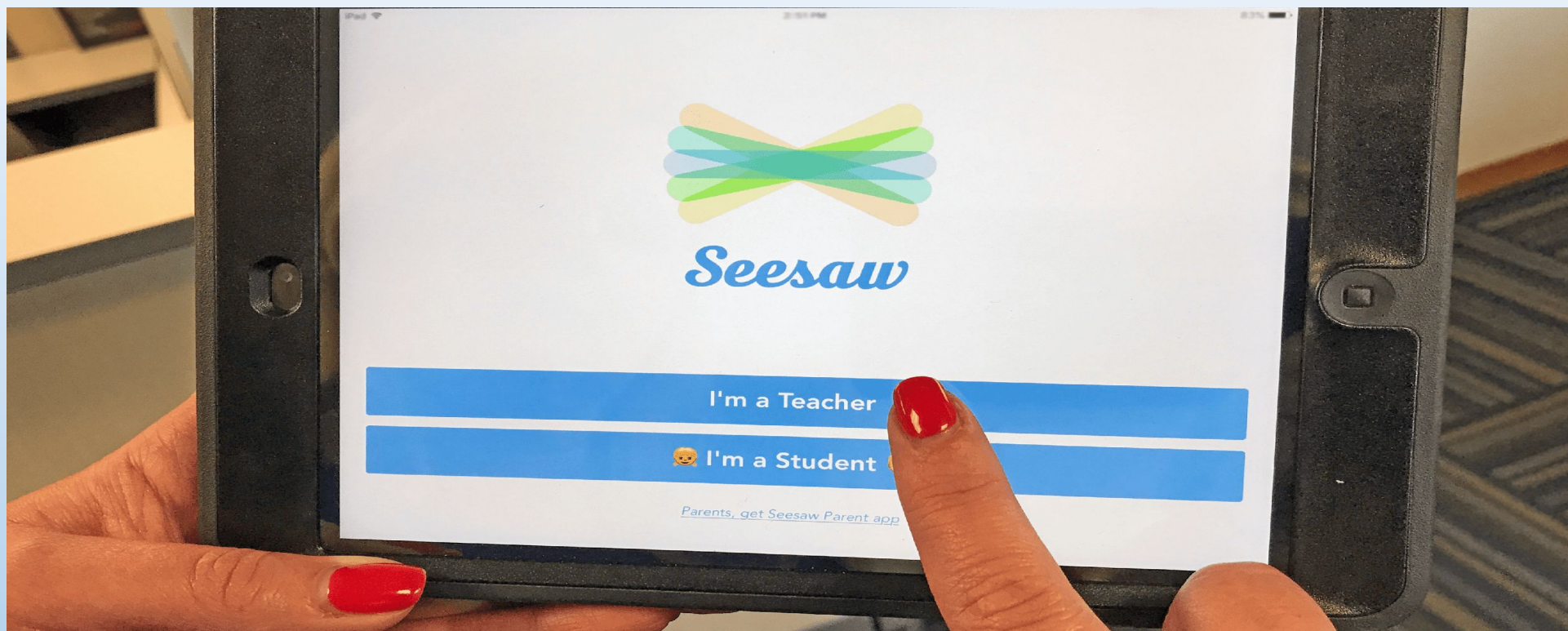
**English as an Additional Language**



## Teaching Reading in Year 5

- ‘VIPERS’ used when teaching reading. Addresses 6 key areas to enhance comprehension skills
- Focus on the comprehension aspect of reading rather than mechanics (decoding, fluency)
- Children able to answer variety of question types





**We are using Seesaw as a method of tracking progress in reading. Your child will update their reading books using Seesaw. They can upload pictures, videos and comments etc. It allows us to track their books, asks questions at home and set reading challenges for them!**





## What is book talk?

The purpose of 'book talk' is to generate discussion around books that children are reading at home.

Book talk takes place once per week and children are expected to talk to their peers about their current reading book.

## What do children 'talk' about?

Children may speak about:

- What has happened in the book so far
- What they have enjoyed about the book
- New / exciting vocabulary they have encountered
- If the book is similar to another they have read
- Why they would / wouldn't they recommend the book

Every Friday  
afternoon...

## How can you support your child?

The best way to support your child is to ensure they are reading their colour banded book or free reading book regularly.

