



4 QUALITY
EDUCATION



Wednesday 3rd September

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
- Any other information



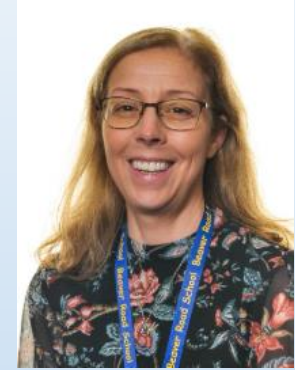
Meet the Year 5 Team



Mrs Davis
5SD & HOY



Mrs Jeacock
5J



Mr Walsh and Miss
Green - 5GW



Mr Dolan
5D



Mr Reed
5R

Meet the Year 5 Team

Mrs Akhtar

Mrs Jones

Ms T Thompson

Mrs Haji

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

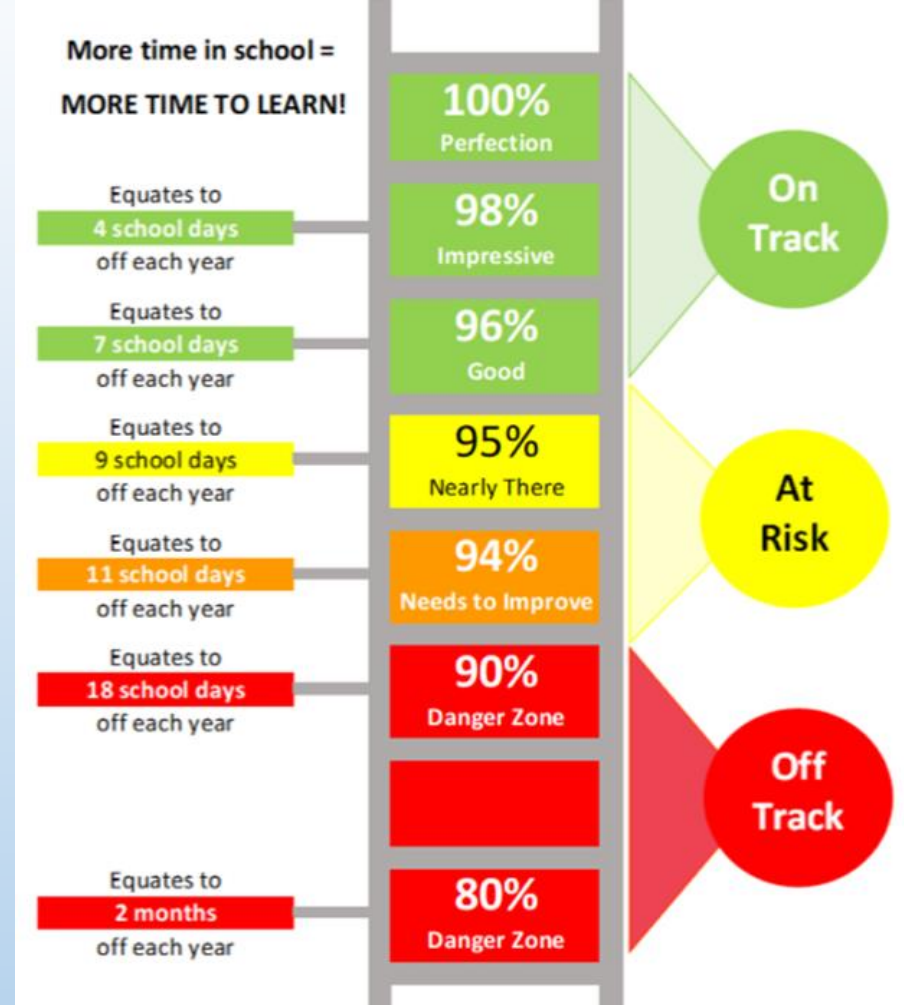
Punctuality – please ensure children are on time so they don't miss morning challenges

