

Welcome to Year 5's

Information Evening

Year 5:

Class teachers:

Mrs Collins - Miss Mongiovi - Cedar Class

Mr Belgrove - Hazel Class

Miss Jones - Ash Class

Support Staff:

Miss Martin

Mrs Sammut

Miss Smith

Mrs Zavackyte

Mrs Beard

Reminders

Swimming - Summer term

PE days - children come to school in PE kit

Wednesday (indoor)

Thursday (outdoor)

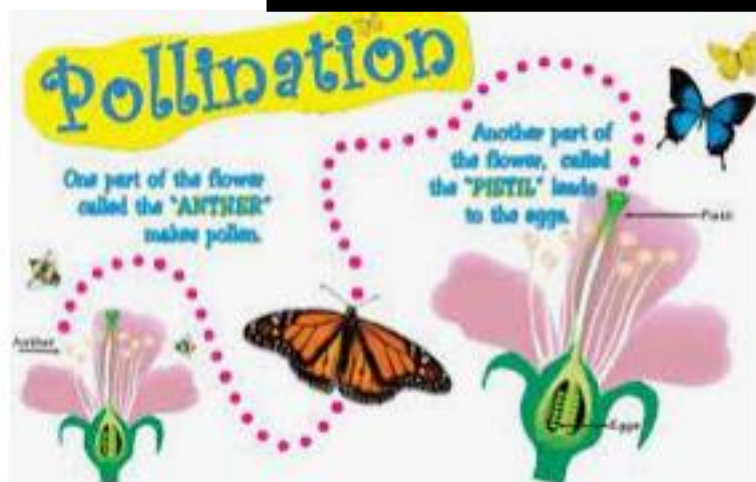
What our day looks like

	9.00-10:00	10.00 - 10.30	10:30 - 10:45		11.00- 12:00	12.00:12:45		1:35 - 2.50	2:40-3:00
Mon	Pre spelling test	English	WCR	Break 10.45-11.00	Maths (Vicky)	Science (Teresa AFL from 12:00)	Lunch 12.45-1:35	Science continued (ECT mentor time fortnightly 2:00 - 3:00 Teresa)	CAOW
Tues	Writing (Claire)		WCR		Maths	History (12:00 - 12:45) (Teresa AFL from 12:00)		History continued	CAOW
Weds	PPA Until 11.10				PPA until 11.10 Times Tables	Long Math or Writing 11.15 - 12.15 Short Math or Writing		PE Outdoor	CAOW
Thurs	Writing	PE Indoor			Maths (11:00 - 12:00)	RE (Teresa AFL from 12:00)		RHE Booster Maths booster - Conrad, Jessica, Kyan, Billy, Albery, Macy, Pixie (SEN)	CAOW
Fri	Spelling Test	Writing (Teresa)	WCR		Maths	WCR Pre teach for following week (Teresa AFL from 12:00)		Art	CAOW

