



Year 5 Induction
Wednesday 25th September 2024

Please make sure that microphones are muted and that your video screens are on.



If you have any questions, please use the 'chat' function. These will be put into a FAQs document, which will be uploaded to the school website.

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 out of school
- Home learning & support at home

Please look
out for this!
Coming soon...



Beaver Road's School and Family Agreement

- Any other information



4 QUALITY
EDUCATION



Education is
every child's right.
No matter where they live,
boy or girl, rich or poor,
all children deserve a
chance for a better future.

Who are the Year 5 team?



Meet the teachers...



Mrs Rogers
Head of Year 5
5RS
(Monday to
Thursday)



Mrs Summersgill
5RS
(Friday)



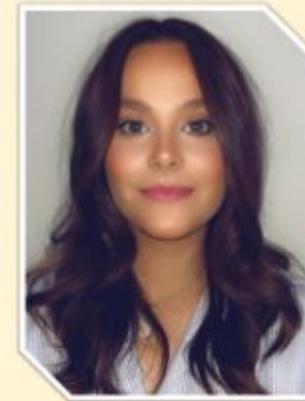
Mr Walsh
5W



Miss Gardner
5G



Miss Johnson
5J



Miss Chadwick
5F



Miss Fox
5F
(From December
2024)



Who are the Year 5 team?



Meet the teaching assistants...



Mrs Jahangir
HLTA



Miss Pang
Teaching Assistant



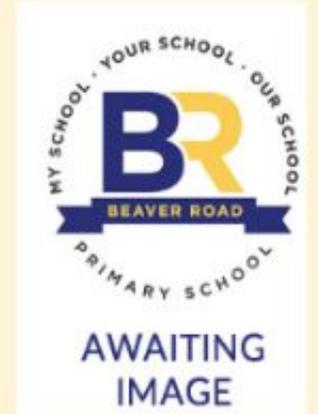
Mrs Ahmed
Teaching Assistant



Miss Khalid
Teaching Assistant



Ms Thompson
Teaching Assistant



Miss Mahmoud
Teaching Assistant



An average day in Year 5...



The morning:



The afternoon: our afternoons will consist of a range of subjects, depending on the half term...



Break time:
10.15am-10.30am

Lunch time:
11.40am-12.40pm

An average week in Year 5...