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

Attendance

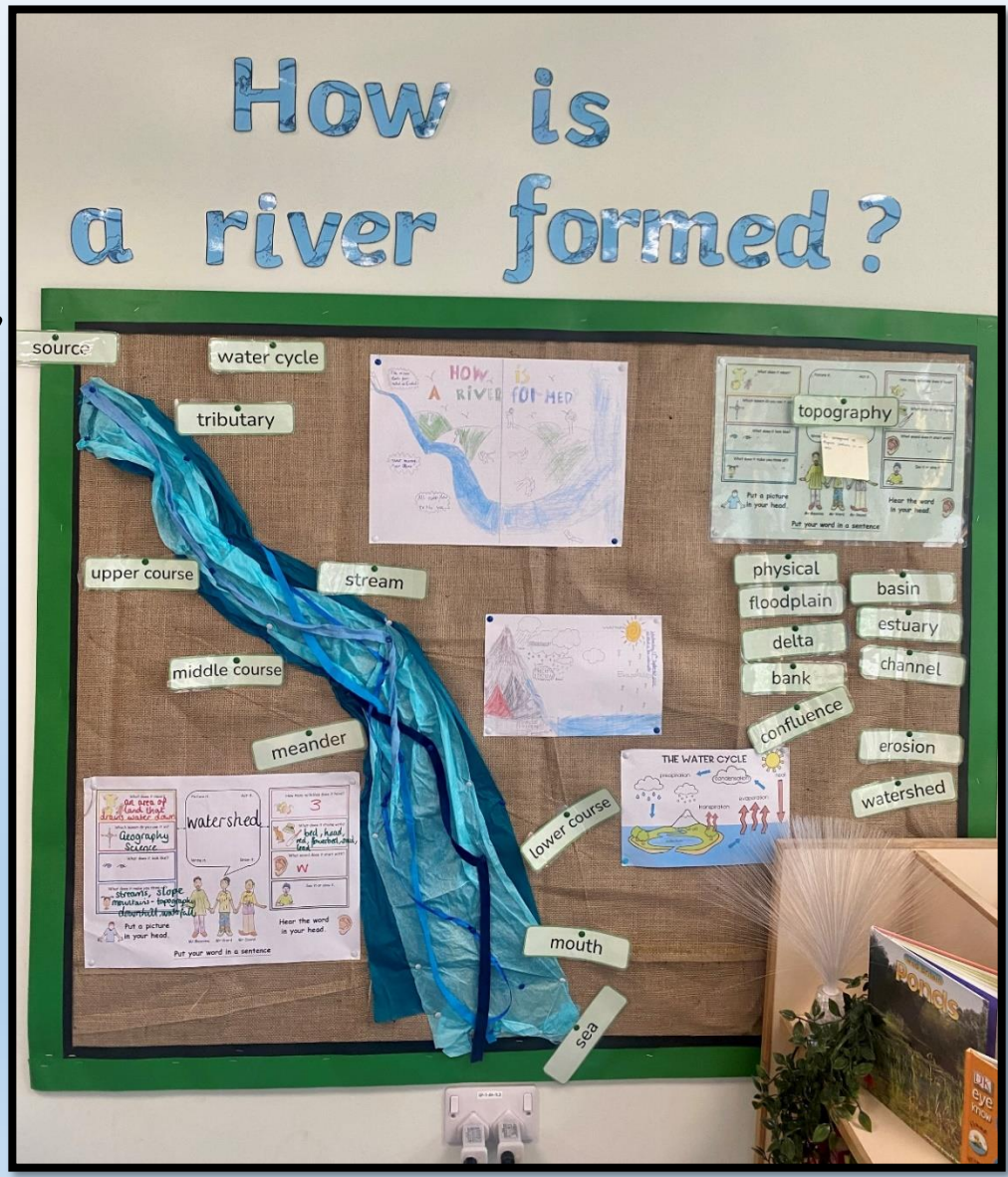
Every day in school counts. It's not just about learning to read and write; it's also about building friendships, developing confidence, and feeling like a real part of our school community.