Y5 Curriculum



Autumn Term





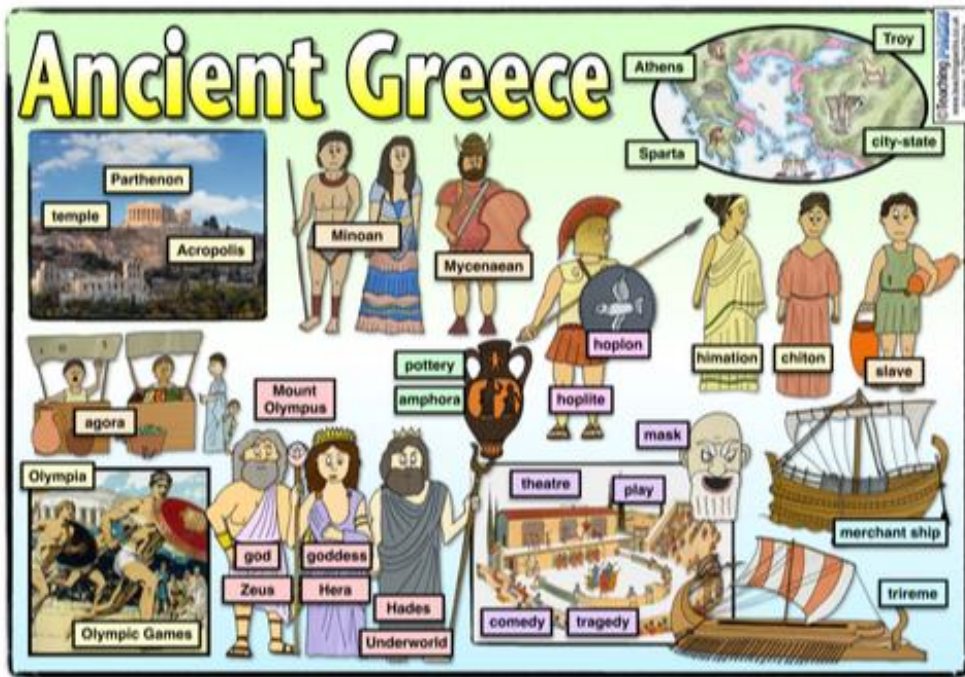
Spring Term

Materials and Their Properties





Summer Term



Reading at Holy Trinity in 2024



Reading at Holy Trinity

Reading at Holy Trinity is possibly the most important part of our learning.

Without fluency in reading, accessing the rest of the curriculum becomes difficult.

For homework, we expect children to read for a minimum of 20 minutes each evening. They are doing lots of reading in school but this extra 20 minutes is vital. It is a chance for them to read for pleasure and to choose their own reading material.

At Holy Trinity, we explore reading in lots of different ways.

In **Whole Class Reading**, we read a variety of books across the year.

The children explore these books, learning new vocabulary and using them to inspire their writing.



During the week, the children will work on a variety of tasks designed to deepen their understanding and comprehension of the book, including expanding their general knowledge, their vocabulary and their inference and analytical skills.

The towerblocks are falling and his will be next...

The book cover for 'Boy in the Tower' has a yellow background. It features a stylized illustration of a boy standing on a pile of blue and grey blocks that resemble falling tower blocks. The title 'BOY IN THE TOWER' is written in large, bold, blue letters. The author's name 'POLLY HO-YEN' is at the bottom. There are small black birds flying around the title.

Teachers also highlight and promote a wide range of books from class book boxes and explore other texts in writing lessons.

During the week, we will work through the following sessions.

FOUR PART METHOD

Pre-teach vocabulary and general knowledge

Looking at unfamiliar vocabulary or background knowledge the children will need to help them understand the next part of the story.

Just Read

Reading the next part of the story and enjoying it!

Close Reading

Focussing on a specific chapter or extract we have read and discussing the children's understanding.

Comprehension

Completing an activity - often written - to demonstrate the children's comprehension of the story so far.

This work will be recorded in a Reading Journal.

We will continue to complete formal 'reading comprehension' to prepare children for the rigours of tests.

Reading Homework

Everyone in the school is expected to read **every evening** as part of their homework.

You should read for a **minimum** of **20 minutes**.

After reading, they should write **one or two sentences** in their reading diary about what they have read.

This will help them answer the questions in the quiz they will complete when you finish reading the book.

Here are some examples of what they might write in their reading diary.

Week beginning: 11th September 2023

Reading

Monday

Krindlekrax, Chapter 1: We met Ruskin who is skinny with frizzy red hair. He lives on Lizard Street and wants to be in his school play.

Tuesday

Krindlekrax, Chapter 2: Ruskin's mum and dad were introduced - Wendy and Winston. They both look a lot like Ruskin. A football smashed through their window.

Wednesday

Krindlekrax, Chapter 3:

Thursday

Friday

Home
signature

School

If your book doesn't have chapters or the chapters are too long to read in one go, just record the number of pages you read or just the title if you read the whole book!

Week beginning: 11th September 2023

Reading

Monday

Princess Smartypants: Princess Smartypants does whatever she can to avoid marrying a Prince. The story involves a lot of big monsters and impossible tasks for the Princes to complete.