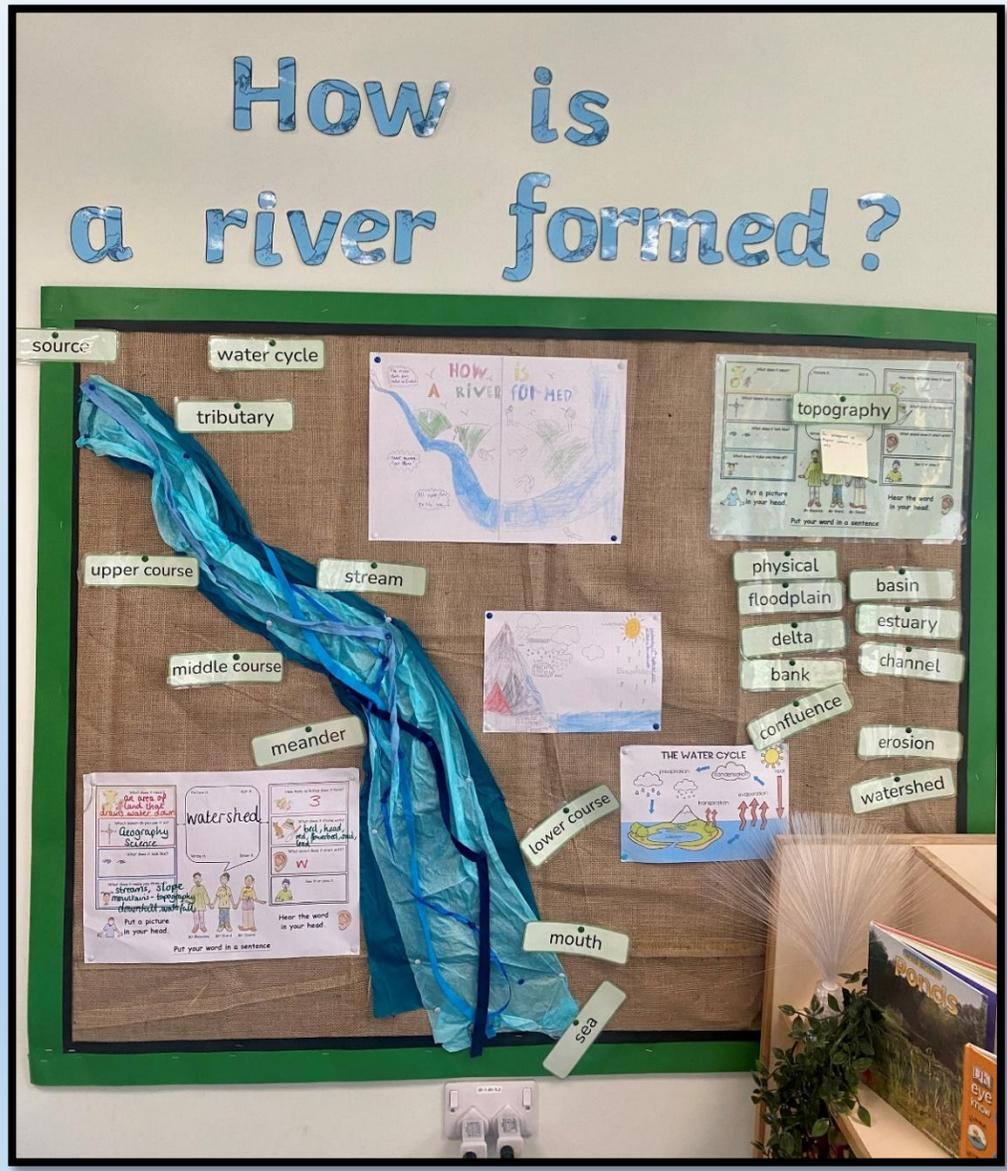
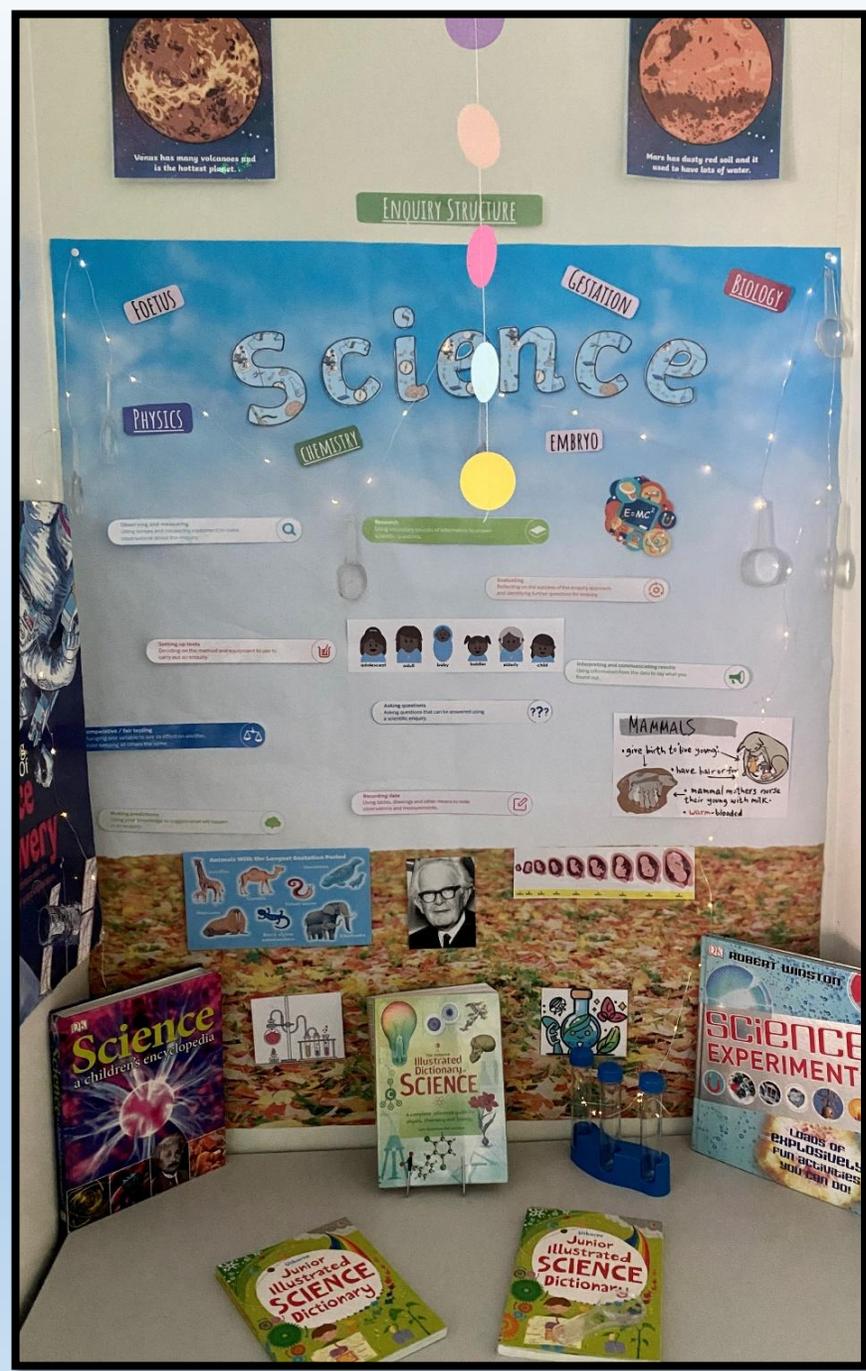