If your child's attendance becomes a concern, we will follow a clear process to help. This will involve meetings with the class teacher, the Head of Year, and eventually a member of our Senior Leadership Team. We want you to know this is a chance for us to collaborate and find solutions together, ensuring your child has every opportunity to thrive.



**Our doors open
at 8:25am.**

Curriculum Topics @ Beaver Road



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<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> 
Maths	<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:



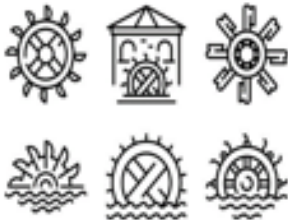





History

Geography

Science

D+T

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

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



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.



MANGAHIGH

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

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?

Build it and draw it:

Write in words:

Put it in a part part whole model:

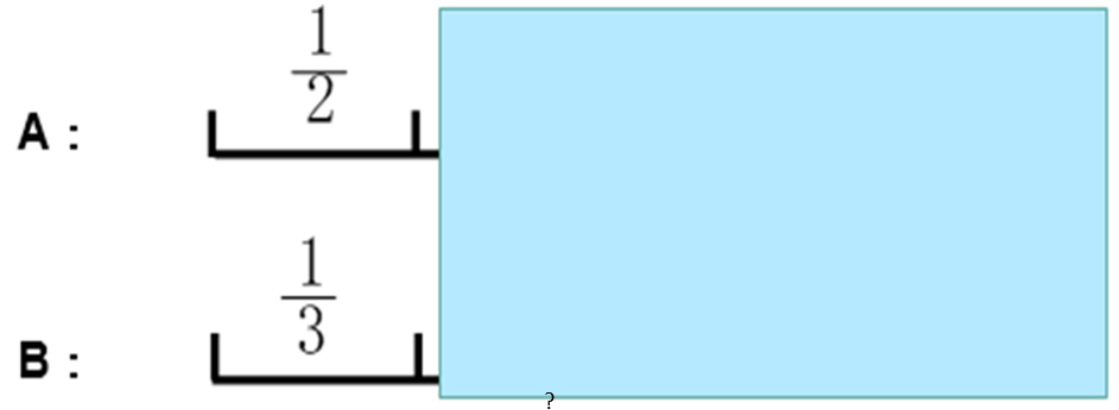
Use it in a story:



What else do you know?

