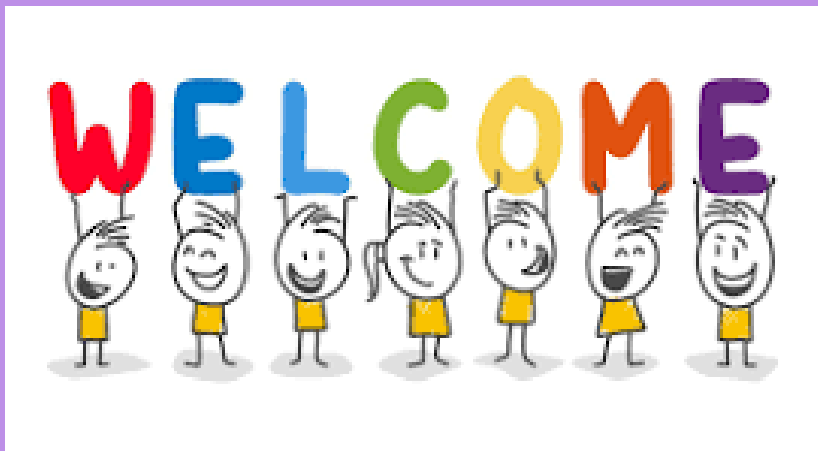




to Year 5's

Information Evening

Year 5:

Class teachers:

Hazel - Miss Bales

Cedar - Mrs Caluya & Miss Mongiovi

Ash - Mr East

Support Staff:

Ms Martin

Mrs Seagroatt

Miss Smith

Mrs Greenfield/Mrs Parks

Mrs Chan

Mrs Williams

Reminders

Swimming - Summer term

PE days - children come to school in PE kit

After School Sports Clubs - children come to school in PE kit

Hazel

Thursday (outdoor)

Friday (indoor)

Cedar

Monday (outdoor)

Thursday (indoor)

Ash

Monday (outdoor)

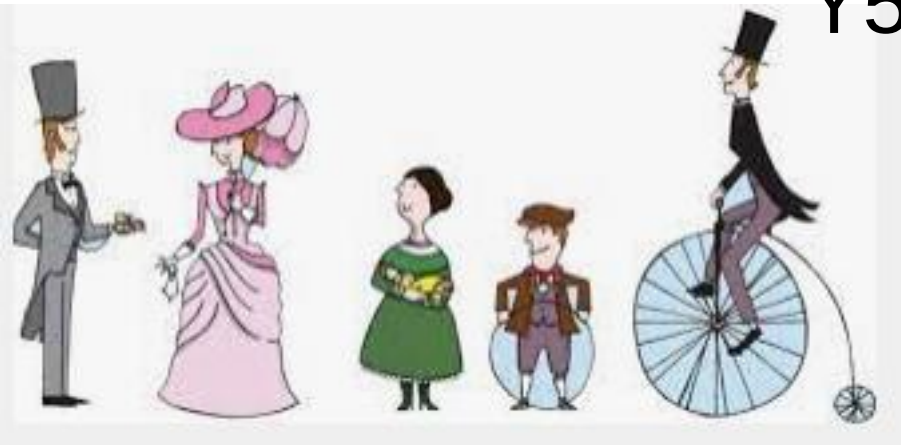
Tuesday (indoor)



What our week looks like

YR 5 26-27-	9:00 – 10:00	10:00 – 10:45		Break 10.45-11.00	11:00 -12:00	12:00 - 12:45	Lunch 12.45-1:35	1:35 – 2:40	2:40-3:00
Mon	Maths	Handwriting			English	Science		Science	CAOW
Tues	Maths	WCR			English	History		History	CAOW
Weds	PPA	PPA			Maths/English	WCR		Art	CAOW
Thurs	Maths		WCR		English	RE		Outdoor PE	CAOW
Fri	Maths		Spelling Test/WCR		English	RHE		Hazel: Indoor PE 1:40 – 2.40	CAOW