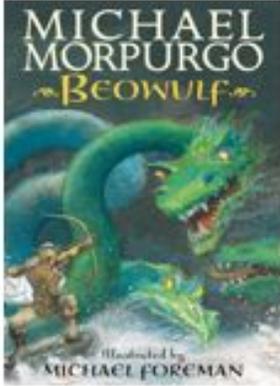
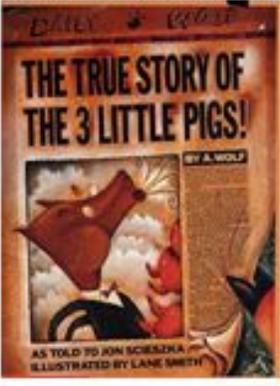
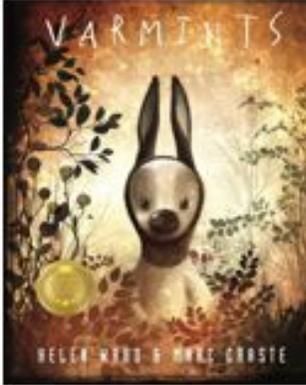
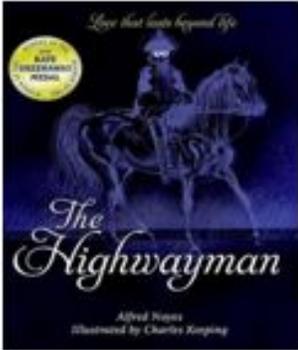
Day/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.50	Morning Challenge	Handwriting	Change for PE	Handwriting	Morning Challenge
8.50-9.10	Assembly	Change for PE (10 mins)	PPA PE, PSHE and computing	Year group assembly	Assembly
9.10-10.15	English	Alternate classes: PE/maths English and RE		English	English
	B	R	E	A	K
	Deliberate Practice	Deliberate Practice	PPA	Deliberate Practice	Deliberate Practice
10.30-11.40	Maths	Alternate classes: PE/maths/ English and RE	PE, PSHE and computing	Maths	Maths
	L	U	N	C	H
12.40-12.50	Reading for pleasure	Reading for pleasure	Guided reading (12.40 - 1.15pm)	Reading for pleasure	Book Talk
12.50-1.35	Guided reading (12.50-1.25pm) Spellings (1.25-1.45pm)	Guided reading Alternate classes: PE/maths/ English and RE		Guided reading	Spelling Check (20 mins) Spanish (1.10-1.45pm)
1.35-2.45	Art/DT (1.45-2.45pm)	Alternate classes: PE/maths/ English and RE	History/ geography or DT topic (1.15 - 2.45pm)	Science (1.35-2.35pm) Collective worship (10mins)	Music (1.45-2.45pm)
2.45-3.00	Story & Home	Get changed & Home	Story & Home	Story & Home	Story & Home

Punctuality – please ensure children are on time so they don't miss morning challenges

Deliberate Practice - make sure to ask your child what they are practising

Curriculum Topics @ Beaver Road



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p>	<p>Text: Zelda claw and the rain cat (T4W - WAGOLL)</p>  <p>Fiction: Fear story</p> <p>Non-Fiction: Non-chronological report</p> <p>Key Focus: Fronted adverbials, personification, show not tell, hyphenated words and suspense features</p>	<p>Text: Beowulf</p>  <p>Fiction: Beat the monster story</p> <p>Non-Fiction: Explanation Text</p> <p>Key Focus: Possessive apostrophes, different sentence types and conjunctions</p>	<p>Text: Three Little Pigs – Alternate version</p>  <p>Non-Fiction: Finding Story</p> <p>Non-Fiction: Newspaper Recount</p> <p>Key Focus: Character feelings, inverted commas, debating skills and active and passive</p>	<p>Text: Elf Road (T4W - WAGOLL)</p>  <p>Fiction: Fantasy / Portal Story</p> <p>Non-Fiction: Space (Poetry)</p> <p>Key Focus: Relative clauses and prepositions</p>	<p>Text: Varmints</p>  <p>Fiction: Setting and character descriptions</p> <p>Key Focus: Parentheses, character description, persuasive and emotive skills/language</p>	 <p>Key Focus: All features studied throughout the year</p> <p>Poetry: The Highwayman</p> 
<p>Maths</p>	<ul style="list-style-type: none"> Place value Addition and subtraction 	<ul style="list-style-type: none"> Statistics Multiplication & Division Perimeter & Area 	<ul style="list-style-type: none"> Multiplication & Division Fractions 	<ul style="list-style-type: none"> Fractions Decimals & Percentages 	<ul style="list-style-type: none"> Decimals Properties of shapes Position & Direction 	<ul style="list-style-type: none"> Converting units Volume & consolidation

Learning Journey:

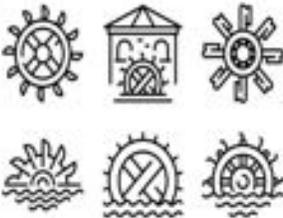


History

Geography

Science

D+T

	<u>Learning Journey:</u> How is a river formed? 	<u>Learning Journey:</u> How did Britain change between the end of the Roman occupation and 1066? 	<u>Learning Journey:</u> How can I create a watermill system? 	<u>Learning Journey:</u> Will we ever send another human to the moon? 	<u>Learning Journey:</u> Why should the rainforest be important to us all? 	<u>Learning Journey:</u> Why were the Mayans the envy of the world? 
Computing	We are artists	We are cryptographers	We are architects	We are game developers	We are web developers	We are bloggers
Science	Animals including humans	Properties & changes of materials	Forces	Will we ever send another human to the moon? Earth and Space	Living things and their habitats RSE – Science links	
Art D+T	<u>DRAWING:</u> Exploring identity	<u>Cooking & Nutrition:</u> Baking Viking and Anglo Saxon bread	<u>Mechanisms:</u> Watermill system	<u>PAINTING:</u> Expressive painting	<u>Textiles:</u> Sewing skills	<u>PRINTING & COLLAGE:</u> Exploring pattern