You may also want to prompt them with questions similar to the ones above to encourage them and get them used to sharing their ideas with others.



# Coming soon!

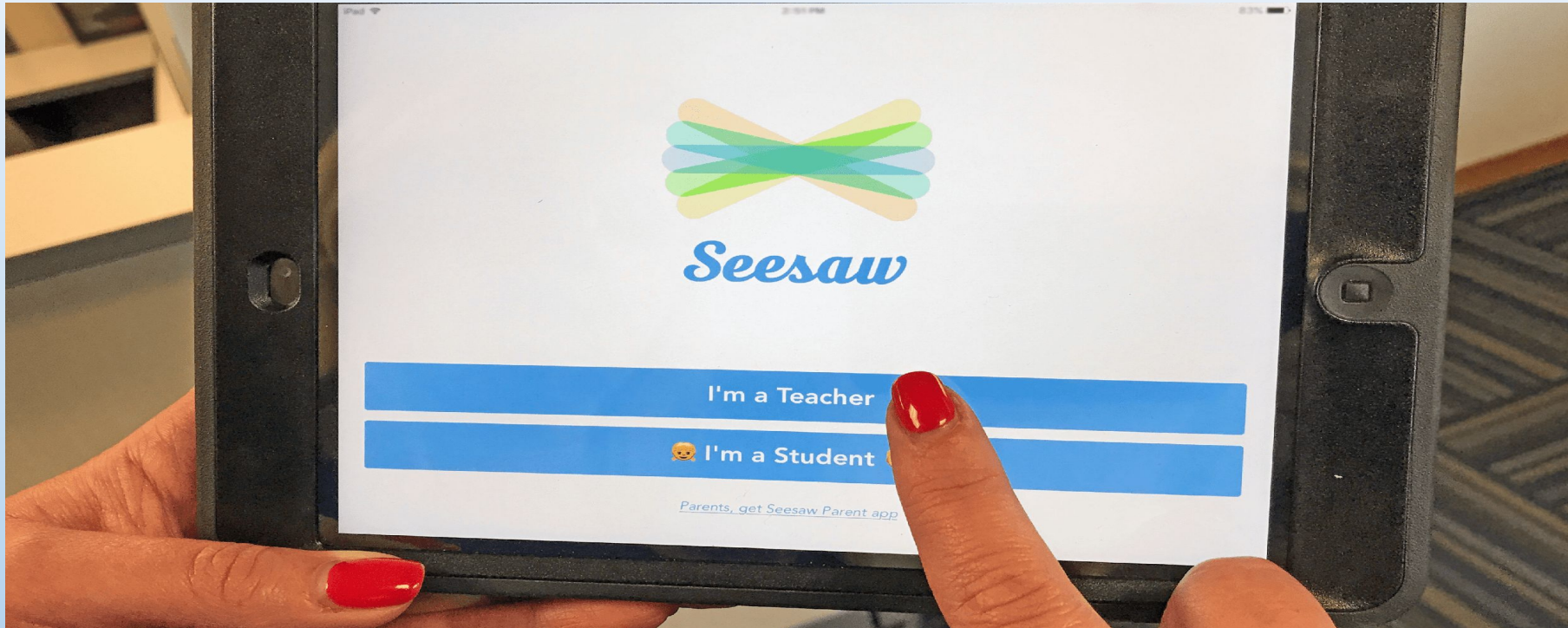
Your children will have access to Reading Buddy, which is an online Reading tool with fun challenges and exciting books to explore!

You will receive your login details and more information in the next few weeks. Try to give your children time to explore Reading Buddy at home.



Please note: The system can be accessed on an iPad/ tablet directly through safari- there is no app available.

# Seesaw




**The children in Year 5 regularly update their Seesaw accounts with work they are proud of they have completed.**

**They will also post videos of practical activities or drama-based tasks.**




# Home Learning

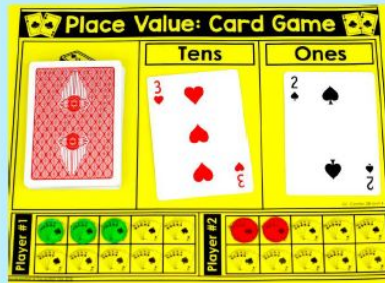

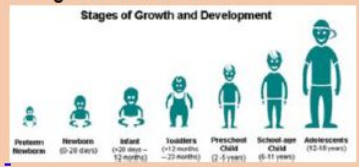

Home Learning Grids have been sent home already but can also be found on Seesaw...