Y5 Curriculum



Autumn Term



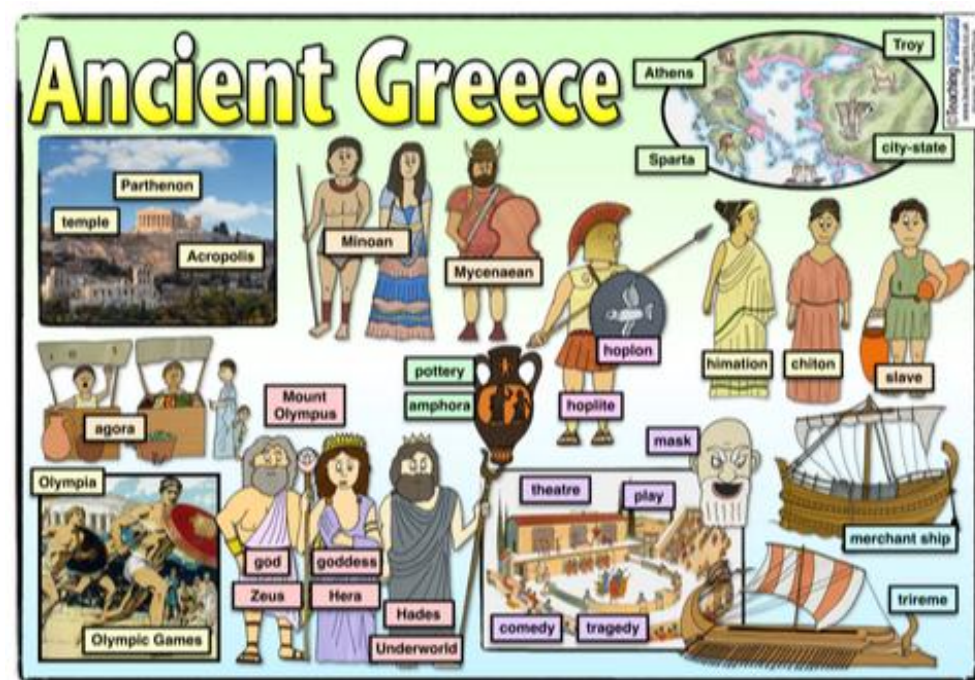
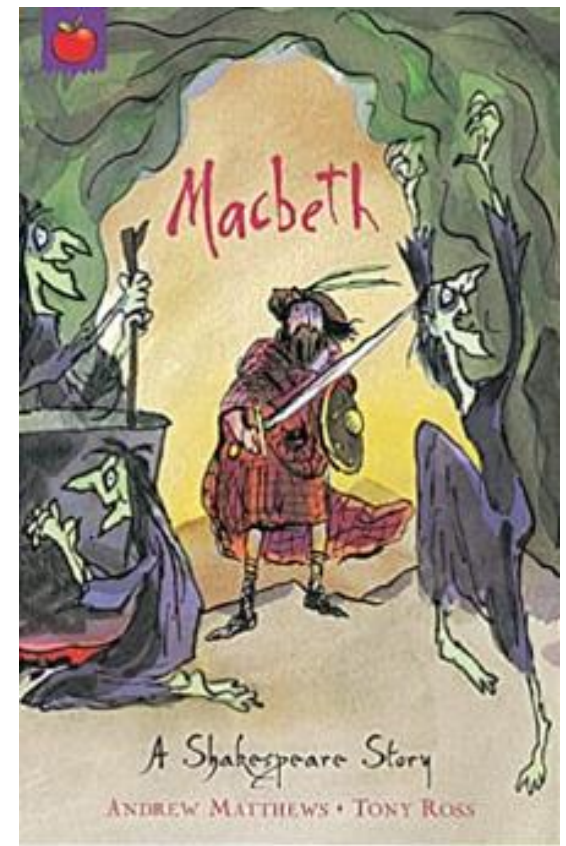


Spring Term





Summer Term



Reading at Holy Trinity in 2026



Reading at Holy Trinity

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

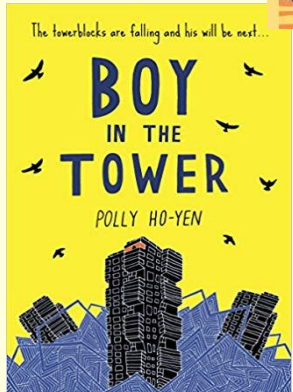
Without fluency in reading, accessing the rest of the curriculum becomes difficult.