RE	Why do some people believe that God exists?	What would Jesus do?	Can we live by the values of Jesus in the 21 st century?	Why do people go to a place of worship?		What difference does it make to believe in ahimsa, grace or ummah?
PSHE	Rights	Keeping Safe	Living in the wider world	Healthy lifestyles	RSE	Mental and Emotional Health
Physical Education	Games: Tag Rugby Gymnastics: Partner work	Games: Handball Dance: Street dance	Games: Fitness Gymnastics: Matching, mirroring and contrast	Games: Basketball Dance: Space	Games: Athletics Dance: Reconstruction of the Rainforest	Games: Cricket Gymnastics: Synchronisation
Music	Songs of the river	Viking music	Blues	Looping and remixing	The sounds of the Rainforest	Samba and carnival sounds
MFL	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
Educational Visits & Workshops	River Mersey Walk	Vikings Workshop	Science & Industry Museum	Peat Rigg	Jodrell Bank	Exploring Patterns



[Year 5 Medium Term Plans](#)

Please use our MTP's to see a breakdown of learning questions for each lesson

Maths @ Beaver Road Year 5

Maths

addition
 • add
 • more
 • plus
 • sum
 • total
 • altogether

subtraction
 • subtract
 • minus
 • leave
 • less
 • take away
 • difference between

multiplication
 • lots of
 • times
 • multiply
 • groups of
 • product
 • multiplied by
 • multiplied of
 • repeated addition

division
 • divide
 • divided by
 • divided into
 • share
 • share equally
 • equal groups of

equals
 • make
 • total
 • same as
 • equivalent
 • balances

millions 1 000 000
hundred thousands 100 000
ten thousands 10 000
thousands 1 000
hundreds 100
tens 10
ones 1
decimal point ●
tenths 0.1
hundredths 0.01
thousandths 0.001

Rounding
 ↓
 3526
 → 3530
 → 3500
 → 3000

23,976
 20,000 30,000
 23,976 has 3 in the thousands column, so we round down to 20,000.

09092
 1000's, 100's and 10's

Th H T O
 3 5 2 6

3000 500 20

3 × 1000 = 3000
 5 × 100 = 500
 2 × 10 = 20

1 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100

Maths

0-9-8-7-6-5-4-3-2-1 0 1 2 3 4 5 6 7 8 9 10

Key Vocabulary: value, digit, estimate, nearest, place value, numeral, ten thousands, hundred thousands

Number Place Value
 Millions 100,000
 Ten thousand 10,000
 Thousands 1,000
 Hundreds 100
 Tens 10
 Ones 1

8 1 1 3 6 2

Visual

Abstract

Ascending Order
 12345678

Descending Order
 87654321

Rounding Rhyme

hth th h o
 ○ ○ ○ ○ ○ ○ ○ ○
 ○ ○ ○ ○ ○ ○ ○ ○
 ○ ○ ○ ○ ○ ○ ○ ○
 811,362

How do we teach Maths in Year 5?



Pre and post-learns...



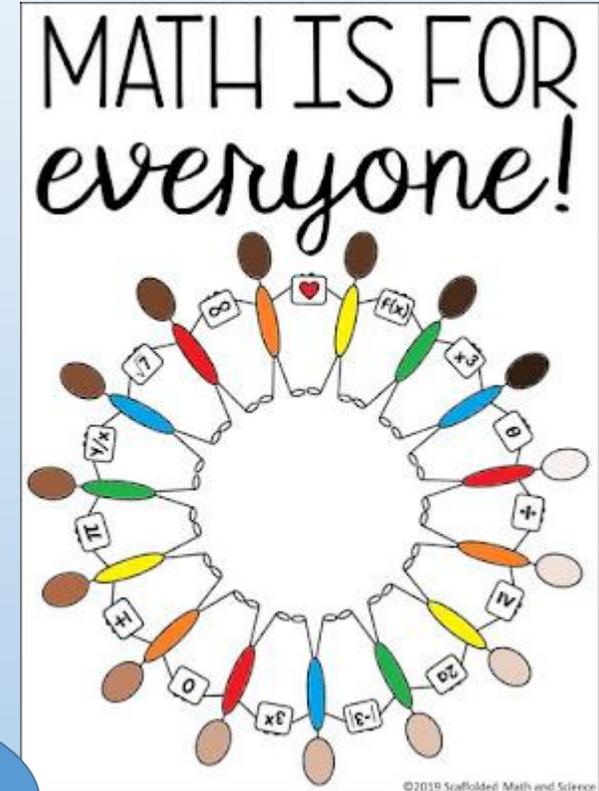
- Gives us a starting point
- Helps to measure progress across a unit
- Target work in class
- Interventions

Children should:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- **Solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



Weekly challenges are being set on MangaHigh



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

Exploring Maths in different ways...

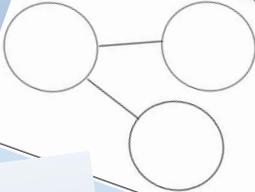


The Story of
64

Build it and draw it:

Write in words:

Put it in a part part whole model:



Use it in a story:

What else do you know?
If $3 \times 2 = 6$ what else do you know?

Odd One Out

2, 4, 5, 6, 8

Which one is the odd one out?