Tuesday

The Enormous Crocodile, pages 9 - 15: A crocodile living in Africa wants to eat a nice juicy little child. He talks to some other crocodiles and a hippopotamus.

Wednesday

The Enormous Crocodile, pages 15-25...

Thursday

Friday

Home
signature

School

There is a section for vocabulary at the bottom of the two pages for each week.

Use this to write down any words you come across in their reading book that interests them or you think they could use in their writing in class.



A photograph of a 'Vocabulary' section from a notebook. The section is a rounded rectangular box divided into a grid. The title 'Vocabulary' is centered at the top. The grid has four columns and three rows. The words are arranged as follows:

Vocabulary			
interrupt	rehearse	frizzy	
interfere	appear		

Reading diaries will be checked once a week on Friday and we expect to see things written in it.

This is proof they are doing their reading homework 5 times a week at least

If you have any messages for me, make sure your child knows to give it to me in the morning when I ask for letters or messages.

Renaissance Reading

We are continuing to use the online platform called Renaissance Reading to better help us address the individual reading needs of each child.

This platform helps us to assess each child's reading ability, provides guidance for their choice of books and allows us to track how well they are understanding what they are reading.

We used to, every half term, get the children to complete an online reading assessment (called Star Reader).

This then gave them a numerical range of decimal numbers based on their ability example 3.3-4.5.

Most of the books in school have been labelled according to their difficulty 'level' - which is a single decimal number such as 3.2 or 6.7.

Children will choose a book that falls within their range from the class or year group book area.

Ideally, children should not be taking more than 3 weeks to read a book. When they have finished reading the book, your child will need to complete an online quiz about its content. Initially, this will be completed in school, but eventually they will be able to complete these quizzes at home using their chromebooks. Ideally, the quiz should be completed with 24 hours of finishing the book.

These quizzes will support teachers in assessing how well your child is understanding what they are reading and allow us to put interventions in where needed to boost the progress of your child.

What about books from home?

We would love children to continue to bring books from home or the local library. We can easily check the ZPD for each book to check it is within their range.

If it isn't, but a child really wants to read it, we are open to that discussion on the understanding that child's next book is within their range.

Please encourage your children to try a range of different authors. Don't be tempted by Tesco's book aisle which is predominantly David Walliams, Diary of a Wimpy Kid and Harry Potter!

<https://www.lovereadings4kids.co.uk/genre/9/featured-books-for-9-readers>

Homework

Aims

- > Homework will enable parents/carers, children and the school to work in partnership.
- > Learning will be consolidated and extended.
- > Standards will be raised.
- > Pupils will make progress towards independence and individual responsibility, preparing them for secondary transfer.
- > Parents will become more knowledgeable about the school curriculum.
- > Parents will have a clear understanding of age appropriate learning expectations and of their children's progress.

Homework Expectations

Maths 30 minutes a week

Spelling 30 minutes a week

Foundation 30 minutes every other week

Reading for pleasure 20 - 35 minutes a day

Spelling homework example

molar molar molar molar molar
canine canine canine canine canine
incisor incisor incisor incisor incisor
intestine intestine intestine intestine intestine
consumer consumer consumer consumer consumer
producer producer producer producer producer
oesophagus oesophagus oesophagus oesophagus oesophagus
enzyme enzyme enzyme enzyme enzyme
saliva saliva saliva saliva saliva
primary primary primary primary primary
secondary secondary secondary secondary secondary
tertiary tertiary tertiary tertiary tertiary
teeth teeth teeth teeth teeth
human human human human human
digestion digestion digestion digestion digestion
stomach stomach stomach stomach stomach
prey prey prey prey prey
predator predator predator predator predator

✓/a

In science, we have been learning about the human digestion and what goes on inside of us. It all starts from the mouth and you have your salivary glands that produces saliva. After that, we also have our teeth to help us chew bite and rip whatever you eat! Next, comes a long tube called an oesophagus that's where your food goes down to your stomach, breaks it down and passes it to the small intestine.

✓/a



Given out on Monday

Due in Friday

Homework (set on a Friday due in on Friday)

Maths

Task 1 - Times Table look, cover, write and check

Task 2 -Assignment set on doodle (red circle) If children do not have access to a technology at home, there are printed sheets they need to complete instead.