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 really enjoy exploring these books, learning new vocabulary, reflecting on the stories 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.

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: 16th December 2024	
Reading	
Monday	Monday 16th December 2024 20m reading Captain Underpants I learnt about that there had a evil principal Named Mr Krupp who was strong in always. (1)
Tuesday	Tuesday 17th December 2024 20m reading captain UNDERPANTS I learnt about that He filled the volcano with a box of ordinary baking soda. (2)
Wednesday	Wednesday 18th December 2024 20m reading CAPTIAN UNDERPANTS I learnt about that George and Harold sat down and began creating a fake cupcake recipe. (3)
Thursday	Thursday 19th December 2024 20m reading FODEN I learnt about that With ten minutes to go, Jadon played a one-two With Bukayo Saka on the left wing and burst into the box. (4)
Friday	Friday 20th December 2024 20m reading Foden I learnt about that he was at the Wembley Stadium. (5)
Home signature:	School signature: 

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 your Whole Class Reading vocabulary and any words you come across in your reading that interest you or you think you could use in your writing in class.

Vocabulary			
interrupt	rehearse	frizzy	
interfere	appear		

You could group the words by spelling pattern or word class if there are any similarities.

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 every evening.

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.

Once every half term, each child will complete an online reading assessment (called Star Reader).

From this, each child will be given a numerical range (split into thirds) - for 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!

Libby App

<https://www.booktrust.org.uk/>

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

Handed out Friday
Returned following Friday.

Maths	30 minutes
Spelling	30 minutes

Reading for pleasure	20 - 35 minutes a day
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The Learning Objective is: **to revise homophones**

Activity 1 - Look Read Cover Write Check.

Practise the **statutory words** using the **Look Read Cover Write Check** method, writing them in on paper 5 times. We are expecting your very best handwriting too!

too!

Look, Say, Cover, Write, and Check!						
Example						
#	look	say	cover	write	check	correction
eat						
around						
thought						
natural						

Activity 2 - Writing task with a grammar focus.

Use at least **4 words** from your spellings to write a text - this could be a story, a diary entry, a letter, a report or even a poem **OR** use at least **6 words** to create six separate sentences. Make sure that the grammar focus is included.

This week, the focus is: **using fronted adverbials**

Commas should be used:

3. To separate a fronted adverbial from the rest of the sentence

For example:

Given the terrible weather conditions, the crew of the yacht were lucky to complete the race.

As the last ray of sun disappeared, Yasmine crept silently out of the house.



Fronted Adverbials

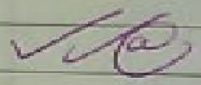


Fronted Adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky. Everywhere she looked,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused,

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



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.

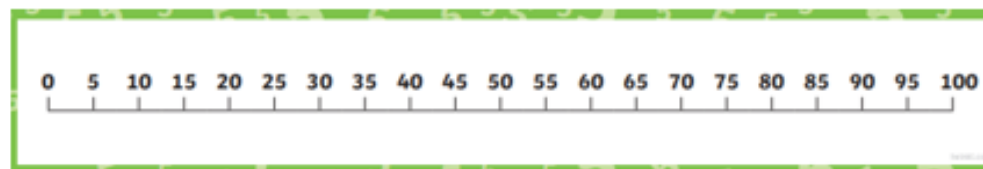


Date due back: Friday 26th September

The Learning objective is to recall the second six multiplication facts for the five times table.