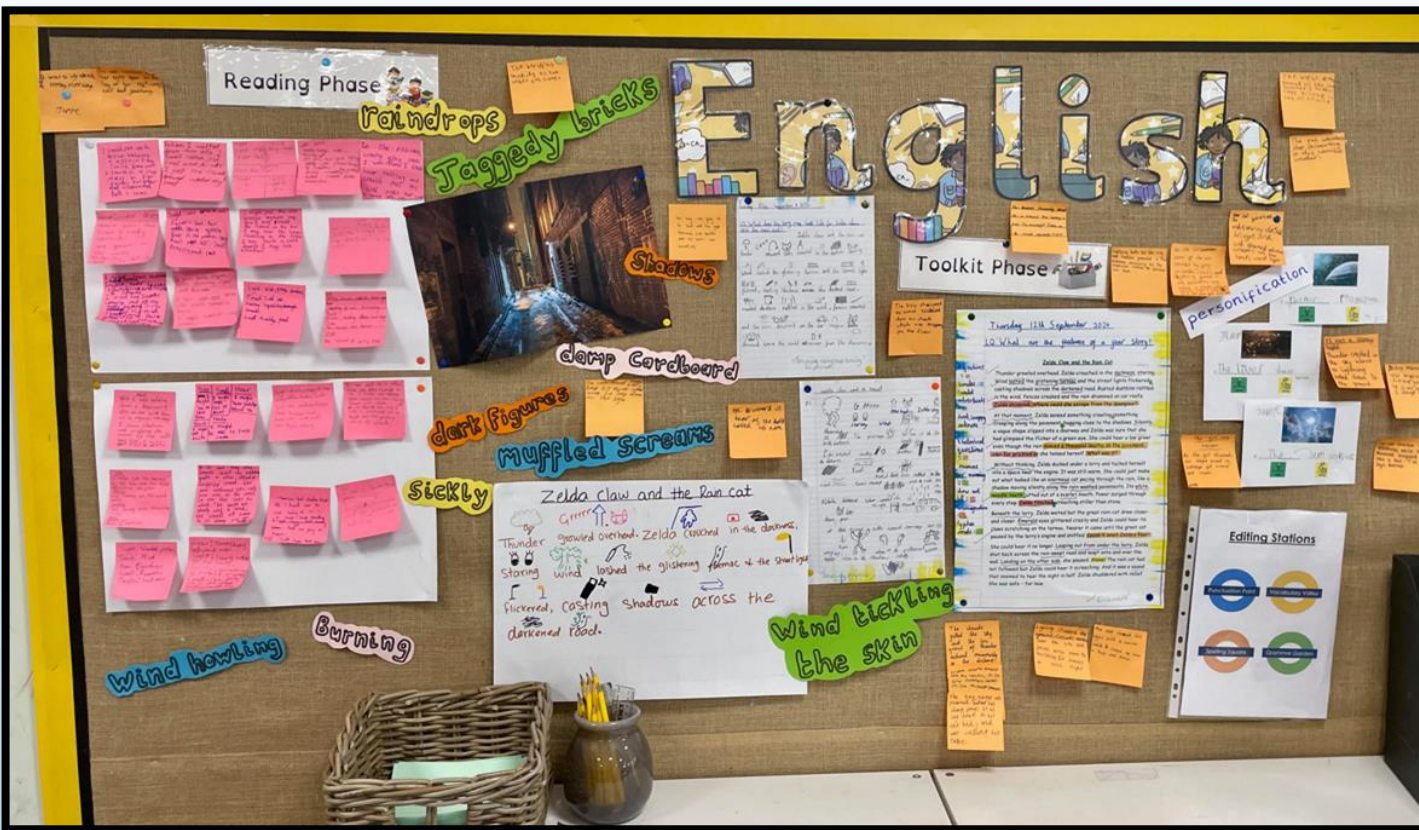
If $3 \times 2 = 6$ what else do you know?

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



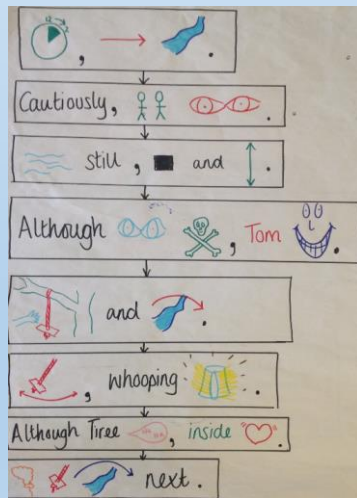


Talk for Writing process

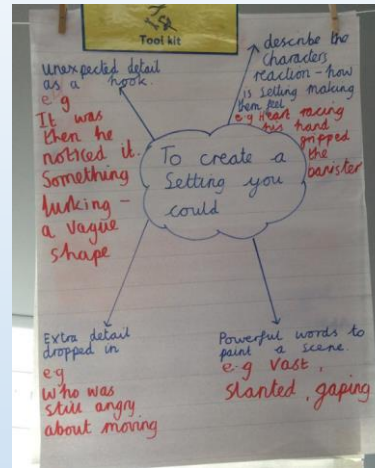
Planning	<ul style="list-style-type: none">• Baseline assessment – (cold task – have a go)• Refine language focus & adapt model text• Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	<ul style="list-style-type: none">• Creative hook & context• Warm up words/phrases/sentences/short-burst 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 Wanda. 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!