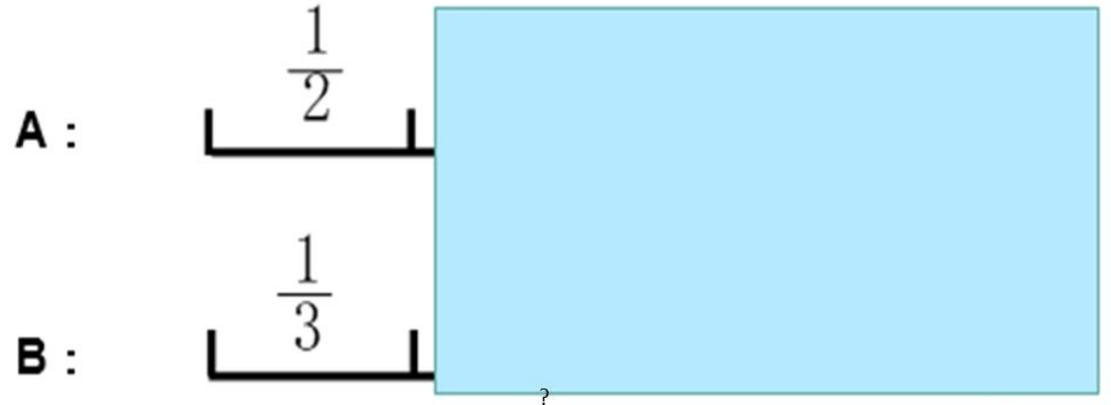
Why is it the odd one out?

45, 89, 90, 180, 225

Which one is the odd one out?

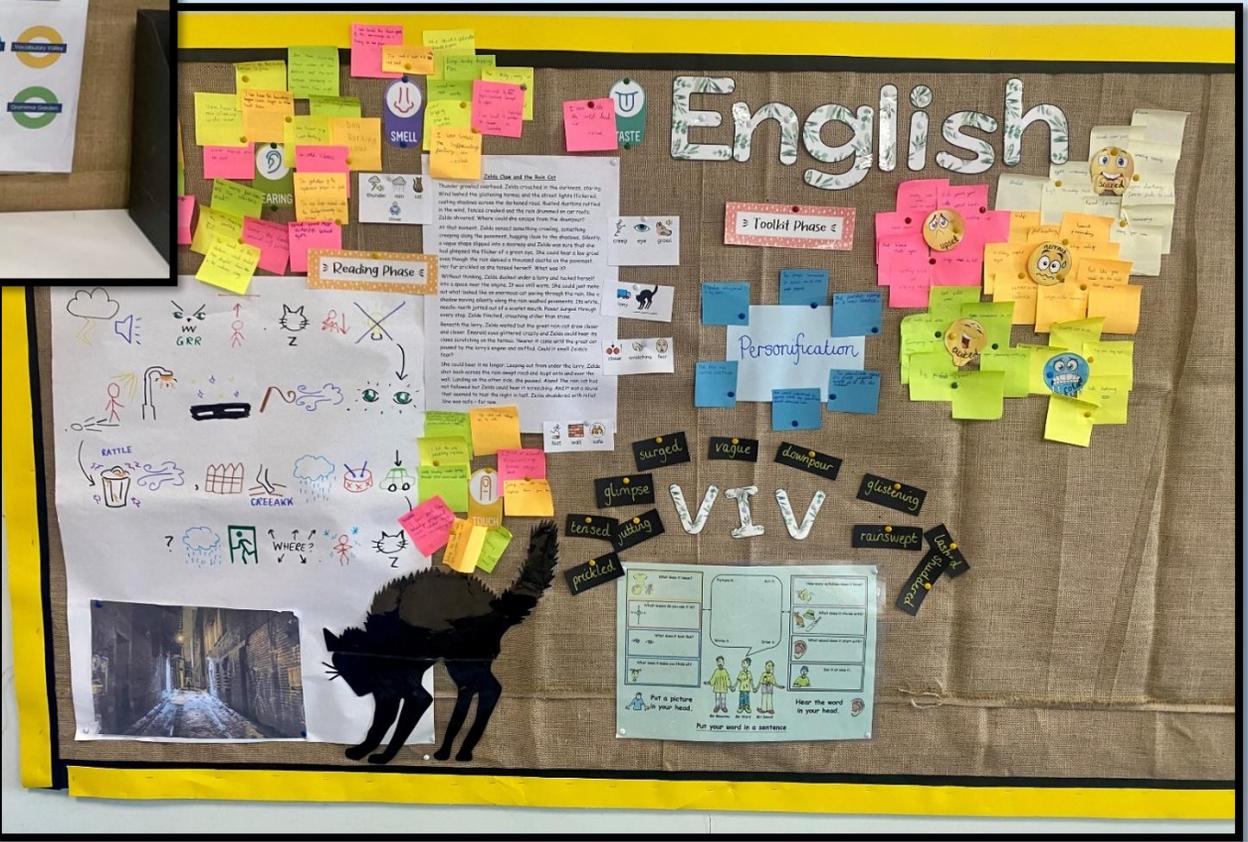
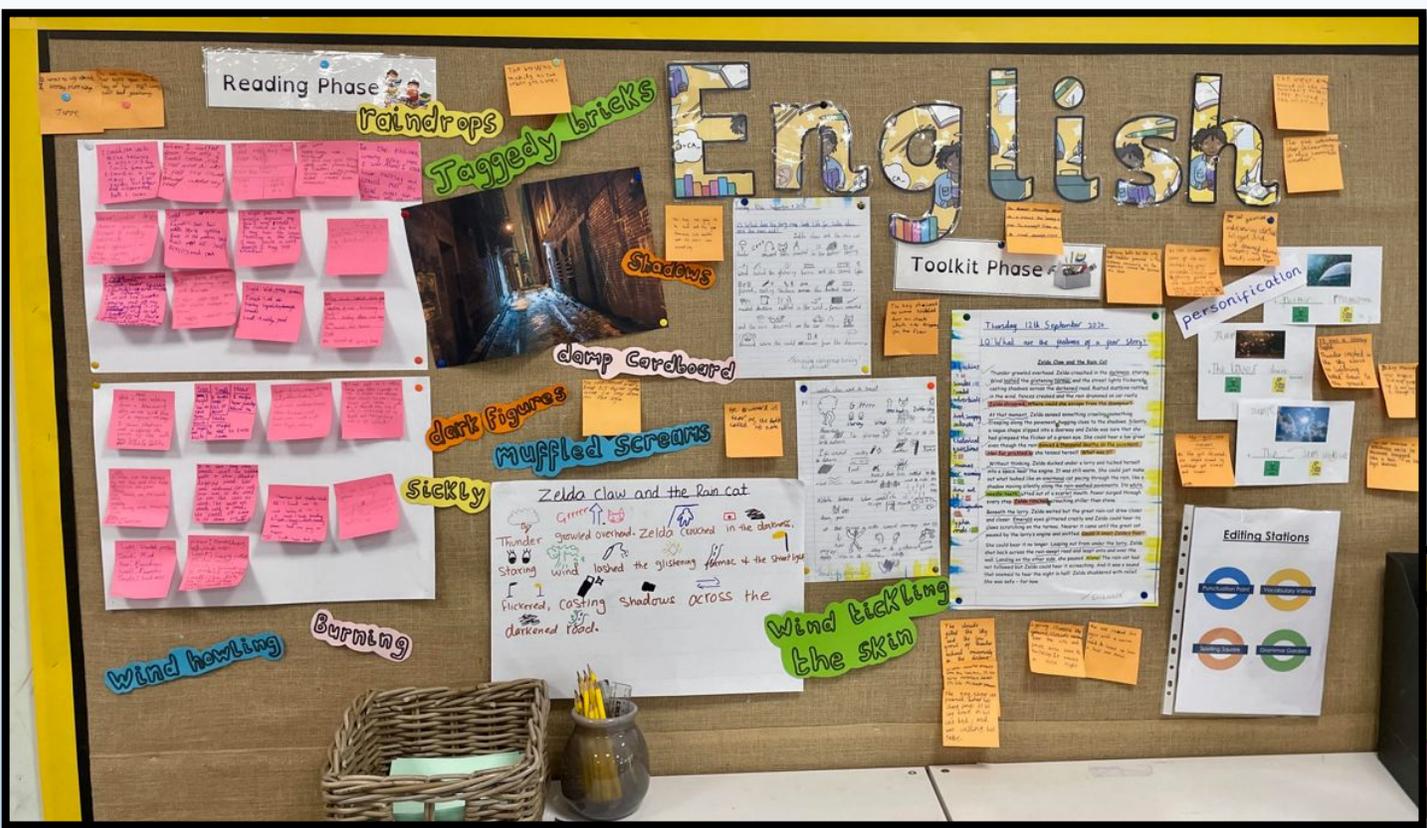
Why is it the odd one out?