Task 3 - Select a strand of the poster to show deeper understanding ****optional****

Maths Homework:

- 1) Times tables
- 2) Doodle Maths linked to classwork

The Learning objective is to recall the first six multiplication facts for the ten times table.

Activity 1 - Count in steps of 10 from 0 – 60 using the number line to help you.

- Count forwards from 0-60 in steps of 10
- Count backwards from 60-0 in steps of 10
- Once you feel confident, try to improve your speed

Follow the yellow brick road to being successful with your times tables and division facts

Step 1: Count in steps of the chosen multiple. Try to increase the speed and confidence at which you can count. A number line might help you with this.

Step 2: Link the counting to the times table and recall the times table facts in order. For example: $1 \times 3 = 3$, $2 \times 3 = 6$

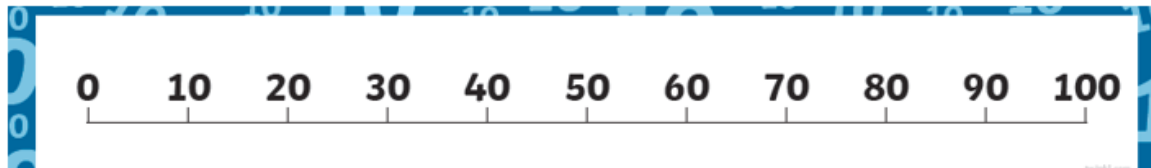
Step 3: Recall the times tables out of order. For example: $4 \times 3 = 12$, $2 \times 3 = 6$

Step 4: Given the product (answer) recall the times table calculation for example $12 = 4 \times 3$

Step 5: Recall the division facts in order. For example: 3 divided by 3 = 1 and 6 divided by 3 = 2

Step 6: Recall the division facts out of order. For example: $12 / 4 = 3$, 9 divided by 3 = 3

Step 7: Given the product (answer) recall the division calculation for example $4 = 12 / 3$



Activity 2 - Practise the first six multiplication facts for the ten times table using the **Look Read Cover Write Check** method. When saying the sentence use the phrases 'lots of' or 'multiplied by'.

Example: 1 lot of 10 is 10 or 1 multiplied by 10 is 10.

Look, Say, Cover, Write, and Check!						
Example						
	look	say	cover	write	check	correction
$1 \times 2 = 2$						
$2 \times 2 = 4$						
$3 \times 2 = 6$						
$4 \times 2 = 8$						

You will then complete this part of your homework in class every Wednesday.

Times Tables Known Facts	Missing Number Facts	Related facts
$5 \times 10 = \underline{\hspace{2cm}}$	$40 = \underline{\hspace{2cm}} \times 10$	$50 \times 10 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} = 2 \times 10$	$\underline{\hspace{2cm}} \times 10 = 10$	$10 \times 10 = \underline{\hspace{2cm}}$
$3 \times 10 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times 10 = 60$	$400 \times 10 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} = 4 \times 10$	$50 = \underline{\hspace{2cm}} \times 10$	$20 \times 10 = \underline{\hspace{2cm}}$
$1 \times 10 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times 10 = 30$	$\underline{\hspace{2cm}} = 300 \times 10$
$6 \times 10 = \underline{\hspace{2cm}}$	$20 = \underline{\hspace{2cm}} \times 10$	$\underline{\hspace{2cm}} = 6,000 \times 10$



Why have we chosen to use doodle maths?



Personalised learning

Using the latest adaptive technology, DoodleMaths creates every child a unique work programme that targets gaps in their knowledge, revises tricky topics and consolidates what they already know.

Breaks down barriers

By setting work at just the right level and rewarding effort over ability, Doodle empowers children to believe in themselves, encouraging even the least confident and disengaged learners to keep up their hard work.

Maths Homework Task 2

- Keep up to date with their (daily) 5, 6 and 7 a day if they do not get it completed in school.

- Complete their assignment (up to 15 questions) which has been set in line with what they are learning in class.



Maths Homework Task 3

Step 1: Fluency

To be fluent in the mathematical concept that we are learning we need to be able to:

Key Facts	Manipulatives	Drawings	Formal Methods	Variety
$0.01 + 0.09 = 0.1$ $0.1 + 0.9 = 1$ $1 + 9 = 10$ $10 + 90 = 100$ $100 + 900 = 1,000$			$\begin{array}{r} \text{H T O} \\ 725 \\ - 462 \\ \hline 263 \end{array}$	

Once we have mastered fluency for the concept we are learning, we can become greater mathematical thinkers and we can deepen our understanding through reasoning and problem solving:

Step 2: Reasoning

Step 2: Problem Solving

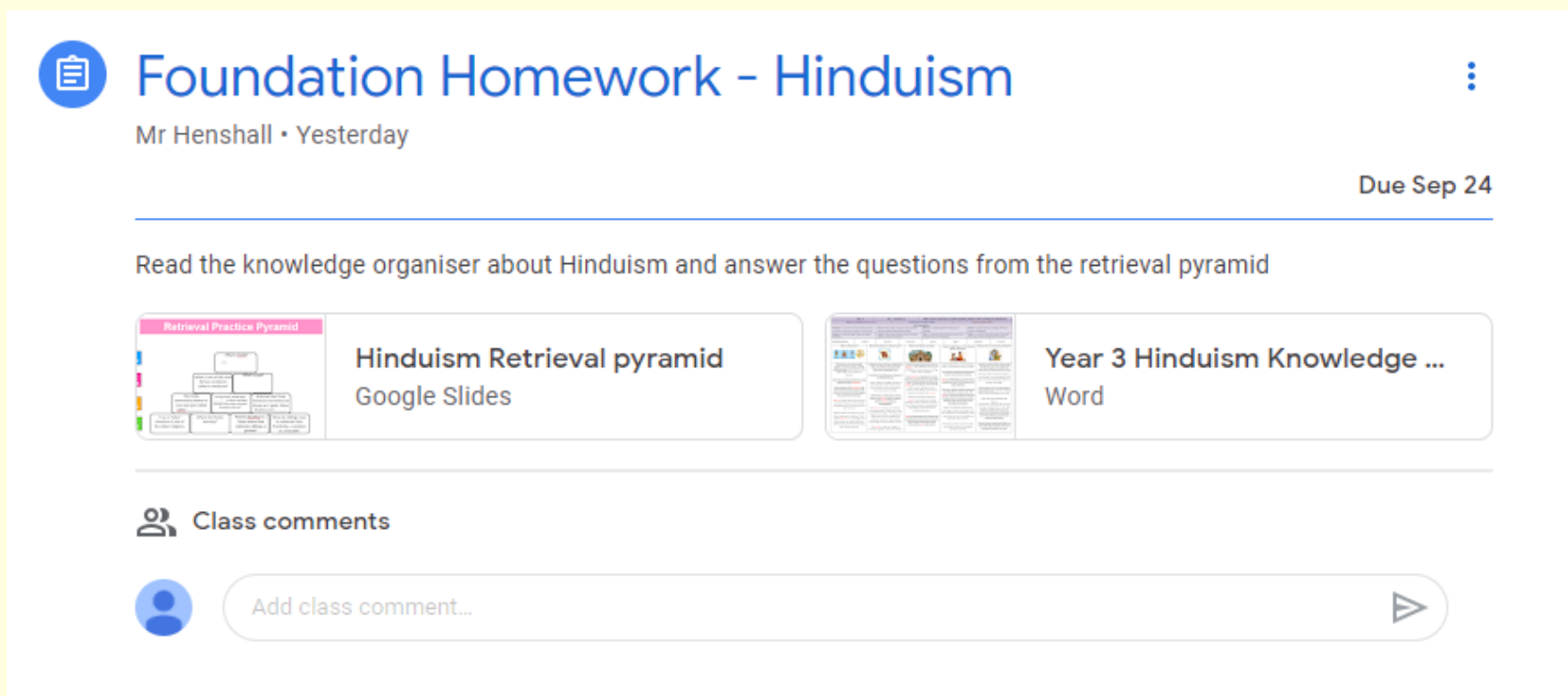
R1	R2	R3	PS1	PS2	PS3	PS4
Describe a mathematical idea in my own words	Represent a concept in a variety of ways	Explain why a question is correct/incorrect	Make up my own examples	Recognise the mathematical concept in different situations	Solve problems that are increasingly tricky	Find a generalisation for the concept

