



WELCOME TO
YEAR 5

LARCH

Mr Lacey

Art & Music

BEECH

Miss Head

DT & Sustainability

Meet the team!

Year 5 support

Mr Franklin (Beech)

Mr Rousell (Larch)

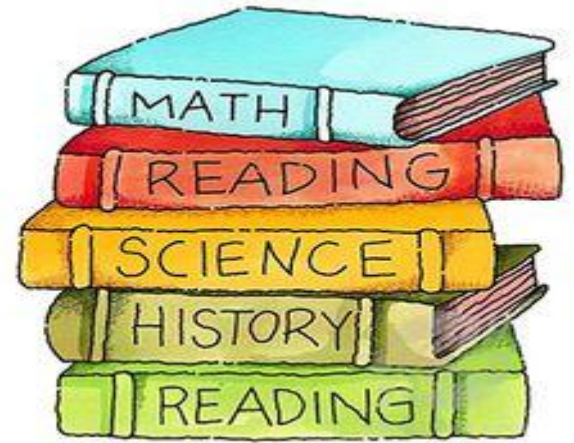
Miss Harrison

Miss Thelwell

Mrs Duggan

Mr Chitsa

Teaching



- ▶ Our theme topic this term is:
 - ▶ **The Vikings and Anglo-Saxons**

- ▶ This year we will also be looking at:
 - ▶ **The Mayans**
 - ▶ **Global Impact**
 - ▶ **The Amazon**

Equipment

- ▶ Children will need one **pencil case** containing **essential school items** such as:
 - ❑ Pens (blue handwriting pens only and **no biro**s)
 - ❑ Pencils
 - ❑ Ruler
 - ❑ Rubber
 - ❑ Whiteboard pen, whiteboard & whiteboard rubber
 - ❑ Glue stick
 - ❑ Scissors
 - ❑ Colouring pencils – please avoid Sharpies, highlighters and gel pens
- ▶ Children can buy **stationery items** from the **school stationery shop**.





Core homework

Every evening, all children will be expected to:

- ▶ **Read (preferably to an adult)** for 10-15 minutes each day. This should be recorded in planners.
- ▶ **Practise their maths skills.**
- ▶ Practise **spellings.**
- ▶ Homework books are to be handed in on Thursdays, ready to go back out on Fridays.

Reading homework

Week Beginning: 2nd September 2024

Monday	Book Page number/comments
Tuesday	Book Page number/comments
Wednesday	Book Page number/comments
Thursday	Book Page number/comments
Friday	Book Page number/comments
Weekend	Book Page number/comments

- Children are asked to record their **daily reading** in planners.
- They are asked to read for **at least 10 minutes**.
- Please try to **read with them** as often as possible.

Reading Fluency Checklist



Accuracy

I read the words accurately



Rate

My reading rate is just right – not too fast and not too slow!



Expression

I read with expression –NOT like a robot!




Punctuation

I read in phrases and show I understand the punctuation in the text.

Weekend reading homework

At the weekend, children are asked to complete an additional reading activity, chosen from the suggested activities from the planner.

 <p>I am a skimmer I can find the main facts and features in a text and write them down.</p> <p>Skimming and scanning After reading a passage, make up 3-5 questions (or ask an adult to help you) which start with: Who? What? When? Where? How?</p> <p>For example: → How old is the main character? → What time of day is it? → Where are the characters heading to?</p> <p>Now, give yourself a time limit to answer each question, finding evidence in the text.</p>	 <p>I am a word wizard I know what most English words and unfamiliar words in the text mean.</p> <p>Glossary creation Find at least 3 words you are unfamiliar with from the text – if you can't find any, your book is probably not challenging enough.</p> <p>Can you predict what the word might mean from reading it in the sentence? Then, look the word up in a dictionary.</p> <p>Test yourself to see if you can remember the meaning of these words the next time you come to read.</p>	 <p>I am a detective I can work things out based on clues in the text.</p> <p>Thought bubbles Create a cartoon type image of a scene. Then add speech bubbles (detailing what each character is saying) and thought bubbles (detailing how each character might be feeling).</p>	<p>Sequence</p>  <p>Identify and recall the key events in the story/ chapter you have just read.</p>  <p>This could be done just using pictures.</p>
 <p>I am a summariser I can find only the most important information in the text.</p> <p>Summarise in a nutshell Summarise the events in the story or chapter you have just read. Think about reducing the number of words you write in your summary each time.</p> <p>For example: → Summarise the chapter in 50 words. → Summarise the chapter in 25 words. → Summarise the chapter in 10 words.</p> <p>You could even summarise events from the perspective of a character in your story.</p>	 <p>I am a fortune teller I can use information from the text to predict what will happen next. I predict by skimming and reading.</p> <p>Predictions Before you start reading a story, predict what may happen in the book from just looking at the front cover and reading the blurb.</p> <p>Alternatively, after reading a chapter, predict what may happen next in the story.</p>	 <p>I am a detective I can work things out based on clues in the text.</p> <p>Quote detective. Find and copy down a quote in your book which tells you something about a character (this could be dialogue, action or description). Write down what impression this quote gives you of the character: i.e., 'He stomped down the steps, his face as red as a tomato.' This tells me the character is very angry because he is stomping and his face has turned red.</p>	 <p>I am a reviewer I think about the information in the text and find something that I like.</p> <p>Book review Once you have finished reading, write a book review of the story. Consider the following questions:</p> <ul style="list-style-type: none"> → Who are the main characters? → What happens in the story? → Who would you recommend this story to? → How does it compare to the last book you read? → What star rating would you give it out of 5? Why?

Reading activities to complete at home

Reading activity number:

This activity should be completed in planners on the weekly page for **the week the homework is handed in.**

Maths activities

Ideas for supporting maths at home

Hands on maths game 2: The 24 Game

This is a very simple game that will help your child practice their arithmetic skills, and it is a game they can play with a group of friends.

What you need to play:

- A pack of playing cards (The number cards only)

How to play:

Step 1: Each player picks 4 number cards at random from the pile.

Step 2: They then need to find a way to manipulate the 4 digits using any of the 4 operations (+, -, x, ÷) so the end result is 24. For example, if they chose 4, 7, 8, 8, they could do $(7 - (8 \div 8)) \times 4 = 24$

Step 3: If nobody is able to reach 24, you can make it closest wins!

Battleships

This is a KS2 maths game that most people will be familiar with, but it just so happens to be fantastic practice for coordinates.

What you need to play:

- Some sheets of paper
- Pens or pencils

How to play:

Step 1: Each player draws out a grid with A - J along the bottom and 1 - 10 up the side.

Step 2: They then plot ships of various sizes on the grid by colouring in the squares:

- One ship five squares long (the aircraft carrier)
- One ship four squares long (the battleship)
- Two ships three squares long (the cruiser and submarine)
- One ship two squares long (the destroyer)

Place Values and Rounding

This math game with dice is a great way to improve knowledge about place values.

How to play:

For this game, you will provide each student with a sheet of paper and a pencil. You can vary the number of dice according to place values you wish to work with. For example: For tens, you will use 2 dice and for hundreds, you will use 3 dice, and so on. