

Welcome to
the
Year 5 & 6
expectatio

Attendance

We expect
children at

Gates will be closed
at 9am by which time
children need to
be in the classroom
and registered
everyday!





Our
behaviour strategy
to promote respect
and positive
behaviour.

Rights	Responsibilities
Respect	Respect yourself, others and the world around us
Fairness	Fairness
Having a say	Allowing others to speak
Feeling Valued	Valuing others
Being listened to	Listening to others
High expectations	High expectations of each other
Democracy	Making choices and respecting other people's decisions
Feeling safe	Ensuring others feel safe

point for the day, the children have to follow these rights and

Rewards

10 points = Children can collect a pencil from their class teacher.

20 points = 10 minutes play at 3:00pm on a Monday afternoon

30 points = a lunch fun activity in a classroom - ipads, crafts, colouring, music, DVD, board games

Expectations

- Adults will give the children a reminder if they are not showing the correct rights and responsibilities. This is their chance to get back on track.
- If they have to be reminded again, their card will move to yellow which means they have lost their point for the day.
- If they do not change and things carry on in the same lesson, they will move to red and this means they have a break time sanction to discuss their behaviour and

Restorative Justice Approach

We will still ask the children questions that help them to understand what happened, what their part was in it and how to put it right. We will ask them to think about who was

Expectations in Year 5

- In year 5 we expect the children to begin taking **more** responsibility for themselves and their learning.
- We expect that when homework is set, that it is completed and handed in on time. We ask for a small note from parents to let the class teacher know if there is any reason that homework can not be completed.
- We expect that children are actively thinking about their own behaviour and take responsibility for their actions and how they affect others.
- We expect that year 5 children take

- Every child in year 5 has a yellow reading log. Please sign this log when you hear your child/children read. Signatures earn raffle tickets. Raffle tickets can win prizes! Children can read any text of their choice, it does not have to be a scheme reader or library book.
- Homework sheets will be given out regularly. Some homework will be set for a week whilst other projects will span several weeks. Some homework will ask

Year 5 Whole Year Overview

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	The Victorians History	The Victorians History	Outer Space Science	Outer Space Science	Where in the world? Geography	Birds of Prey Science
English	Poetic Fiction writing	Fiction writing.	Philosophical writing. Writing from a video stimulus.	<i>Pandora</i> inspired non-fiction unit	Twisted fairy tales	The Highwayman fiction writing. Non-fiction texts.
Maths All skills taught through <i>Reasoning, problem solving, conjecture and generalisation</i> <i>Mental methods</i>	Number and place value Written methods	Number and place value- focusing on decimals (money) Rounding Multiplying and dividing by 10,100 and 1000	Methods of multiplication Fractions, decimals and percentages Equivalent calculations	Methods of multiplication Fractions, decimals and percentages Word problems	Angles Area Shape Perimeter	Time Written methods Assessment term
Science	Electricity	Electricity experiments	Space food experiment	Micro-organisms The life of scientists	The human body and SRE	Interdependence and adaptation Food chains
Art and D.T	William Morris repeated pattern designs	Still life water colour sketches of Victorian objects	Art linked to Michael Rosen's book of sad and a Disney film 'Inside Out'	Constellation marbling art <i>Pandora</i> field-guide	Homework project	Designing posters for the 'Bam Owl Fundraiser'.

Year 5 Whole Year Overview

Computing	We Are Detectives We Are Digital Citizens	We Are Minecraft Designers and Adventurers	We Are Spreadsheet Users	We Are Quiz Masters	We Are Alien Experts	We Are Logo Designers
Music	Victorian Street Cries	Victorian musical inventions Music Halls	Songs around the world Ukulele	Ukulele Tuned and untuned percussion	Musical notation Ukulele	Musical notation Tuned and untuned percussion
Philosophy	Lessons which reflect topical issues or become discussions during lessons.	Lessons which reflect topical issues or become discussions during lessons.	Lessons which reflect topical issues or become discussions during lessons.	Lessons which reflect topical issues or become discussions during lessons.	Lessons which reflect topical issues or become discussions during lessons.	Lessons which reflect topical issues or become discussions during lessons.
P.E	Rio Dance REAL P.E skills	Seated Volleyball REAL P.E skills	Space Dance REAL P.E skills	Health and fitness	Team sports	Team sports
R.E	Islam	Islam	Islam	Islam	Stories of Faith	Stories of Faith
Enrichment/visitors/visits	Visit to Holdenby House in costume	Dr Bamardo visit from Bamardo's foster carer	Space Dome portable planetarium visit	Space Week- investigations and fancy dress	Nature walk	Falconry UK visit school