Once we have mastered reasoning and problem for the concept we are learning, we can become greater mathematical thinkers and we can deepen our understanding through the dive deeper poster :

Step 3: Dive Deeper

DDR1	DDR2	DDR3	DDPS1	DDPS2	DDPS3	DDPS4
Explain it	Draw it	Make a mistake	Make up my own examples	Be a link maker	Think it through	Prove the generalisation

Foundation Homework and Kahoots



The screenshot shows a Google Classroom assignment interface. At the top, the title is 'Foundation Homework - Hinduism' with a blue folder icon on the left and a three-dot menu on the right. Below the title, it says 'Mr Henshall • Yesterday' and 'Due Sep 24'. The main instruction reads: 'Read the knowledge organiser about Hinduism and answer the questions from the retrieval pyramid'. Below this, there are two assignment cards. The first card is titled 'Hinduism Retrieval pyramid' and is a Google Slides file, with a thumbnail showing a pyramid diagram. The second card is titled 'Year 3 Hinduism Knowledge ...' and is a Word document, with a thumbnail showing a grid of text. At the bottom, there is a 'Class comments' section with a text input field containing 'Add class comment...' and a submit button with a right-pointing arrow.

Set Friday

Completed every fortnightly

Year 3

R.E Summer 2

What is the Importance of the Symbols, Beliefs and Teachings in Hinduism?

beliefs, teachings and sources

practices and ways of life

forms of expression

Key Vocabulary

Brahman – the one main God Hindus believe in that has 3 functions known as the trimurti.

Shruti - Hindu holy scriptures which contain the four Vedas (ancient Hindu texts).

Mandir - a building where Hindus go to worship.

Murtis – special statues or images of Hindu Gods or Goddesses.

Dharma – to do the right things with good behaviour.

Smirti - Hindu holy scriptures which contain legends, myths and history.

Puja – a routine where Hindus pray to a God and give the murtis offerings.

Rakhi – a colourful bracelet made of threads that shows a duty of protection and love.

Statutory Words

believe

promise

important

special

guide

opposite

occasion

What is Hinduism?



What Holy Books do Hindus have?



Where do Hindus worship?



What is significance of the festival Raksha Bandhan?



What is the real meaning of Diwali?



Hinduism is one of the oldest religions. Some say that it started 4500 years ago and it started in the region that is now known as Pakistan.

The Hindu community believe in one main god called '**Brahman**'.

Hindus believe that **Brahman** (the one God) has three functions and these are shown by the three gods, Shiva, Brahma and Vishnu.

Brahman takes many forms and are sometimes shown as three heads merging into one and are known as the Trimurti.

Hindus believe that there are right and wrong ways to behave. This is called **Dharma**. It is a complex idea that includes the right behaviour, following the moral law and taking ones duties seriously.

Hinduism does not have a single holy book, but several scriptures that they learn knowledge from.

One of the most famous scriptures is the **Bhagavad Gita**.

These support and guide Hindus in their daily life, within their family and in society. They contribute to the ways Hindus worship.

Hindus have 2 main types of Holy Books. The **Shruti** (which is heard) and the **Smirti** (which is remembered).

The **Shruti** is made up of 4 Vedas. The God Brahma, is believed to have created the 4 Vedas. The Vedas are holy books that were passed on orally for centuries. They contain knowledge from the different Gods.

The **Smirti** is split into 4 parts. It contains legends, myths and history.

Hindus can worship at home or in a **Mandir**. Some Mandirs are very tall buildings as Hindus believe it brings them closer to heaven.