**Beaver Road Home Learning Grid - Year 5 – Autumn 1 2023**



Here is the homework for this half term. You will see on the left hand side, an 'every week' box. This homework must be completed weekly and will be monitored by your child's class teacher. In the other boxes, there are activities which link to this term's learning. These boxes are optional.

<p><b><u>Every Week – Non-negotiables</u></b></p> <ul style="list-style-type: none"> <li>Reading – You should be reading your colour banded book for 10-15 minutes daily. Please post on Seesaw 3 X a week. This could be a picture of the front cover with a comment of how many pages you've read.</li> <li>Please bring <b>all</b> reading books in every Friday to participate in a "Book Talk" as a whole class. Children can change their reading books freely within the week, but they will be changed on a Friday as a bare minimum.</li> <li>Spellings – please see separate spelling document. You will have a spelling check every Friday in class.</li> </ul> <p>Your class teacher will be monitoring your non-negotiable homework.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Make a place value game – this could be a board game, card game etc. Be creative and have fun with it. We'd love to see your game in school so we can have a play with it.</p> 	<p style="text-align: center;"><b><u>English</u></b></p>  <p>Creative writing – Using the above picture as a stimulus, write a poem or a story. Post this onto Seesaw so we can read it ☺</p>
<p style="text-align: center;"><b><u>Science</u></b></p> <p>Animals Including Humans – Create your own timeline to show the journey of a human throughout their lifetime.</p> 	<p style="text-align: center;"><b><u>Spanish</u></b></p> <ul style="list-style-type: none"> <li>Watch this video to help you to remember some of the basics that you learnt last year: <a href="https://www.youtube.com/watch?v=KdoXVihMwM8">https://www.youtube.com/watch?v=KdoXVihMwM8</a></li> <li>Design a poster with the words from the video and upload it onto Seesaw. The best ones will be displayed on our Spanish learning wall.</li> </ul>	<p style="text-align: center;"><b><u>Design &amp; Technology</u></b></p> <p>This half term, we are studying Rivers. Design and create your own river.</p> 



### Autumn 1 Spelling List

Here are your spelling for Autumn 1. There is an activity to match each list. Every Friday we will have a spelling check in class and you will post your result on Seesaw for your parents and carers to see.

	<b>Week 2</b> Ambitious Infectious Fictitious Nutritious Repetitious Amphibious Curious Devious Notorious Obvious	<b>Week 3</b> Delicious Atrocious Conscious Ferocious Gracious Luscious Malicious Precious Spacious Suspicious	<b>Week 4</b> Official Special Artificial Crucial Judicial Beneficial Facial Glacial Especially Multiracial
<b>Week 5</b> Potential Essential Substantial Influential Residential Confidential Celestial Preferential Torrential Circumstantial	<b>Week 6</b> Financial Commercial Provincial Initial Spatial Palatial Controversial Initially Controversially Financially	<b>Week 7</b> Appreciate Cemetery Conscious Convenience Environment Immediately Language Sufficient Thorough Vegetable	

**Here is the  
spelling list for  
Autumn 1.**

**We will have a  
spelling check  
in school  
every Friday.**



Stage: 5	Words ending in '-ious.'
List: 1	Name:

**Spellings**

ambitious

infectious

fictitious

nutritious

repetitious

amphibious

curious

devious

notorious

obvious

Write the correct spelling into each sentence.

The \_\_\_\_\_ creature was suited to both land and water.

The teacher's \_\_\_\_\_ laugh was \_\_\_\_\_ around school.

He was \_\_\_\_\_ and so he auditioned for The X Factor twice.

The \_\_\_\_\_ cat found himself trapped in the garden shed.

In the school canteen they delivered \_\_\_\_\_ meals each day.

It was \_\_\_\_\_ that she did not like him.

