

Welcome to Year 5 Aderin-Pocock Class

Our class is named after the scientist Dr Maggie Aderin-Pocock who is a current space scientist, author and TV personality



Who's Who

Teacher:
Mr Scurr



Teaching assistant:
Mrs Menzies



Key times

Doors open at 8:35am until 8:55am

Your child will enter through the outside door of their classroom. It is useful to arrive in good time where possible as we have learning activities to complete before the register.

KS2 break is at 10:35am

If your child brings their own snack please make sure it is a piece of fruit or vegetable only.

KS2 lunch is at 12:15pm

Children may order a school dinner or bring a packed lunch from home if they prefer.

School ends at 3:00pm - gates open at 2:55pm

If your child walks home or to the gate at the bottom they will be released to meet you. Other parents may wait at the top of the drive to meet their children. Please make sure you have given written consent to the office for permission to walk home

A range of clubs run from 3:00 - 4:00pm

These are allocated each half-term - keep an eye out for the booking letter 😊

Developing independent learning skills

- ▶ Year 5 is an important year for developing independent learning skills and ensuring all children are ready for the challenges of Year 6 and secondary school.
- ▶ Throughout the year you will notice this and should encourage it; help your child to learn to organise their time and belongings, and take responsibility for their own learning.
- ▶ Responsible for their own equipment and messages
- ▶ Increase in self and peer marking (WWW and EBI)
- ▶ A wider range of leadership, group work and independent opportunities where possible - research tasks.
- ▶ Classroom monitor jobs
- ▶ Change in seating plan fortnightly and table of the day - resilience
- ▶ Have a hand in creating and sticking to our class charter.
- ▶ Presentation in books.
- ▶ Brain, board, book, buddy, boss



Reading

- ▶ We will continue to develop reading enjoyment, stamina and fluency during year 5. The children will tackle longer and more complex texts in class and in their home reading.
- ▶ The focus of reading lessons will begin to shift towards more in-depth written responses, and children will develop their skills to explain answers in detail, using evidence from different places in the text to support their answers.
- ▶ They will also focus on how authors have used language and grammatical structures for effect, explaining why particular choices may have been made.
- ▶ We will begin to compare authorial voice across a range of texts by the same author, contrasted with different styles of writing by other novelists.
- ▶ Reading for comprehension will focus on information retrieval, inference and point to point technique.

Underline **one** word in the quotation below that suggests that Vladik's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

Look at the paragraph beginning: *I was suddenly...*

What suggests that the lady had seen Penelope?

Think about the whole text.

How is a mysterious atmosphere created?

Give **two** ways, using evidence from the text to support your answer.

1.

2.

Writing

- ▶ In Year 5 we will continue to build on the work from the previous year around technical accuracy and composition for effect.
- ▶ The children will explore different purposes for writing and the grammatical structures and languages best suited to these. They will be asked to write at more length, and with more control over the order of content and paragraph structure of their work.
- ▶ They will also learn to use a wider range of sentence structures and punctuation to achieve different effects.
- ▶ We will expect the children to check their own work for spelling, punctuation and sentence structure automatically, and begin to edit for effect more independently.

Tap, tap, tap went the portal stick, and again an unusual but incredible, swirling hole appeared. Right in front of his eyes. Should I risk my life by going to another dimension he thought to his self? But by the time he had decided what to do, he had already been sucked up by the force of the stick. "This dimension is amazing," he said as something like a bird swooped over his head. Meanwhile, at the other about a mile away, a fearless, evil, monster-like giant scurried over to his secret base. Sureptiously, he typed in the code and the lasers dissappeared, letting the giant collect his gold. Suddenly, a hologram appeared of the elderly man saying, remember the top of the portal stick will create time. Tap Jack couldn't resist, so he immediately quickly tapped the magnificent stick onto what looked like grass but an unusual colour for it. Boom!