Each **Mandir** is dedicated to a God, and there will be statues of the Gods inside. These statues are known as **murtis**. By the statues, there will be a shrine and offerings such as flowers, fruit, water, milk, nuts or sweets are made to the **murtis**.

Incense is burned to make the **Mandir** feel special and during worship, Hindus chant the names of their favourite gods and goddesses, sing songs, or just come to be peaceful and pray.

Puja is a daily routine for Hindus and is carried out at least once every day. Most Hindu homes have a holy shrine where **puja** takes place.

Raksha Bandhan is a Hindu festival which is sometimes known as Rakhi.

The festival celebrates brotherhood and the love between siblings.

Rakhi is celebrated on the full moon during the month of Shraavan in the lunar calendar.

The word 'raksha' means protection and 'bandhan' means to tie. The **rakhi** is a bracelet made of coloured threads, often red and gold, woven together with stones and jewels threaded in between.

There is a ceremony where they exchange bracelets, say prayers for their happiness and wellbeing, make a tilak mark on their foreheads and feed each other sweets.

The sister prepares the aarti plate with objects which have special symbolic meaning.

Diwali is another Hindu festival and during this time, the traditional Hindu story of Rama and Sita is told.

The story tells of a famous warrior, Prince Rama, and his beautiful wife, Sita, who were banished from their home by the King.

Living nearby was a terrible demon king called **Ravana**. He has 10 heads and is feared throughout the land.

When Sita was kidnapped by **Ravana**, Prince Rama, with the help of many animals, searched for his wife. He fought a mighty battle and the whole world rejoiced when Rama eventually killed the evil **Ravana**, using a magic arrow.

During **Diwali**, people light lights to show that light triumphs over dark and good triumphs over evil.



Retrieval Practice Pyramid

4
Points

What is murtis?
A murti

3
Points

What is one of the most famous scriptures called in Hinduism?

What is puja?

2
Points

The Hindu community believe in one main god called called _____.

During Diwali, people light _____ to show that light triumphs over dark and good triumphs over evil.

Brahman has three functions and these are shown as 3 gods, Shiva, Brahma and _____.

1
Point

True or False? Hinduism is one of the oldest religions.

Where do Hindus worship?

Raksha Bandhan is a Hindu festival that celebrates siblings or parents?

What do siblings wear to celebrate their friendship, a necklace or a bracelet?