Year 6 Whole Year

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	History – WW2	History – WW2	Literacy – fantasy stories	Fantasy stories/Gothic horror	Science - Light	Literacy - Shakespeare
English	Adventure story Evacuation letter	Story with a flashback Christmas themed piece of writing	Magical story Instructions Persuasive leaflet	Newspaper report Gothic horror story	Short story Explanation text	Story
Maths	Place value Four Rules	Fractions	Data handling Shape Measures FDP	Revision	Revision	Investigations
Science	Evolution and Inheritance		Separating materials		Light	
Art	Henry Moore	Blitz silhouette		Gargoyle sketches	Photography/CAD	Programme design
D.T	Glove puppet/crafts to sell at the Christmas fundraiser		Making a castle			Presentation
Computing	Theme Park Managers	Logo	Interactive games	Java/digital citizenship		
Geography			Map work			
History	WW2		Gothic horror/types of castles			Life in Shakespeare's times
Music	WW2		<u>Ukules</u>		African drumming	
PSHE/British Values/P4C	Relationships, transition, peer pressure, substance abuse, online safety, first aid.					
P.E	Tag rugby	Dance	Hockey	Cricket	Country Dancing	Athletics
R.E	Sikhism				Words of Wisdom	
French	Numbers to 100 and time.		Home and families		School, leisure activities, key <u>buildings</u> in a town and shopping.	
Enrichment/visitors/visits	Kingswood	Harrington	Warner Brother Studio tour	Bone Crypt	St John's Ambulance Solve It	Drayton Manor

Growth mindset



Mistake
s help
us to
learn!

Meaningful

marking

Green for 'good'

and

Pink for 'think'

The children

then use purple

nan to edit



During a child's time in Year 5 & 6 they will be actively challenged to reach their full potential across the curriculum.

These are detailed in the National

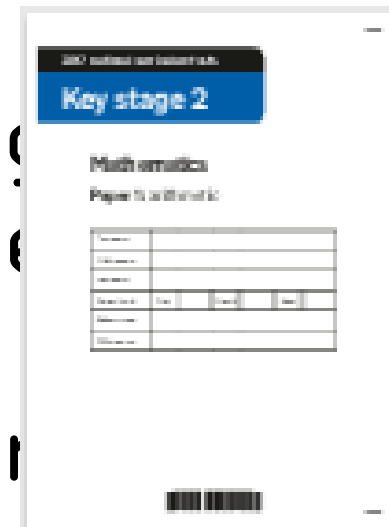


- Maths isn't just about recognising numbers and being able to give an answer to a calculation.

PROBLEM SOLVING, REASONING , FLUENCY

The children are actively encouraged to think deeper into mathematical problems.

- However, at the end of KS2 the children will have to sit an arithmetic paper so this also is a big focus in Year 6.
- For this paper, the children will be taught to use formal written methods for the four rules. There is a huge emphasis on fraction calculations which the children will be taught



Reading in Years 5

& 6

Content domain 2 = Key Stage 2

2a Give/explain the meaning of words in context.

2b Retrieve and record information/identify key details from fiction and non-fiction. (This includes true and false questions.)

2c Summarise main ideas from more than one paragraph.

2d Make inferences from the text/explain and justify inferences with evidence from the text. (This includes finding facts and opinions.)

2e Predict what might happen from details stated and implied.

2f Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2g Identify/explain how meaning is enhanced through choice of words and phrases.

2h Make comparisons within the text.

We teach your child the key skills as outlined in the national curriculum.. Additionally, it is our aim to promote the enjoyment and a love of reading.

Reading doesn't just mean decoding and reading with fluency. This is important but so is their understanding of the text..

5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

2 marks

29 *The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.*

Give the meaning of the word *parched* in this sentence.

1 mark

31 What does *rehabilitate the image* of the dodo mean?

Spelling in Year 6

As part of the SPaG test, the children will be tested on 20 spellings. These spellings will be taken from the spelling rules and lists found in the National Curriculum.

In Year 6 the children will revise the rules and lists from years 3 to 5. Please encourage your child to learn their weekly spellings

disorder

knock

polishing

washable

offering

vision

misplaced

distance

brilliant

thoughtless

prey

previous

cousin

passion

facial

lightweight

nationality

ceiling

variation

ferociously

likely

straight

sensation

nervous

crumb

probable

inspiring

substance

operation

toughest

bruise

sensibly

violence

disobeyed

thorough

monarch

sympathetic

originally

percussion

coarse

Punctuation and Grammar in Year 6

As part of the SPaG test, the children will be tested on the punctuation and grammar they have

Year group in the national curriculum	Number of marks	Percentage of marks
1	3	6%
2	14	28%
3	9	18%
4	7	14%
5	9	18%
6	8	16%

- 34% of the marks were from Key Stage 1 in 2016. **36% in 2017**
- Just 16% of the questions were from Year 6.

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

43

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase

46

Which sentence uses the **present perfect form**?

Tick **one**.

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.

41

Rewrite the sentence below so that it is in the **active voice**.
Remember to punctuate your sentence correctly.

The results were announced by the judges.

1 mark

How can you help in Year 6?

- If the children have not already brought home their IXL password, they will do shortly. Please encourage your child to spend time on this website each week.
- Practising weekly spellings and spelli



P.E.

- P.E. is a major part of the curriculum.
- Children must have a P.E. kit in school consisting of a t-shirt, shorts and plimsolls or trainers. Trainers are more suitable in Year 6 because of the activities we undertake.
- Frequently, PE sessions are held outside so it is important that during the colder months the children bring in jogging

Uniform

Expectations

- Black shoes
- White or blue t-shirt and blue jumper
- Black or grey trousers or skirt
- Blue checked Summer dress or black/grey shorts
- No necklaces, bracelets or rings



A request.. Smaller bags please