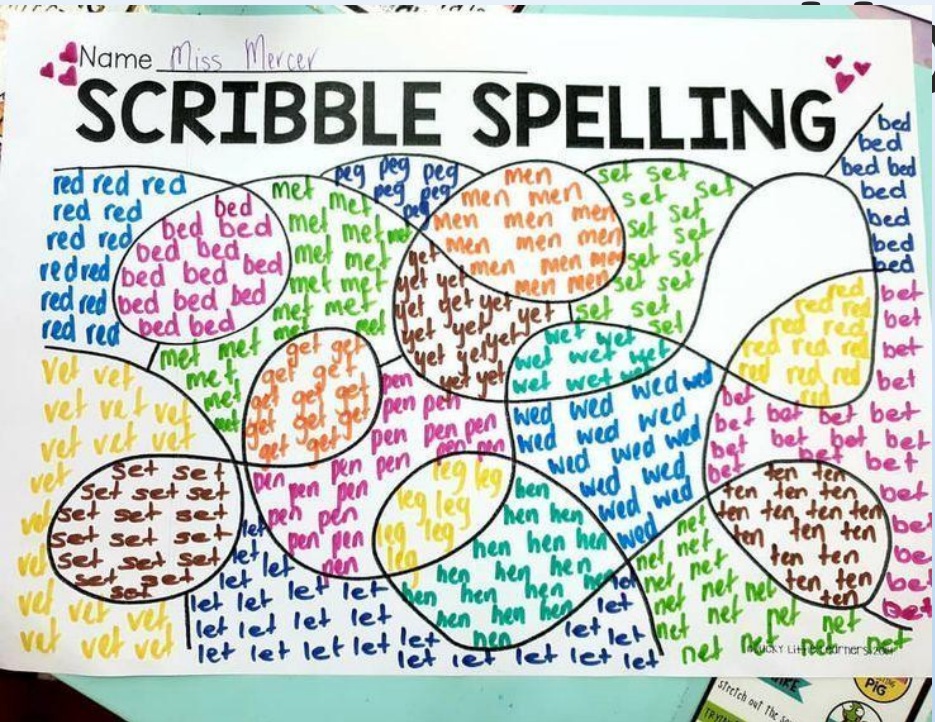
The criminal mastermind had a \_\_\_\_\_ plan.

The job was very \_\_\_\_\_ the same task over and over again.

She gave a \_\_\_\_\_ version of events. It wasn't the truth.

# Spelling Strategies to Try at

ome....









## Other ideas:


- ☐ Put them into sentences
- ☐ Look, cover, write
- ☐ Find the definition

### Rainbow Writing Roll and Spell

Roll the dice and write the word according to the corresponding color. When you have written the word in all colors, say the word aloud!

	Write your word with <b>red</b> .
	Write your word with <b>orange</b> .
	Write your word with <b>yellow</b> .
	Write your word with <b>green</b> .
	Write your word with <b>blue</b> .
	Write your word with <b>purple</b> .

<http://gracehopperlearning.blogspot.com>

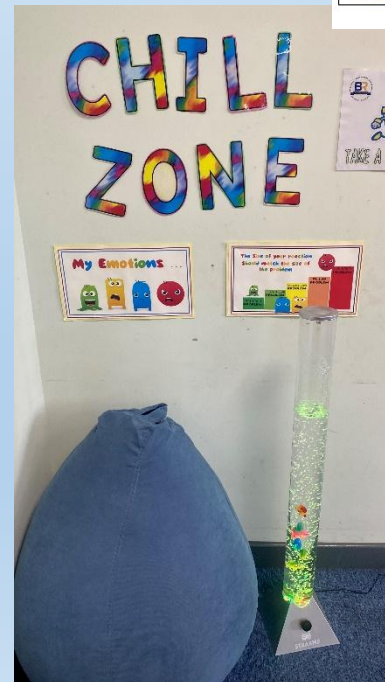




# Reflections

We encourage children to reflect on their emotions, and actions, in order to build resilience and gain an understanding of themselves and others

Using emotion coaching and restorative practice approaches, we help children to connect with others and learn to resolve conflict effectively



Reflect & Reset 

What happened?

How were you feeling?

What was the impact of your choice?

What can you do to make it right?





# Peat Rigg



**Information  
coming soon...**

**Two dates in April\***





Order Meals Food Account

# SchoolGrid



Order Meals



Log Out

10 minutes a day =  
50 minutes a week =  
Over 3 hours a month of time  
not teaching!