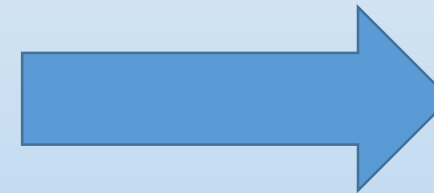
1. Model text – children read, identify key features and explore grammar/punctuation



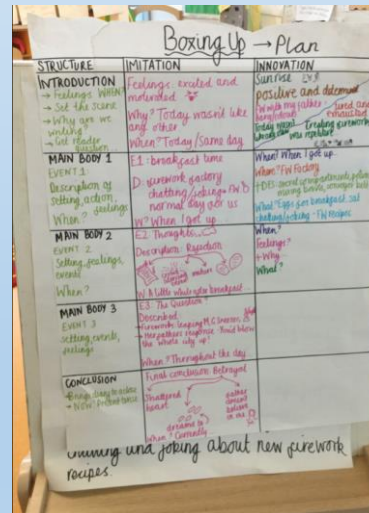
2. Text mapping – draw out the text



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



Nelson Handwriting

Nelson Handwriting is a comprehensive, whole-school program from Oxford University Press that teaches children to develop a confident, legible, and personal handwriting style. Used from **Reception** through **Year 6**, the scheme introduces cursive handwriting in step-by-step stages, linking letter formation and joins to the **National Curriculum** for **Spelling** and **Grammar**. We will teach weekly handwriting lessons and encourage the children to use these skills in their books.

