



**Year 5**

**Turtles Class**

**Miss Cara**



**Information Booklet**

**(2017 – 2018)**

## Welcome to Year 5!



Welcome, or welcome back to Provo Primary School! I hope you find the information in this booklet helpful. For the seven years I have been teaching here, I have taught Year 6 for two years, Year 5/6 for one year and year 5 for four years, so many of you probably know me quite well by now! I'd like to give you a little bit of background information for those of you who don't know me. I come from Sunderland near Newcastle in the North-East of England. I have a degree in, and a passion for, languages.






I have 4 years primary teaching experience in the UK (prior to PPS), teaching for 3 years in Year 3/4 and one year in Year 6 and of course the 7 years teaching experience in Year 5 and 6 here too. This has given me great insight into where the children are coming from academically at the start of KS2 and where they need to be by the end!

I am extremely enthusiastic in my approach to teaching, always striving to reach the highest standards and developing the best possible education for children. In return, I have very high expectations of the children in my class. My priority in teaching is to encourage every pupil to recognize his/her potential and to achieve it by using a wide and varied range of techniques, resources and experiences tailored to their individual needs, thus enabling them to become independent, self-confident and enthusiastic lifelong learners.

In this booklet, you will find information about the day to day running of our school as well as more specific details of the curriculum content of this class. **If you have any questions please come and find me!**

*Miss Cara*

### STRUCTURE of the DAY:

-  School day begins at 8.15a.m. (students may come into school from 8.00 a.m. but must remain in the walkway and be supervised by a parent until they have access to their class at 8.10a.m.). Learning activities and circle times will begin at 8:15 a.m. so please make every effort to arrive on time. Children will be marked late in the register if they arrive after 8:15a.m.
-  Morning break is from 10.00 to 10.30a.m. For a snack, we encourage the students to bring fresh fruit as it helps give energy and focus for the rest of the morning.
-  Lunchtime is from 12.30 to 1.15p.m. A varied and healthy menu of cooked lunch is offered or students may bring their own packed lunch. Please try to keep lunch healthy and nutritious. Water is our preferred drink.
-  School day ends at 3.00p.m. (unless clubs are being attended). Students should be collected on time – after 15 minutes, a 'late fee' is charged as teachers have other responsibilities from 3.15p.m.
-  Should anyone other than a parent be collecting your child at the end of the morning, please make sure you let us know in advance. We will not allow a child to leave school with anyone other than a parent unless we have the necessary permission.

## **UNIFORM:**

Provo Primary School uniform is a turquoise T-shirt (available from the Office), khaki shorts, trousers, skirts or skirt and 'suitable' shoes. Shoes should enclose the whole foot so that recess activities are safe – 'flip-flops', heeled sandals etc. are not suitable. Socks should be white and as plain as possible. Hats are a necessity on our island – we have hats as part of our uniform. No jewellery should be worn – although watches and small stud ear-rings are permitted. Long hair should be tied back off the face to ensure safety in science, P.E. and other curriculum areas. Nail varnish should be removed before coming to school.

### P.E. Kit:






Our P.E. kit is a white, Provo Primary School T-shirt, navy shorts and trainers/sneakers. Long hair should be tied back and no jewellery (including watches) should be worn. It is essential that all children in Key Stage 2 have a hat on PE days.

In Year 5 have two P.E. sessions each week. Our P.E. days are Tuesdays and Thursdays. On these days, children should come to school in P.E. kit, but bring their uniform to change into afterwards. Extra water is needed on these days.

When swimming, a one-piece swimsuit is worn, although UV shirts can be worn on top, and children need a towel.

## **GENERAL EXPECTATIONS:**



Respect, kindness and positive behaviour and attitude towards school life and those around us are the normal expectations at Provo Primary School. In order that everyone knows what is expected of them and others around them, we have golden rules, which are:

-  Care for myself and others
-  Be honest
-  Work hard
-  Listen
-  Look after property







Our school logo is a flamingo. It is made from a handprint. The fingers and thumb help us to remember our five golden rules.

### Behaviour & Attitude

-  As some of the older members of our school, Year 5 are expected to be our ambassadors and be exemplary role models to the younger children.
-  We have a lot of work to do, so students are expected to be ready to work and fully engaged in all aspects of their lessons.

## Effort and Achievement

-  As individuals, students are encouraged to achieve their full potential, however, we realize that all students have different strengths and weaknesses, so their rate of progress is judged accordingly. Alongside this, every student is expected to give consistent and significant effort to their work in school. Effort – and attitude – is rewarded by Golden Time weekly and golden pebbles for special, increased effort.
-  Numeracy, Reading and/or Writing are assessed regularly in class – usually at the end of a topic and definitely at the end of each half term. The results of some of these assessments will be included in written reports that I will send home to parents. These will also be discussed at Parent-Teacher Consultations and used to create targets.
-  Parent-teacher Consultation Meetings are held each term. Parents are invited to come to the school and confer with their child’s teacher at a scheduled time. A parent or teacher may also request a conference at any time during the school year.
-  Written reports are produced and sent home in January and June.

### **SPECIALIST TEACHERS:**

We are also fortunate at Provo Primary that we can have specialist teacher to further enrich our children’s learning. This year they include:

Ms. Alison -Music

Mrs. Niki - Theatre Arts/Dance

Mrs. Yorka – Spanish/Art/Design Technology. Mrs. Yorka will offer addition Spanish/Spanish immersion during her sessions with the class.

Miss Sian, Mrs. Stef and Mrs. Yorka, and Mrs. B. (volunteer) – support

### **TIMETABLE:**

Our curriculum is broad and balanced, giving our students the opportunity to learn and practise skills needed, not only within individual subjects but also in areas that will help them become independent learners.

	8.15-8.55	8.55 – 9.55		10.25 – 11.25	11.30 – 12.30		1.15 – 2.00	2.05 – 2.55
<b>M</b>	Spelling	Numeracy		Science	Literacy/Computing (Mrs. Yorka 10.55-12.30)		Spelling	
<b>Tu</b>	P.E.	Numeracy		Numeracy	Literacy		Theatre Arts (Mrs. Niki)	Spanish (Mrs. Yorka)
<b>W</b>	KS2 Assembly (8.20-855)	Numeracy (+Tablets)		Science	Literacy (+Laptops)		ART/DT – Mrs. Yorka (Miss Cara – Teaching Spanish to Yr. 3/4)	
<b>Th</b>	P.E. VCOP	VCOP		Numeracy	Literacy (library time)		MindUp / R.E.	Social Studies
<b>F</b>	Grammar/ Handwriting	Numeracy (+Tablets)		P.S.H.E/MindUp	Literacy (+Laptops)		Celebration Assembly	Reading/ Golden Time

## CURRICULUM:

### Literacy:

In Literacy, we group children within each class and use resources specific to the level of each student. Literacy units will always be taught in line with the Topic / Theme being taught in class. By embedding our literacy work in larger topics, children's writing becomes more purposeful, informed and imaginative. Students are able to draw on knowledge and experiences gained across the curriculum to add detail to their work. We will be covering the following units of work during the year:

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Instructions (3 weeks)	Recounts (3 weeks)	Highwayman (3 weeks)
Novels and stories (3 weeks)	Stories from other cultures (2 weeks)	Transition Unit (3 weeks)
Dramatic conventions (2 weeks)	Poetic Style (2 weeks)	Narrative poems (2 weeks)
Traditional stories, myths and legends (4 weeks)	Persuasive writing (3 weeks)	Film narrative (3 weeks)
Spelling, handwriting, sentence structure, grammar, punctuation and research skills are taught throughout the year at differentiated levels to suit the needs of each individual. Students will be encouraged to read and review books regularly too.		

### Numeracy:

In Numeracy lessons, children are also grouped with others of similar ability. This allows the teacher to provide appropriate levels of challenge to all students while encouraging partner discussions and group work. Sometimes the school will take the decision to group children across classes, in order to better meet the needs of all students. If this is the case with your child's class, we will inform you of our plans in advance. We cover a variety of topics falling under the main Primary Strategy headings of using and applying Numeracy skills, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data.

#### Year 5 Numeracy objectives:

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts

- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $1\frac{1}{2} = 1\frac{1}{2}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ , and those fractions with a denominator of a multiple of 10 or 25
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ), and estimate the area of irregular shapes
- estimate volume [for example, using  $1\text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^\circ$ )
- identify:
  - angles at a point and 1 whole turn (total  $360^\circ$ )

- angles at a point on a straight line and half a turn (total 180°)
- other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

### Our other curriculum areas:

In Year 5, we will be approaching our topics through a 'creative curriculum'. By centring learning on one topic area, children are able to apply their newly acquired skills in a meaningful and purposeful way across the curriculum. Children will learn to adopt a multi-disciplined approach to their work in order to research, investigate, reason and inquire.

A brief overview of the topics covered are outlined below, with the linked subjects highlighted:

<b>Subjects</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Science</b>	Life cycles Changing state	Earth, Sun and Moon Gases around us Light	Enquiry in environmental and technological contexts Changing sounds
<b>Social Studies</b>	Aztecs Rainforests	What can we learn about recent history from a famous person?	Caring for our Coasts First Settlers
<b>Computing</b>	E-Safety Technology in our lives	Multimedia E-Safety	Handling data Programming E-Safety
<b>D.T. Design Technology/ Art &amp; Design</b>	Musical instruments Talking textiles	Moving toys Containers	Cookery Objects and meanings
<b>P.E. (Physical Education)</b>	Squash Personal Fitness & Performance Analysis Striking & Fielding (Baseball & Kickball) Gaelic Football	Personal Fitness & Performance Analysis Athletics	Swimming Dance Outdoor & Adventurous Activities
<b>P.S.H.E. / MindUp</b> (Personal, Social, health and Economic Education)	Choice about how I behave Getting Focused Sharpening your senses	How I feel as a person? It's all about attitude	Me in the wider world Taking Action Mindfully
	Economic Wellbeing and being a Responsible Citizen		
<b>R.E.</b> (Religious Education)	Why is Muhammed important to Muslims	How do Muslims express their beliefs through practices?	Where did the Christian Bible come from

N.B. Music, Theatre Arts and Spanish programmes will also be delivered in accordance with curriculum expectations for children working at a Year 5 level.

## Growing and Changing Unit in P.S.H.C.E.

In Year 5 or 6, depending on the maturity of the group, we cover a unit about 'Growing and Changing'. This unit covers some elements of Science and some Personal, Social, Health and Citizenship Education (P.S.H.C.E.). This unit usually takes place in the second term and we will notify you beforehand. We use the UK 'Living and Growing' DVD Programme. We have used this in previous years here at Provo Primary; having carefully reviewed the resource to ensure it is appropriate to the age and needs of our children.



The topics this unit will cover are:

- What happens to the bodies of boys and girls when they reach puberty? For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation.
- Does everyone change at the same rate?
- How can I express my feelings positively as I grow up?

We encourage you to discuss any of these areas with your children before, during or after this unit, as children say that they greatly value being able to talk to their parents about these issues.

If you would like to discuss any issues relating to our work on 'Growing and Changing', or would like to find out more about the lessons, I would be happy to talk to you more about it. We can also arrange for an opportunity for you to preview some of the content of these DVDs, if you so wish, so please let me know if you would be interested in this. Please also let me know if you do not wish your child to participate in these sessions.

### ASSESSMENT - MARKING & FEEDBACK:

-  Our 'Marking and Feedback' policy based on 'success and improvement'. It is designed to clearly show how children have achieved against the learning objective and to identify ways in which they can improve.
-  Ways in which teachers mark are standardised across the school.

Here is an outline of the main points of our policy:

At Provo Primary School, we believe that students should receive quality feedback on their work. This may be given in a variety of ways including marking, rewards, oral and body language (smiles, thumbs up, eye contact etc.). Research shows that oral feedback is the most natural and effective for children. Feedback, in whatever form is powerful and must focus on success **and** improvement.


### Literacy and written work:

The following symbols will be used consistently across the school:

**sp** In margin to highlight incorrect spelling somewhere on that line. Student locates and corrects it.

**^** Omission

**//** New paragraph or new line in poetry

 Circle non-existent or incorrectly placed punctuation, including capitals.



## Numeracy:

The purpose of marking is primarily diagnostic. It will communicate whether the child is successful and should act as a motivator. Comments made should encourage the child to feel safe when tackling problems and will encourage further development.

- ✓ correct answer in Numeracy
- incorrect answer in Numeracy
- ☺ incorrect work now corrected

As part of the plenary at the end of lessons or when completing units of work, children will be encouraged to self-assess using a range of written or visual means.

We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning.

## HOMEWORK:

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. At the top end of the school, it is also a starting point for preparing them for secondary school. It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework will provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop their ability to work independently. Homework is modified to suit the individual needs of each student.

### Homework can have several purposes:

- **practice** exercises to reinforce or embed learning in class
- **preview** assignments to prepare for subsequent lessons
- **extension** activities to transfer learned skills or concepts to new situations
- **creative** activities to integrate many skills toward the production of a response or product

By Year 5, the quantity of homework begins to increase and the expectation is that students should be working at home regularly. All homework links to classwork and therefore most of it should be able to be done independently. As this is the first term homework for this term is as follows:













<b><u>Subject:</u></b>	<b><u>Set:</u></b>	<b><u>Due:</u></b>
Spellings	Monday	Friday
Literacy	Monday	Friday
Numeracy	Monday	Friday
Science	Monday	Monday

\*However the following term this will increase and remain at Literacy and Numeracy twice a week:





## **AFTER-SCHOOL CLUBS:**

After school clubs are offered to all age groups. The focus of our clubs ranges widely, covering such areas as Sports, Art, Computers, Drama and Music. We also offer a Homework Club. After-school tutoring is also available, enquire for pricing at the office and speak with the teacher you would wish to tutor your child to discuss timings.

## **HOW CAN YOU HELP?**

-  Encourage your child to read regularly and complete reading logs or reading diaries.
-  Discuss homework with your child and encourage them to do their best and provide a suitable space and time for homework to be completed.
-  Sign your child's homework diary on a weekly basis.
-  Encourage and help with the regular practice of spellings and times tables.
-  Talk to your child positively about their day.
-  Read and respond to assessment information and reports shared with you about your child's progress.
-  Provide healthy snacks and lunches.
-  Label all clothes and equipment including lunch boxes.
-  Remind your child to wear P.E. kit in on Tuesday and Thursday and bring their uniform.
-  Please send a letter / note regarding any absence from school.
-  Provide enough water for daily needs (more on P.E. days).
-  Check email regularly for updates on school information and events.

## **COMMUNICATION:**

-  I will provide a termly or half-termly newsletter detailing the work being covered in that time. It will also include information relevant to that class, detail of visits / visitors and special events taking place. This not only gives you an overview of your child's work, but also allows you to perhaps add resources, expertise or experiences you (or a friend / family member / associate) may have access to.
-  There may be trips organised throughout the year – Information such as times and costs will be given as early as possible.
-  Parent helpers in classrooms: any offer of help - whether regularly or for specific events – will be gratefully received. Please give your name and contact information to me, along with how you would be willing to help.
-  Open door policy: if you have any questions / problems / issues, PLEASE come and speak to me. The beginning and end of the day are easiest for me and if it requires longer, I am willing to make an appointment to meet with you at a mutually convenient time.

**AND FINALLY...**

I thank you in advance for your help and support over the year; it is going to be a great one!

*Miss Cara*