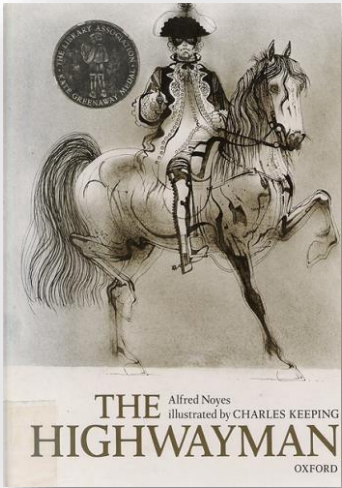
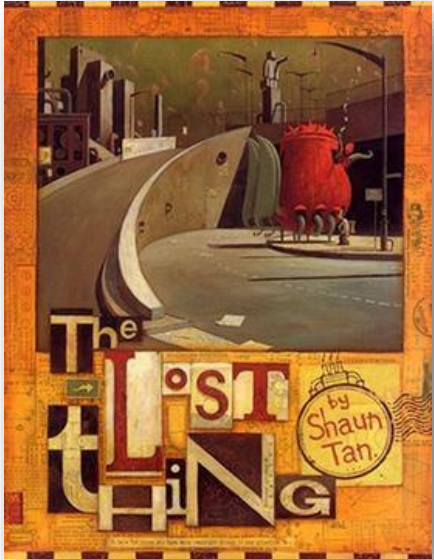
Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Umm...oh," she cried, "I always tried to forget about that!" Her mother, now whimpering, placed it gently in Anabeth's cold peach hands.

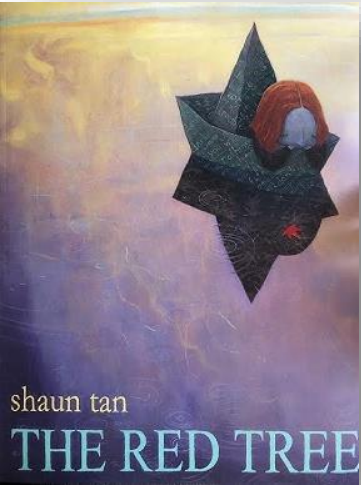
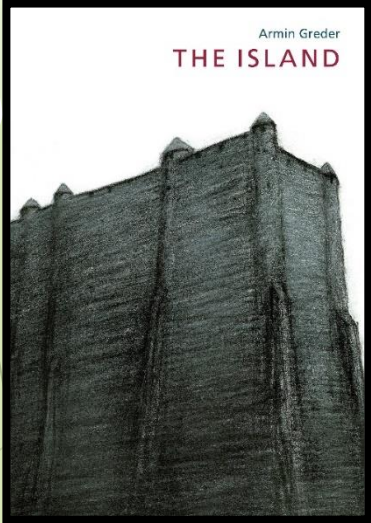
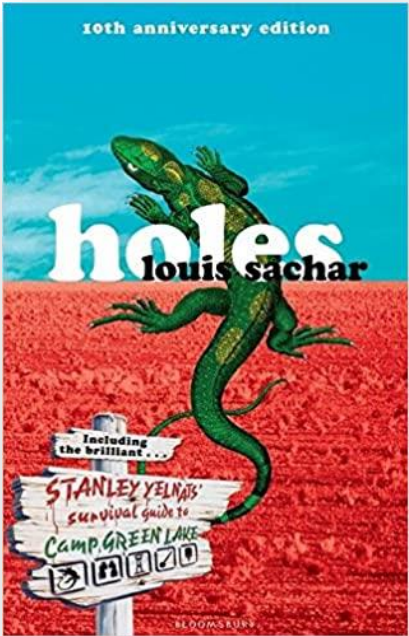
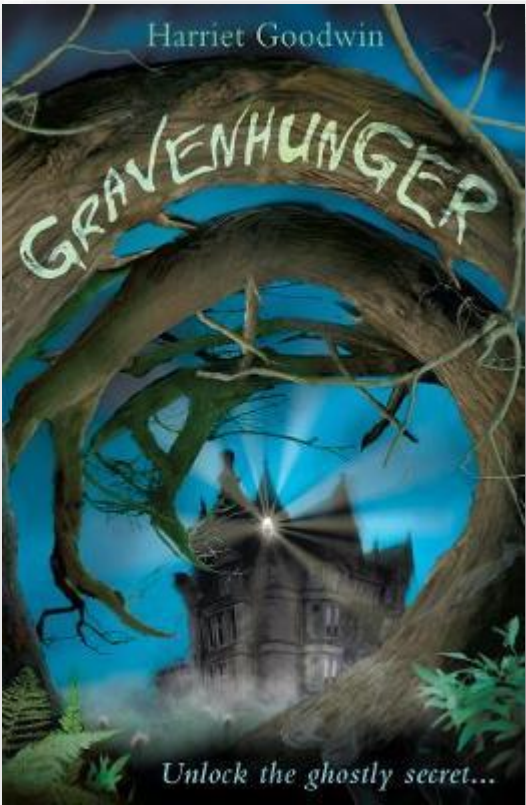
"It's ok," she said sighing, "you don't have to open it." Ana's mother stroked her daughter on the back.