<https://www.oxfordowl.co.uk/please-log-in> More info here



Nelson
Handwriting

Pupil Book 5

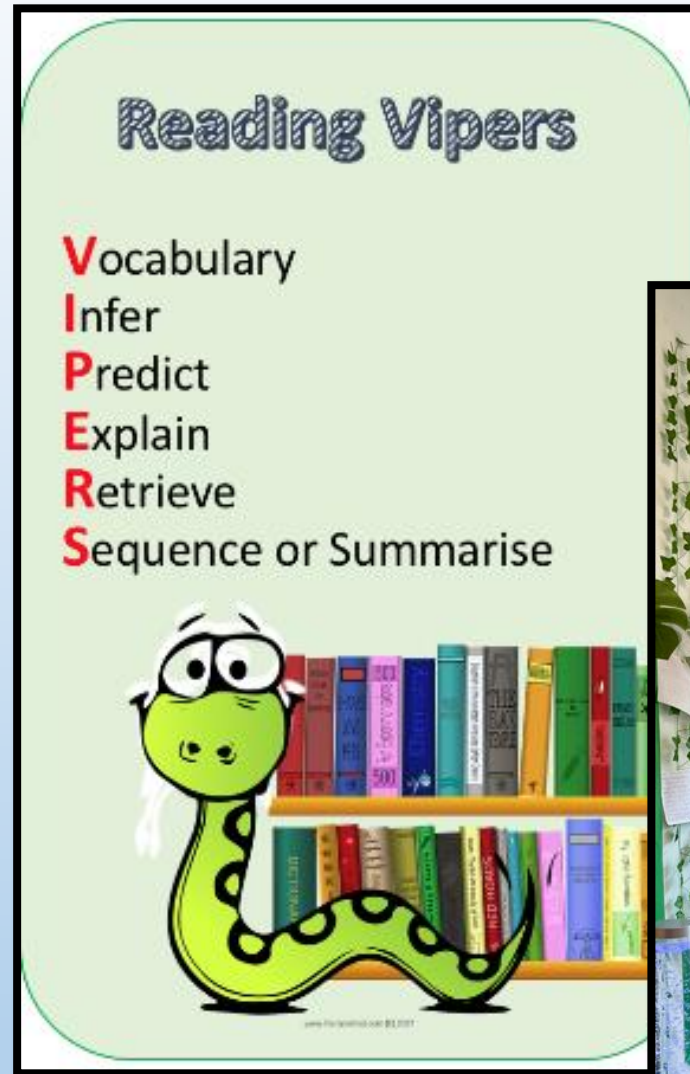


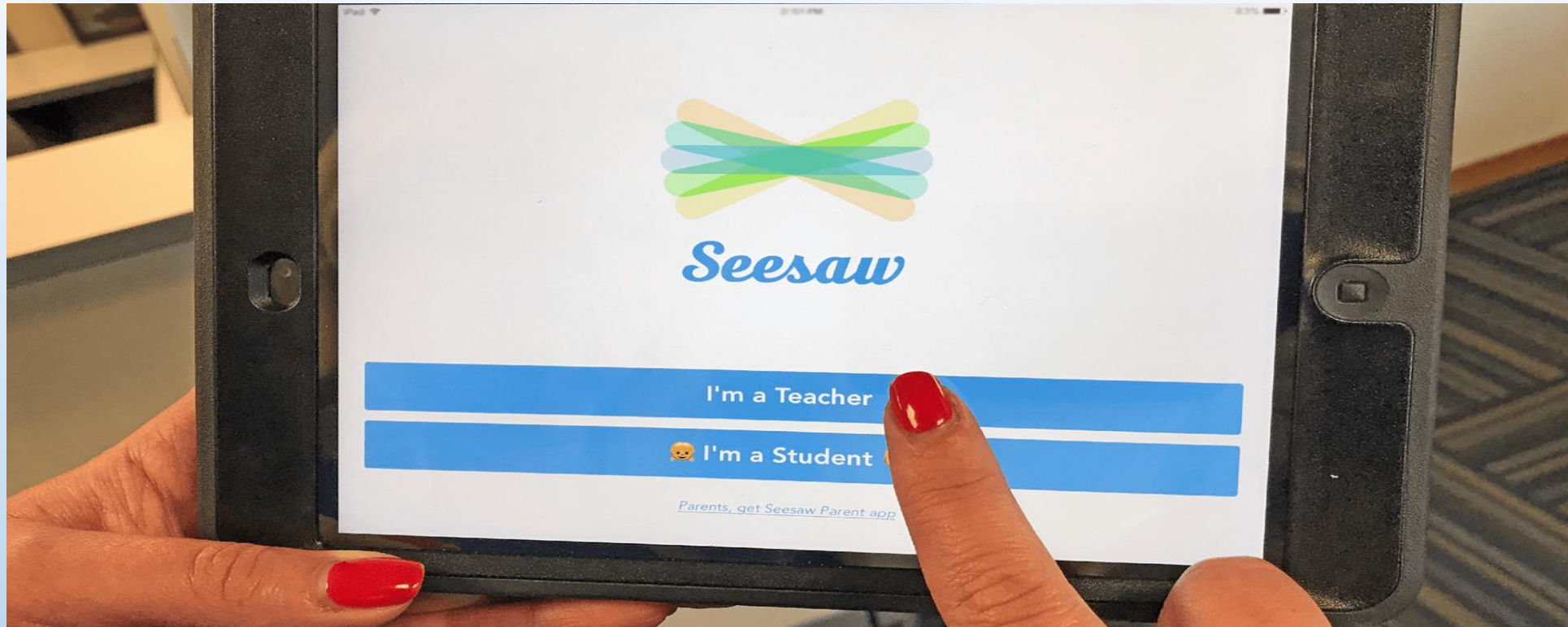
OXFORD



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!

