



Year 5 Parent & Carer Meeting

8th September 2023



Aletheia
Academies Trust

Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence



Year 5 Team



Miss Edwards
Gharials class
teacher, Monday
and Tuesday.



Mrs Nicholls
Gharials class
teacher,
Wednesday-Friday.



Mrs Reid
Orangutans class
teacher.



Mrs Hancock
Year 5 teaching
assistant.



Miss Cunningham
PPA cover –
Orangutans Fri PM.



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Our Daily Timetable

	8:50-9:00	9:00-9:15	9:15-09:40	09:40-09:50	09:50-10:50	10:50-11:05	11:05-12:05	12:05-12:15	12:15-1:15	1:15-1:30	1:30 -2:15	2:15-3:00	3:00-3:20
MON DAY	EMW and Registration	Assembly	<u>SPaG</u>	English	Guided reading	Break	<u>Maths</u>	Spelling	Lunch	Reading for pleasure	Geography / History		Class Story
TUE SDA Y	EMW and Registration	Assembly	<u>SPaG</u>	English	Guided reading	Break	<u>Maths</u>	Spelling	Lunch	Reading for pleasure	<u>PSHE_RE</u>	Indoor PE	Class Story
WED NES DAY	EMW and Registration	Assembly	<u>SPaG</u>	English	Guided reading	Break	<u>Maths</u>	Spelling	Lunch	Reading for pleasure	Outdoor PE	Computing	Class Story
THU RSD AY	EMW and Registration	Assembly	<u>SPaG</u>	English	Guided reading	Break	<u>Maths</u>	Spelling	Lunch	Science		2.30 Music / MFL	Class Story
FRID AY	EMW and Registration	Celebration assembly		English	Guided reading	Break	<u>Maths</u> (arithmetic practice)	Spelling test	Lunch	Reading for pleasure	Art / DT	GOLDEN TIME 2.30-3.00	Class Story

Tuesday and Wednesday afternoons are opposite for Gharials.



Golden Rules

Here are the golden rules which we expect all children to follow at all times while at school. When displaying the golden rules, children will have the opportunity to win dojo points. The child who has the most dojos at the end of the week will be 'Star of the week' and win a small prize. If children are not following the golden rules in class they will be reminded to make the right choices. If the behaviour continues, a consequence may be issued such as missing some of their playtime. If a child is not following the Golden Rules on the playground, they will have 5 minutes time out. Children will continue to have golden time on a Friday afternoon which they will be able to pick. All classes will have a positive recognition board where they will be working collectively towards a goal to win marbles for their class jar.



Our Curriculum

At Halling Primary School, we use Chris Quigley's essentials curriculum and milestones for the basis of our teaching. Your child is in milestone 3. This means over the 2 years, they will learn the same topics but learning about them on a deeper level in the second year. We have based our curriculum design on evidence from cognitive science with the three main principles: learning is most effective with spaced repetition, interleaving helps children to discriminate between topics and aids long-term retention and retrieval of previously learned content is frequent and regular which increases storage and retrieval strength.



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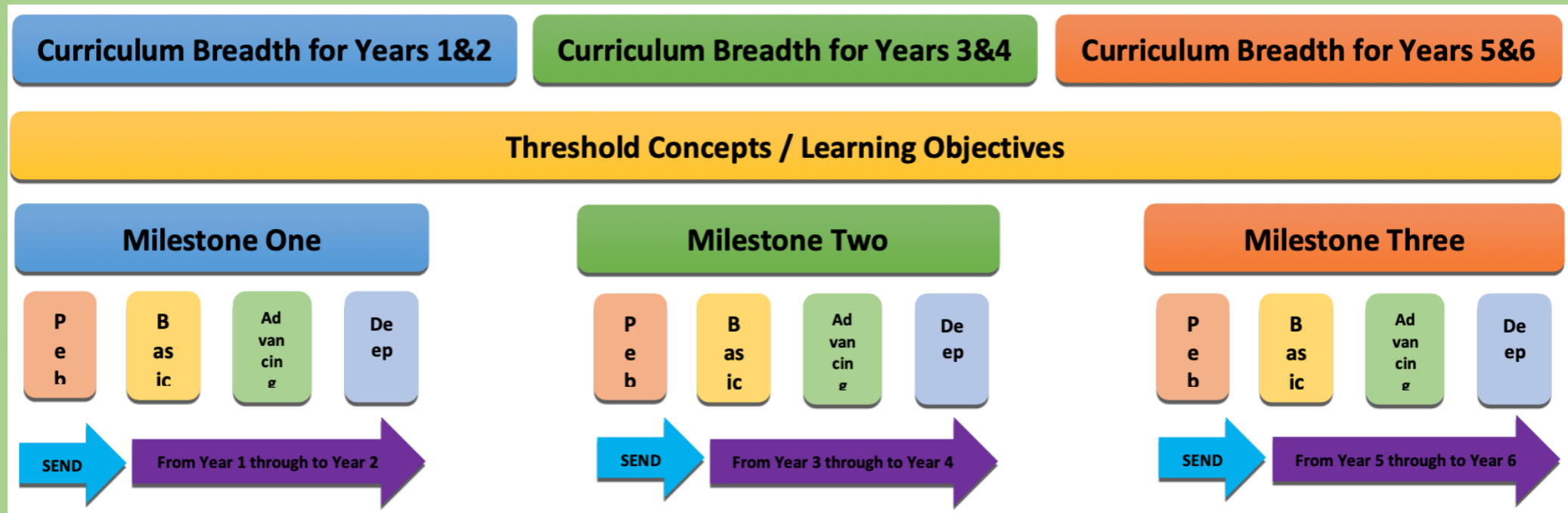
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Our Curriculum Structure

Here is our curriculum design explained through a diagram:





Overviews

Here is what we will be learning in our milestone.

Geography

1	Maps	South America	Biomes
3	North America		
5			
7			
9			
11		Oceans	

History

2	Significant Periods (Year 5-The Maya Year 6-The Aztec)	Significant Periods (The Tudors)	Significant Civilisations (The Second World War)		
4					
6					
8	Significant Periods (The Greeks)				
10					
12					



Science

RE

1	Biology To Investigate Living Things	Biology To understand animals and humans	Physics To Understand the Earth's Movement in Space
2	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. 	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
3			Biology To Understand Plants
4	Chemistry To Investigate Materials	Physics To Investigate Sound and Hearing	<ul style="list-style-type: none"> Relate knowledge of plants to studies of evolution and inheritance. Relate knowledge of plants to studies of all living things. Describe the changes as humans develop to old age.
5	<ul style="list-style-type: none"> Compare and group together everyday materials, based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the properties of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	Biology To Investigate Living Things
6			Biology To Understand Evolution and Inheritance
7		Biology To Understand Evolution and Inheritance	Physics To Understand Movement, Forces and Magnets
8		<ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<ul style="list-style-type: none"> Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Understand that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
9	Physics To Understand Movement, Forces and Magnets	Physics To Understand Electrical Circuits	Physics To Understand Light and Seeing
10	<ul style="list-style-type: none"> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces such as air resistance, water resistance and friction that act between moving surfaces. 	<ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
11		Physics To Understand the Earth's Movement in Space	
12		<ul style="list-style-type: none"> Describe the movement of the Earth relative to the Sun in the solar system. 	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Judaism What symbols and stories help Jewish people remember their covenant with God?	Christianity Why is the gospel such good news for Christians?	Islam What does the Qur'an reveal to Muslims about Allah and his guidance?	Hinduism What spiritual pathways to moksha are written about in <u>Hindhu</u> scriptures?	Buddhism How did Buddha teach his followers to find enlightenment?	Christianity Should believing in the resurrection change how <u>Christians</u> view life and death?



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PSHE

Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
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In term 6, we cover the RSE curriculum, suitable for their age.

A letter is normally sent to parents and carers during term 5, highlighting that the lessons are upcoming and providing an overview of what is covered.



Trips

We will be organising trips in the year for your child/ren to enjoy their learning in a different environment. We will inform you of any trips by letter, watch this space!