"No," Ana murmured, while letting her tears fall like raindrops. "I'll open it."

These are a few of the books we may be using to inspire our writing this year



Pandora Discovered (film)



Maths

$$6.48 + 8.6 =$$

$$7,306 - 1,847 =$$

				6	0	7	
×				8	3		

- ▶ In Year 5 we will build on children's understanding to work with numbers up to 100,000 and beyond.
- ▶ We will secure efficient methods for addition, subtraction, multiplication and division, considering when each method is the most suitable.
- ▶ The main focus of the year will be to develop understanding in fractions and decimals to be able to confidently convert and calculate with and between them and also begin to calculate percentages.
- ▶ The class will also deepen their learning in measurement and geometry to include further work on converting units of measurement and calculating angles.

$$\frac{3}{10} = \frac{\boxed{}}{20}$$

$$\frac{12}{15} = \frac{4}{\boxed{}}$$

Write the missing number to make this **addition** correct.

$$400,000 + \boxed{} + 70 = 430,070$$

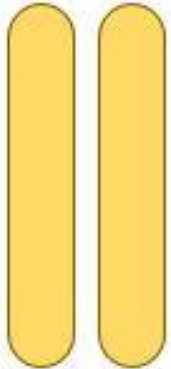
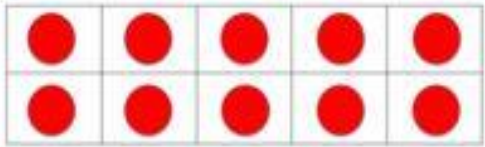
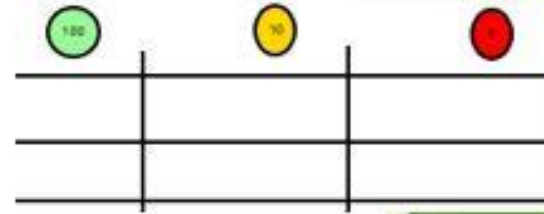
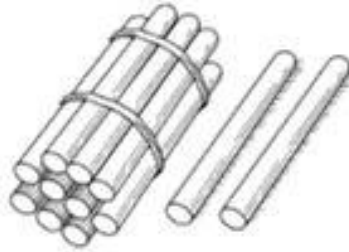
This sign shows the number of **empty spaces** on each level of a car park at 10 am.

P	Empty Spaces
Level 2	511
Level 1	268

In this car park, **each** level has 800 spaces.

What is the total number of cars **parked** in the car park at 10 am?

A range of resources



We will continue to use a wide range of practical resources to support our work in Maths throughout the year.

This helps children to create a strong visual image of what the maths they are doing represents.