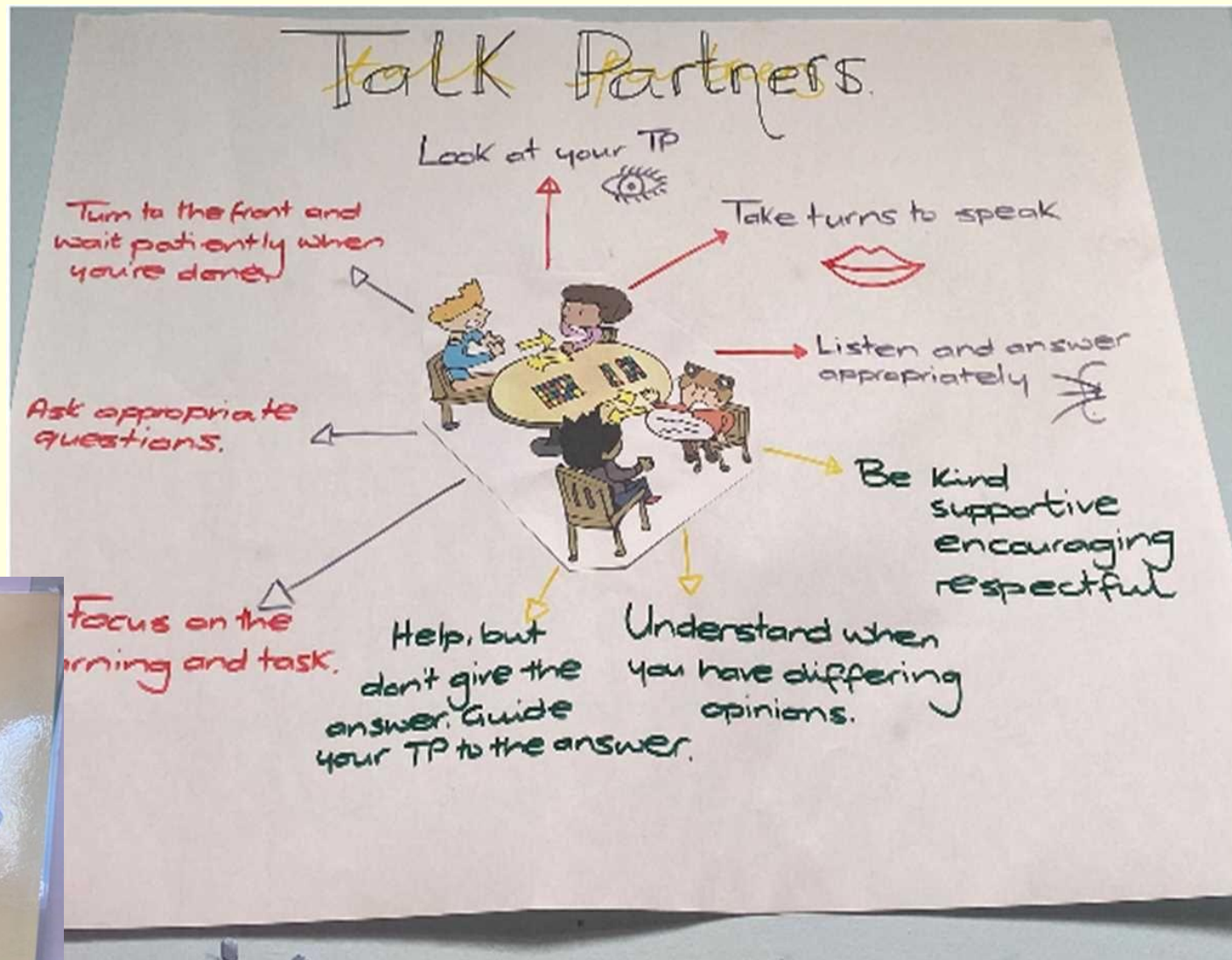
Self-efficacy

A crucial component of the learning culture in the classroom is to CONTINUALLY talk with pupils about how the brain grows, how you can grow your abilities through practise, the gift of being able to learn from one another – tapping into all our different strengths and that we are all born with different strengths. Talk about the brain and how it ‘works’ as this is central to the notion of mindsets. People with a fixed mindset believe they are born with a certain amount of intelligence and that it is fixed for the rest of their lives. People with growth mindsets however know that intelligence is not fixed and that you can in effect ‘grow’ your intelligence. Brain research has made this a reality.

Self-efficacy is the belief in yourself that you can achieve



Dos	Donts
When you do a new kind of maths problem, it grows your brain	Not everyone is good at maths, just do your best
If you catch yourself saying 'I'm no good at maths' just add the word YET to the end of the sentence	That's OK, maybe maths is not one of your strengths
That feeling of ____ being hard is the feeling of your brain growing	Don't worry, you'll get it if you keep trying
The point isn't to get it all right away. It is to grow your understanding step by step	Great effort you tried your best.
Good – its making you think – that's how you know your brain is growing	Fantastic, you got them all right
Well done! You're learning to... (do your laces, use capitals and full stops etc.)	Great work, you finished really quickly
Every time you practise, you're making the connections in your brain stronger	You're such a clever girl/boy
You're good at things you like because you spend a lot of time doing them	Just as I would expect from you, all correct!
If you could already do it or it was easy, you wouldn't be learning anything	You're amazing
Your skills have really improved. Do you remember how much harder this	



Stuck?

What do you need more of?

Practise

Effort

Time

Input



Harvest Service

Y5 will lead a Harvest Service at Holy Trinity Church at the end of this half



We will send out more information soon.

Communication

- We are always happy to discuss any issues that may arise. This can be a few minutes after school. It may be that the issue requires longer than a few minutes in which case we will arrange an appointment at a mutually convenient time.
- Homework diaries are also a good way for us to communicate. Please remind your child to show us your note!

Questions