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:

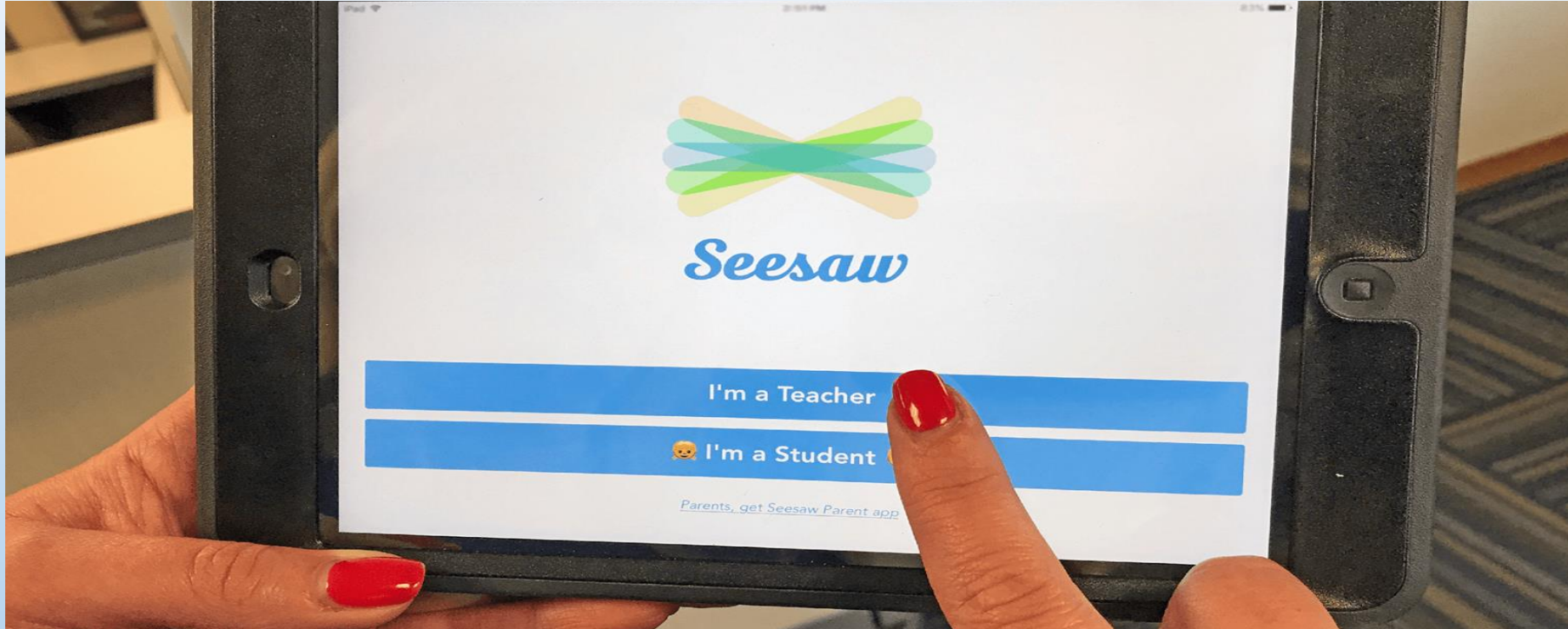
- What has happened in the book so far
- What they have enjoyed about the book
- New / exciting vocabulary they have encountered
- If the book is similar to another they have read
- Why they would /wouldn't they recommend the book

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.

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

Every week

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.

Spellings: Please see the separate spelling document. You will have a spelling check every Friday in class.

Mangahigh: you will be assigned a weekly Mangahigh activity linked to our Maths learning.

Click on the logo of each app for a direct link to relevant site.



Oxford Reading Buddy



MANGAHIGH

Seesaw

Reading

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](#).



Writing

Using the above picture as a stimulus, write a suspenseful paragraph. Post this onto Seesaw so we can read it.



Maths

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.



Science

Animals Including Humans

Create your own timeline to show the journey of a human.