Full menu Orders list Update allergens Show Filter

Next Week

Thursday, 21 Sep

Order placed

- ☐ S/S Fresh From The Deli Week 3 Thursday
- ☒ S/S Chef Specials Thursday (Week 3)
- ☐ Jacket potato with a choice of fillings

Friday, 22 Sep

No order

- ☐ S/S Fresh From The Deli Week 2 Tuesday
- ☐ Harvest Menu 23
- ☐ Jacket potato with a choice of fillings
- ☐ Harvest Allergen Specials

portions 4

-1

+1

+5

+10

Metric

Imperial

Linked Recipes (fillings etc)

BR Beef Lasagne Verdi

View Recipe

Vegetable Lasagne Verdi

View Recipe

BR Gluten Free Beef Lasagne

View Recipe

BR Gluten Free Vegetable Lasagne

View Recipe

BR Dairy Free Beef Lasagne

View Recipe

BR Dairy Free Vegetable Lasagne

View Recipe

Allergens

There are no allergens in ingredients for this recipe according to information provided by the suppliers.

This information was correct to the best of our knowledge at the time of publishing. It may be subject to change, and should only be used as a guide.



*\*Please order with your children at home to ensure that they are getting a varied diet. Ordering at home also saves teachers lots of time in the morning!*

# PE

## kits...

Gymnastics/Dance - Every Tuesday

New black PE kit



Outdoor games - Every Wednesday

New black PE kit

Leggings

Black tracksuit

Lightweight waterproof jacket

Trainers

No jewellery and hair tied back

PE kits and uniforms  
**labelled** clearly.



# Any Questions?





# A few reflections from Year 5 so far...

I'm finding Y5 very enjoyable because of how it challenges me to my max with most of the work. I especially like English because it's a new world of freedom where your imagination and the English language is your limit. Overall I say Y5 is (8/10)

What is exciting about year 5 is going a floor above up, new trips and, new teachers and teaching assistants.

I like year 5 because you get to go down the stairs now and I like all the teachers.

I have really enjoyed writing our year stories because it really does relax me quite a bit.

What's new about year 5 is that break time and lunch time are a bit later but I still enjoy it.

★★★★★

I enjoyed year 5 because there was so much that was changing and fun. Like maths because there is so much question to answer.

English so far in year 5 and handwriting ☺

year 5 is better than year 4, I like the reading corner and calm corner is so calm also

teacher and TA are good  
Reading!

I enjoyed am and excited for year 5 because the lessons are much more ~~exc~~ exciting and more difficult. They challenge me more than year 3-4.

I am excited to go on all the trips and holidays in year 5 + I like all of the teachers + teaching assistants. I'm also excited for the swim trials in January.

What I like about year 5:

I like year 5 because:

- My teachers
- It's fun
- My classroom
- The way of teaching
- Pom-poms
- We have great assistant teachers

I really enjoy going outside for playtime. The lunch routine is really well-done and we get more play. I also enjoy maths because Mrs Rogers is AMAZING at teaching especially English + Maths.

10/10

The things I like about Y5...

- my teacher
- no more maths no-prob
- we are up 1 level
- The lessons
- big seats

In year 5 I am enjoying learning about rivers and my new teacher.

I am excited to go on trips and to do productions.

My favorite thing about year 5 is my teacher my teaching assistant and the student teacher also the classroom is bigger.

26.09.23

What I like about Y5:

- Food
- Teacher
- Assistants
- education
- PE
- watching what we do
- daily life



I like the new maths.



I like that we get to do gymnastics

We get to go on the slide and we see the afternoon and we get to have free time and sometimes we get to read with a friend.

I have enjoyed year 5 the most from maths, because it is fun, exciting and different from last year

I use the book after play TIME



Peat Rigg, Miss Gardener, The classroom is bigger,

I like my teacher and Miss Beom and Mr Meve. 11 11 11 trip

In year five (5) we learn maths the things we do in maths. And the learning we do is interesting and fun I'm excited to learn new topics

You get to express your feeling in more detail and you get many challenges and adventures to wonder that's why I like year 5

We have a nice teacher and a nice TA teaching assistant.