- **Sleepover at Chatham Dockyard.**
- **STEAM day at a local secondary school.**



Maths

For maths, we will base our teaching from White Rose. This is the overview of what your child will be learning throughout the year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW		Number Fractions A VIEW					
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW			
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW		Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW		





Maths

Here is the method we use to teach the 4 operations. If you would like us to go through this in more detail to help your child at home, please ask.

		7	4	3	5		
+	2	4	5	6			

		3	4	5	2	0	g
-				6	7	9	g

			2	3			
×		1	4				

(23 × 4)
(23 × 10)

	4	5	2	9	6		

Times tables knowledge is crucial throughout all the topics we cover in year 5!
Please encourage TTRS use as much as possible!



English

Non-negotiables in English include using basic punctuation such as full stops and capital letters and neat handwriting (cursive when possible). When completing homework or encouraging writing at home, please support the school with ensuring your child is using the basics within their writing. If you would like to know any English terminology, please ask a member of the Year 5 team.

Reading impacts your child's knowledge and understanding of the world around them and makes them better writers. The more genres of books they are exposed to, the better. Please encourage your children to read as much as they can at home – comics and graphic novels are just as important as chapter books, but a mix is best!

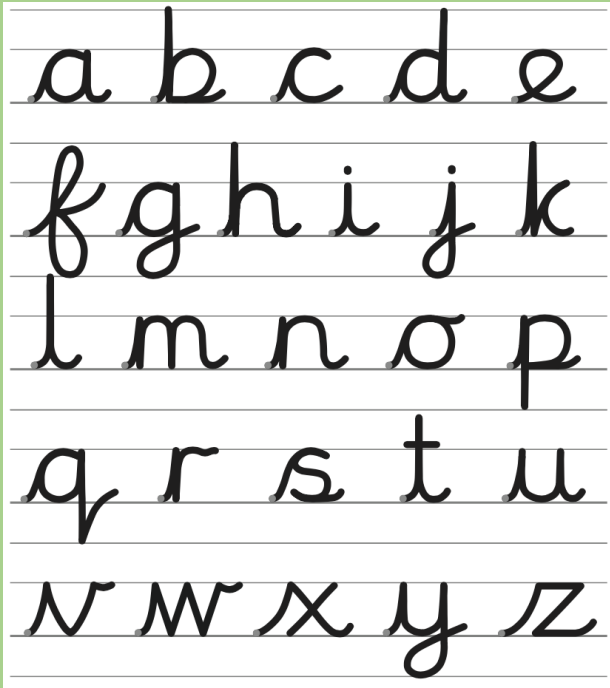


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Handwriting

We use Letter-join to teach the children's cursive handwriting. Here is what our alphabet looks like and log-in you can use at home.



Desktop log-in

Username: wk1432

Password: home

Tablet log-in

Username: wk1432

Swipecode:



Homework

Children will receive homework every Friday. This will consist of a list of spellings for the children to practise and some space for the children to apply their spellings into a sentence.

Maths homework will be based around arithmetic and the 4 operations (+ - x ÷).

Homework will need to be returned by Wednesday to allow time for it to be marked.

Homework club will be offered one lunchtime for any children who would like to go over their homework with a teacher in school. Children will be tested on previously taught spellings on Friday. In addition to this, you could use SpellingShed or TTRS/Numbots for some extra practise. Your child/ren's log-in should be in their contact book.



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Reading/Contact Books

In Year 5, your child will be a free reader. They are welcome to borrow books from the class library or read books from home. We encourage parents to ask questions about what they have read. This allows the child to understand the book and answer comprehension questions. The reading for pleasure book could be a chance for your child to enjoy reading or being read to. Please use the child's contact book to record when your child/ren have read. We expect children to read or be read to everyday.

We will be checking the children's contact books daily. We may use it to deliver messages so please check it as well and update it with any messages you have for us.



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Remote Learning

During the pandemic, we used SeeSaw as our online platform for remote learning. Moving forward, we have decided that we will now use Google Classroom in line with other schools within our trust. We will no longer use SeeSaw or have access to it. More information around Google Classroom and how to access it if remote learning is ever needed, will follow shortly.

For any contact with your child's class teacher, please use their contact book or speak to the adult on the gate. If you would like to share photos, you can send them to the office email where they will be forwarded to the class teacher.