Which line is going to be longer?



* Please check the Maths Calculation Policy on our website so you can support our methods at home *

English @ Beaver Road Year 5



How do we teach our children to write at Beaver Road?

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



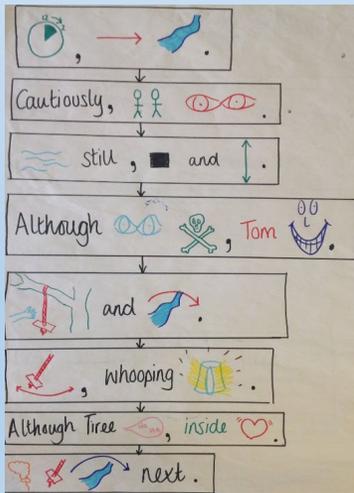


Talk for Writing process

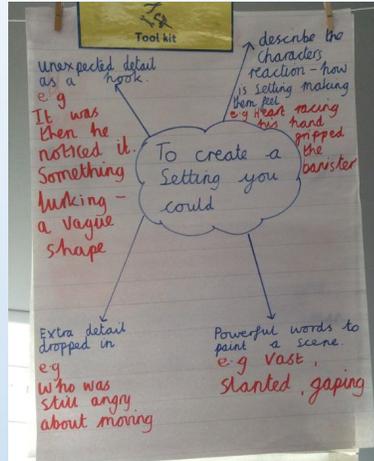
Planning	<ul style="list-style-type: none">• Baseline assessment – (cold task – have a go)• Refine language focus & adapt model text• Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	<ul style="list-style-type: none">• Creative hook & context• Warm up words/phrases/sentences/short-burst 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 	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Next steps based on assessment• Pupils write independently (hot task)
Final assessment	<ul style="list-style-type: none">• Compare cold/hot assess progress

Once upon a time there was a farmer called Fred. One day Farmer Fred's cow got stuck in some sticky, brown mud and would not budge. Farmer Fred pulled, twisted and tugged but the cow would not budge. So Farmer Fred asked Big Billy Butcher to help him. They pulled, twisted and tugged but the cow would not budge. Then Farmer Fred asked Posh Peter Postman to help. He pulled, twisted and tugged but the cow would still not budge. After that, Farmer Fred asked his wonderful wife Wendy to help. They all pulled, twisted and tugged until suddenly they all fell over and landed in the mud with a SPLAT! They had pulled so hard the cows tail snapped off in the mud!