Activity 1 - Count aloud in steps of 5 from 0 – 60 using the number line to help you.

- Count forwards from 0-60 in steps of 5
- Count backwards from 60-0 in steps of 5
- Once you feel confident, try to improve your speed



Activity 2: Complete the grid below.

Example: 1 lot of 5 is 5 or 1 multiplied by 5 is 5.

Times Tables Known Facts	Missing Number Facts	Related facts
$8 \times 5 = \underline{\hspace{2cm}}$	$50 = \underline{\hspace{2cm}} \times 5$	$120 \times 5 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} = 7 \times 5$	$\underline{\hspace{2cm}} \times 5 = 45$	$5 \times 80 = \underline{\hspace{2cm}}$
$9 \times 5 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times 5 = 55$	$100 \times 5 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} = 11 \times 5$	$40 = \underline{\hspace{2cm}} \times 5$	$50 \times 9 = \underline{\hspace{2cm}}$
$12 \times 5 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times 5 = 60$	$\underline{\hspace{2cm}} = 11 \times 50$
$10 \times 5 = \underline{\hspace{2cm}}$	$35 = \underline{\hspace{2cm}} \times 5$	$\underline{\hspace{2cm}} = 500 \times 7$

Activity 3 (challenge) - can you find any generalisations for the five times table?

I have noticed that....

I have found out that....

Find a generalisation (PS4)

Find a rule (generalisation) that fits with the concept that you have learnt today.

I have found out that....
I have noticed that....



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

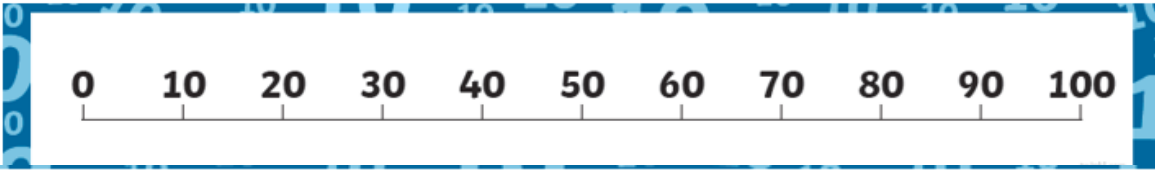
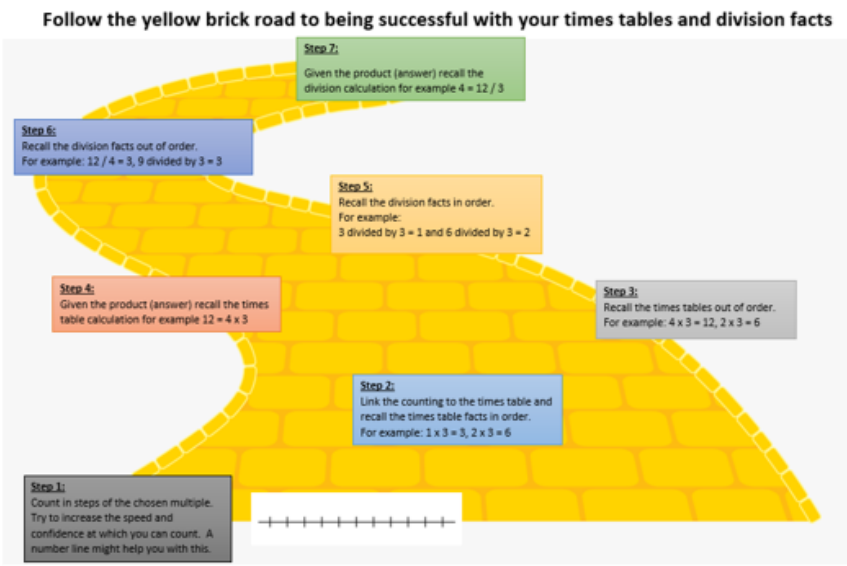
Maths Homework:

- 1) Times tables - reviewing layout and structure of this.
- 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