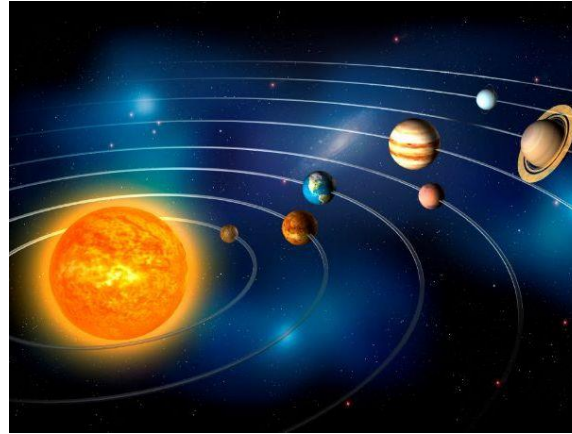
The children will also be exposed to pictorial and abstract means of solving problems too.

Wider curriculum

- We have lots of interesting topics in store this year. Our learning will include:



Ancient Egypt



Earth and Space



Crime and Punishment

- Year 5 will be taught Science, History, Geography, Music, Computing, PSHE, RE, Art, DT, French and PE each week.

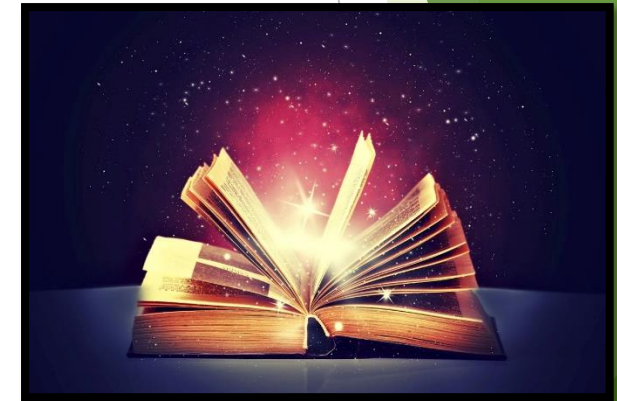
Homework

- In Year 5 we encourage the children to take responsibility for their own homework, building good routines in preparation for Year 6 and secondary school.

The expectations are:

- Daily reading
(aim for fifteen minutes a day, or a chapter of your book)
- Weekly spelling practice
(via our new app Spelling Shed - at least 3 games a week)
- Maths facts practice
(via Times Table Rockstars - 10 minutes a day)

During the year, Maths homework will adjust to include specific work linked to class learning instead of times table practice



Assessment

- ▶ We assess the children throughout the year taking into account their work in books, their contributions in class and their results in any formal assessment tests.
- ▶ There are two formal parents' evenings in the Autumn and Spring terms; these are an opportunity to discuss progress, successes, areas for development and strategies moving forward alongside any pastoral areas. Your child's individual targets will also be shared with you at these meetings.
- ▶ There is an additional open evening for parents in the Summer term to visit your child's current class teacher and meet the new teacher for the coming year.
- ▶ Formal reports are produced during the Summer term and will give an overview of your child's attainment in all subjects, a personal comment from the teacher and Headteacher, and targets for the year ahead.



I can't do it
...YET!

Communication

- ▶ Please contact me first with any questions or worries.
- ▶ For short questions / messages:
 - catch us at drop-off or pick-up times,
 - use the class email address year5@woottonpri.iow.sch.uk (8:30 - 4:00),
 - pop a note into the reading diary for any non-urgent queries.
- ▶ For longer conversations:
 - please arrange with the class teacher to meet after school or talk on the phone.
- ▶ Our weekly **newsletter** includes an update from each teacher on what the children have been learning alongside important messages from the Headteacher.
- ▶ The **school facebook page** also celebrates learning each week and often includes photographs of the children enjoying their lessons and educational visits.
- ▶ Please keep the office updated with your contact details so you don't miss any important messages 😊



The background features abstract, overlapping green geometric shapes in various shades, creating a modern and dynamic feel. The shapes are primarily triangular and polygonal, with some areas appearing more translucent than others.

We are looking forward to a great year!

Please feel free to ask any questions now

Thank you