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Uniform

Please ensure all your child/ren's uniform is labelled in case it goes missing. There is a lost property in the main office if you are missing a piece of uniform.

Item	Optional or Required	How to Acquire
EYFS (Year R) and KS1 (Year 1 and Year 2) Uniform:		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	<ul style="list-style-type: none"> Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
White polo shirt with optional school logo (EYFS and KS1)	Required	<ul style="list-style-type: none"> Branded polo shirt available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Grey school trousers school shorts, school skirt or pinafore dress	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green and white check gingham dress (Summer)	Optional	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey)	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain black school shoes	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green school reversible fleece/jacket with optional school logo	Optional	<ul style="list-style-type: none"> Branded fleece/jacket available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from most regular retailers

KS2 Uniform (Years 3 to 6):		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	<ul style="list-style-type: none"> Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain white shirt with collar (KS2)	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
School Tie (KS2)	Required	<ul style="list-style-type: none"> Available from the School Office
Grey school trousers school shorts, school skirt or pinafore dress	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green and white check gingham dress (Summer)	Optional	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey)	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain black school shoes	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green school reversible fleece/jacket with optional school logo	Optional	<ul style="list-style-type: none"> Branded fleece/jacket available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from most regular retailers



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PE

Your child/ren will have indoor PE on Tuesday and outdoor PE on Wednesday. Please send your child/ren into school in their PE kit. All PE kit should also be named. If your child/ren have their ears pierced, please ensure these are removed on PE days. If your child/ren has earrings in, they will not be able to join in with PE.

PE & Sports Kit (Years R to 6):		
Plain white or coloured PE crew neck/polo style t-shirt. Houses as follows: Lambard (Red) Gundulph (Green) Harris (Yellow) Scholey (Blue)	White is Required	<ul style="list-style-type: none">• Branded crew/polo neck t-shirt available from school supplier (School Trends)• Second hand via PTA (Uniformly)• Can also be bought from most regular retailers
Plain black shorts	Required	<ul style="list-style-type: none">• Available from school supplier (School Trends)• Second hand via PTA (Uniformly)• Can also be bought from all regular retailers
White or black sports socks	Required	<ul style="list-style-type: none">• Second hand via PTA (Uniformly)• Can also be bought from all regular retailers
Plain black plimsolls/trainers	Required	<ul style="list-style-type: none">• Second hand via PTA (Uniformly)• Can also be bought from all regular retailers
Plain grey or black tracksuit (Outdoor PE)	Required	<ul style="list-style-type: none">• Second hand via PTA (Uniformly)• Can also be bought from all regular retailers



EYFS/KS1 and KS2 Snacks

**Children in EYFS and KS1 have access to a free fruit snack every day.
Children in KS2 will have the opportunity to buy a piece of fruit each playtime for 30p.
Please send you child in with the correct change to buy their snack for breaktime.**





Clubs

You child/ren will have the opportunity to participate in many different lunchtime and afterschool clubs. Please keep an eye out for letters around information clubs which will be offered this term.

Sign up is now done via Arbor and is on a first come, first served basis.





Arbor

We will continue to use Arbor for your point of contact with school in regards to booking and getting permissions. We will be asking the children what they want for their hot dinners with their morning register.



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It's good to talk

During the school day, children have many opportunities to talk to adults if and when they need to. When talking may not be possible, we have two in-class initiatives that are followed across the school: 'Bubble Time' and 'Think Boxes'. For Bubble Time, your child can move their peg onto the 'talk bubble' to indicate that they would like to speak with an adult regarding an incident or problem. Similarly, the Think Box is for children to share their thoughts or ask a question by writing it down and posting it into the box.

All children should be aware that any adult that is seen with a rainbow lanyard is a safe and approachable adult, equipped to deal with any concerns they have.



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Year 5 Information

- Secondary school information will start to filter through to you (open days, etc) over the course of the year, ready for applications at the start of the 24/25 school year.
- The 11+ is a personal choice between you and your child. It is not obligatory for your child to sit it.
- Applications for the 11+, which will be sat in September '24, will be open throughout June '24.