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
$1 \times 2 = 2$						
$2 \times 2 = 4$						
$3 \times 2 = 6$						
$4 \times 2 = 8$						

Times Tables Known Facts	Missing Number Facts	Related facts
5 x 10 = _____	40 = _____ x 10	50 x 10 = _____
_____ = 2 x 10	_____ x 10 = 10	10 x 10 = _____
3 x 10 = _____	_____ x 10 = 60	400 x 10 = _____
_____ = 4 x 10	50 = _____ x 10	20 x 10 = _____
1 x 10 = _____	_____ x 10 = 30	_____ = 300 x 10
6 x 10 = _____	20 = _____ x 10	____ = 6,000 x 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.

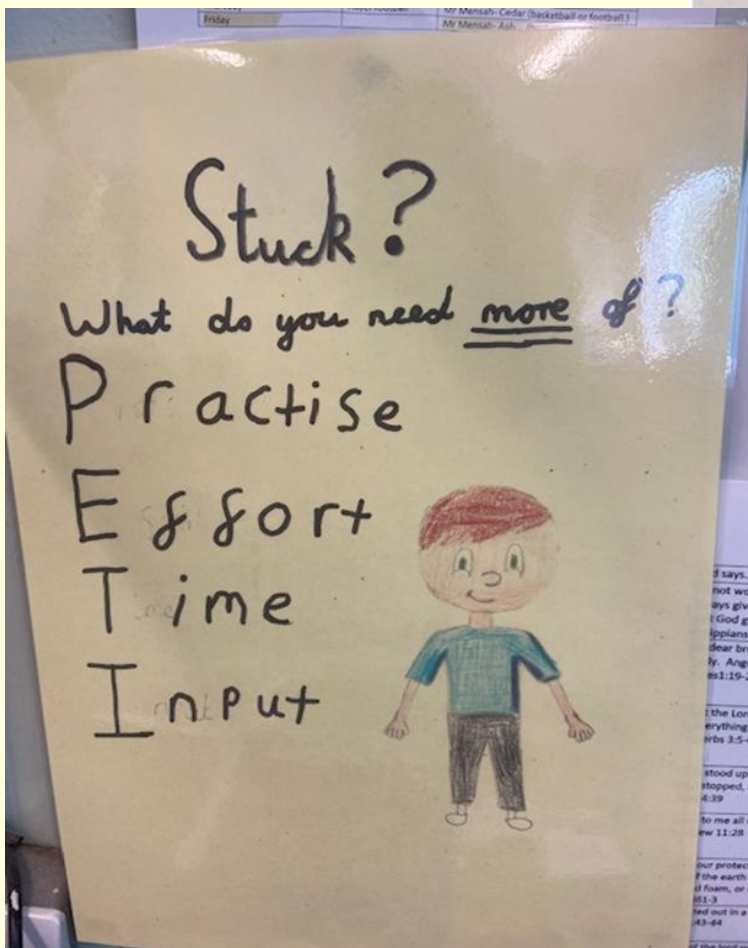
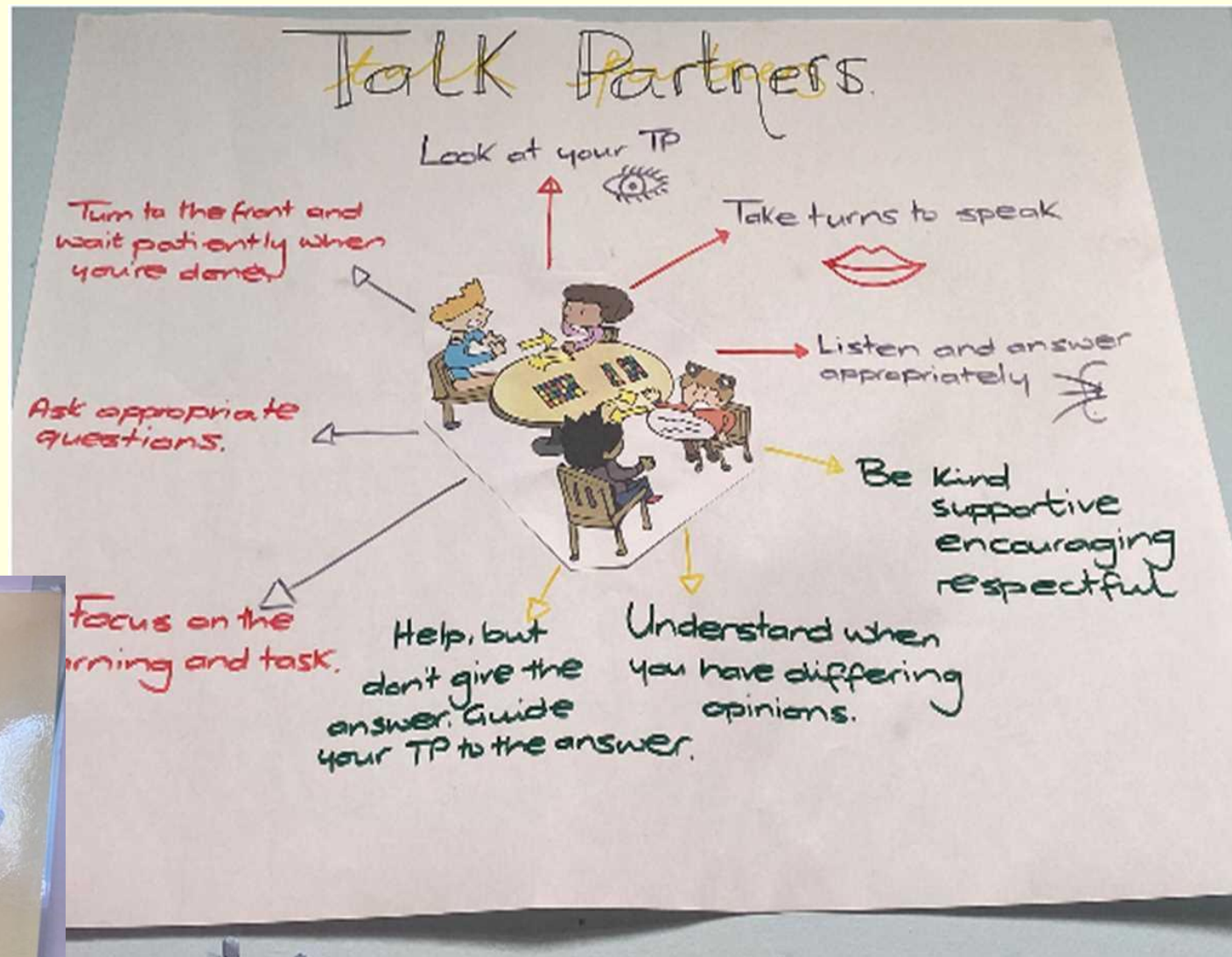
- Complete their assignment (up to 15 questions) which has been set in line with what they are learning in class.



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



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 practice**, 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.



Harvest Service

Y5 will lead a Harvest Service at Holy Trinity Church on Tuesday 20th October, 1.45-3.00pm



Other events this year...

Autumn 2 - Planetarium

Spring 2 - Science Museum

Summer 1 - Ancient Greek Day

Summer 2 - Sports Day

We will be asking for donations for these events throughout the year.

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

‘Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do — like speaking a foreign language or doing algebra — seem to become easy. The result is a stronger, smarter brain.’

Dweck (2011)

Neurotruth or Neuromyth?

The brain can be developed like a muscle, changing and growing stronger the more it is used.

We only use 10% of our brain

Even older people can develop their brains

Some people are left-brain thinkers whilst others are right-brain thinkers

The brain grows new cells when we are learning information and skills

Brain size affects intelligence

The route to developing a smarter brain is practice and input

Babies exposed to classical music end up smarter

You can grow your intelligence

The brain declines as you get older