Stages of Growth and Development



Home Learning

Home learning **non negotiables**

- Weekly **reading**. Children need to read a minimum of 3 times a week, then upload a video or picture to seesaw.
- **Mangahigh**. All children need to complete a weekly maths activity.
- **Spelling**. children will be given set A or B spellings to learn weekly. The children will complete a spelling test on Friday in school.

Optional additional home learning:

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

Mindfulness Activities - www.calm.com

Kids Yoga -

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





Autumn 1 Spelling List

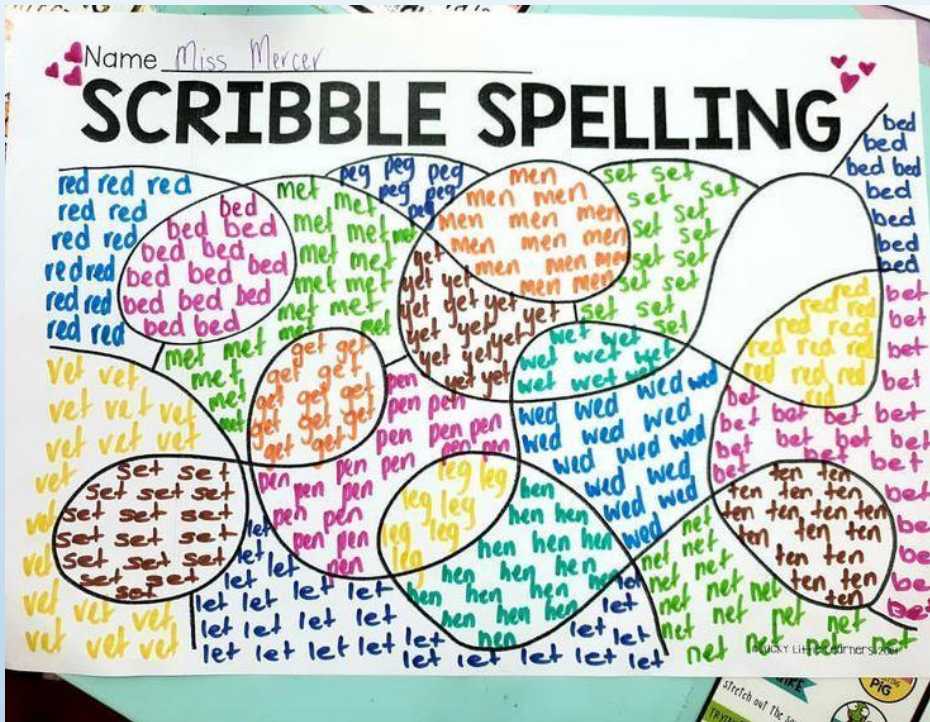
Here are your spellings for Autumn 1. There is an activity to match each list. Every Friday we will have a spelling check in class and you will post your result on Seesaw for your parents and carers to see.

	Week 2 Ambitious Infectious Fictitious Nutritious Repetitious Amphibious Curious Devious Notorious Obvious	Week 3 Delicious Atrocious Conscious Ferocious Gracious Luscious Malicious Precious Spacious Suspicious	Week 4 Official Special Artificial Crucial Judicial Beneficial Facial Glacial Especially Multiracial
Week 5 Potential Essential Substantial Influential Residential Confidential Celestial Preferential Torrential Circumstantial	Week 6 Financial Commercial Provincial Initial Spatial Palatial Controversial Initially Controversially Financially	Week 7 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.**

Spelling Strategies to Try at Home...



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 red .
	Write your word with orange .
	Write your word with yellow .
	Write your word with green .
	Write your word with blue .
	Write your word with purple .

<http://gracehopperlearning.blogspot.com>

Other ideas:

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

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

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

Step 3

Setting limits on behaviour (if needed)

What could you do? Listen to their suggestions.

List what might happen for each solution.

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

Step 4

Problem-solve with the child

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 Pin

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 uniform...



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.

Any Questions?

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!