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



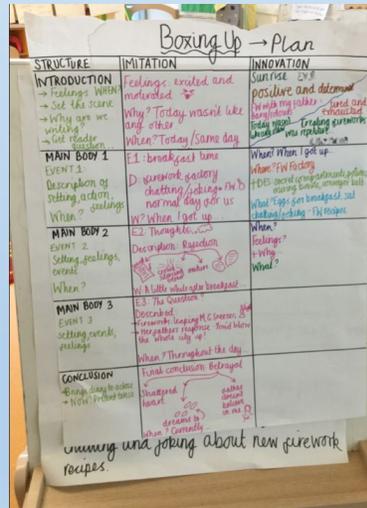
2. Text mapping – draw out the text



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

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.

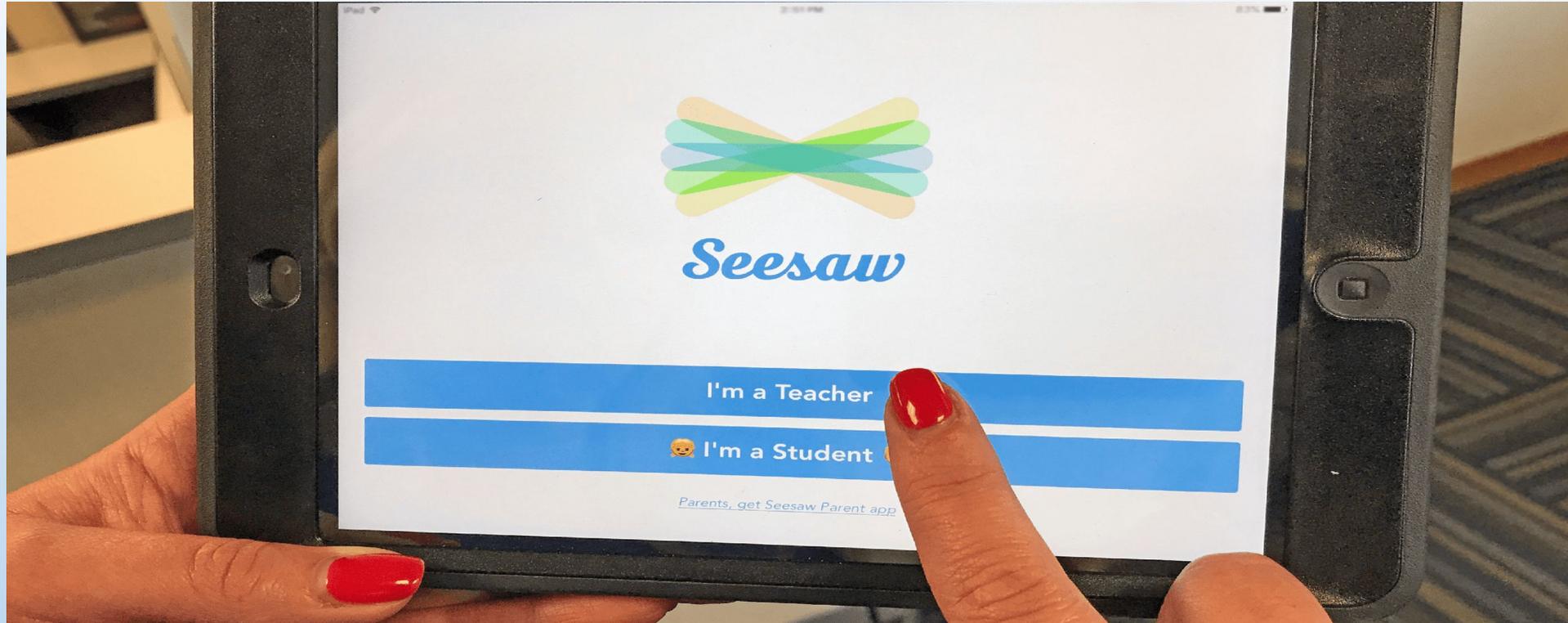
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

A cartoon illustration of a green snake with large, white-rimmed glasses, standing in front of a bookshelf filled with colorful books. The snake has a friendly expression and is looking towards the viewer.

www.forwordsonly.com 2011





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!

Expectations: [Reading at Home Expectations - Beaver Road](#)



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.

Every Friday
afternoon...

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

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!

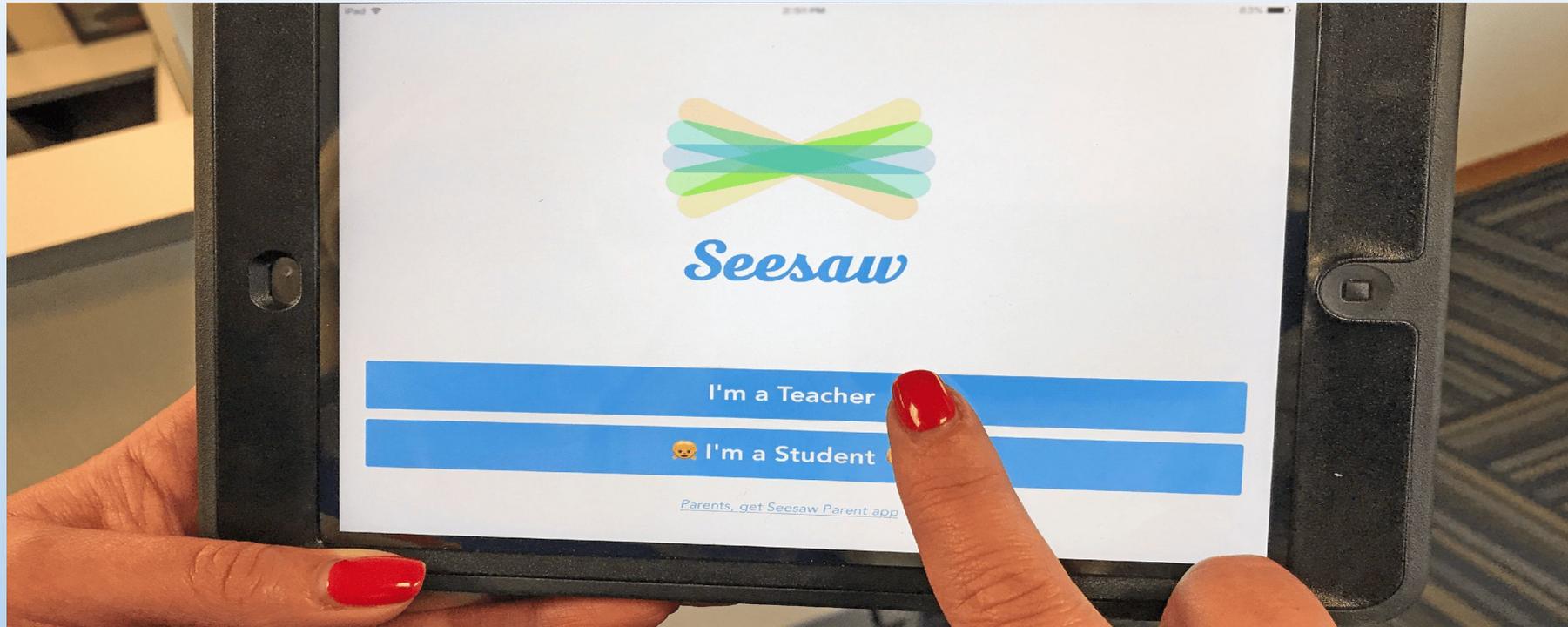
Your children will have access to Reading Buddy, which is an online Reading tool with fun challenges and exciting books to explore!

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 update their Seesaw accounts with work they are proud of. 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...



HOW IS A RIVER FORMED?

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. We would love to see any work you do on Seesaw. Or, you could bring it into school for our displays.



SET A

<p>Every week</p> <p>Reading: you should be reading your book daily for 10-15 minutes. Please post at least one update a week of your reading at home. This could be a picture of the text you have read with some notes, a voice recording of you reading or a video.</p> <p>Spellings: Please see the separate spelling document. You will have a spelling check every Friday in class.</p> <p>Mangahigh: you will be assigned a weekly Mangahigh activity linked to our Maths learning.</p> <p><i>Click on the logo of each app for a direct link to relevant site.</i></p>   		<p>Reading</p> <p>Log into your Oxford Reading Buddy account and choose a book to read. Your book will have comprehension questions to answer. Additional guidance for reading at home can be found here.</p> 
<p>Writing</p> <p>Using the above picture as a stimulus, write a suspenseful paragraph. Post this onto Seesaw so we can read it.</p> 	<p>Maths</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>Science</p> <p>Animals Including Humans</p> <p>Create your own timeline to show the journey of a human.</p> <p>Stages of Growth and Development</p> 

Home Learning



Maths:

Nrich - <https://nrich.maths.org/>

Times Tables Rockstars

Maths Frame -

<https://mathsframe.co.uk/en/resources/category/7/multiplication-and-division>

Top Marks -

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>



English:

Literacy Shed - <https://www.literacyshed.com/home.html>

Top Marks -

<https://www.topmarks.co.uk/Search.aspx?Subject=9>

storyline Online - www.storylineonline.net

Once Upon a Picture - <https://www.onceuponapicture.co.uk/>

General

Espresso - username: student22154, password: beaver

Mindfulness Activities - www.calm.com

Kids Yoga -

<https://www.youtube.com/watch?v=tWSgNEs4IPg>



Autumn 1 Spelling List

Here are your spellings 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.

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

**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.

Emotion Coaching

The restorative practice



Step 1
Recognising the child's feelings and empathising with them

I can see that you're... pacing/you've stopped playing

Step 2
Validating the feelings and labelling them

I wonder if you're feeling... I would feel...if ...It must be hard to feel like that

Step 3
Setting limits on behaviour (if needed)

I can see you're... because I care about you...the rule is...

What could you do? Listen to their suggestions.
 List what might happen for each solution.

Step 4
Problem-solve with the child

Is this fair, will this work, is it safe?

How are you likely to feel/ How are others likely to feel?



Peat Rigg



Information coming
soon...

Two dates in
February*



Order Meals

Log Out

- Full menu
- Orders list
- Update allergens
- Show Fat

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.



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

School



It is important that your child comes to school in the correct school uniform:

- Blue jumper/cardigan
- Grey trousers, shorts, pinafore or skirt
- Plain black shoes or trainers
- There must be no visible logos and soles must also be black

Please speak to your class teacher about this if you have any queries



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.

Macmillan Coffee Morning 27th Sept



It's time for
Coffee Morning
and you're
invited

MACMILLAN
CANCER SUPPORT



[Parent and Carer Coffee Mornings](#)

Parent and Carer Coffee Mornings



Thank
you!

Thank you for your continued support! The children have made an amazing start to the year and we are so proud of how they have settled into Year 5!

Any Questions?

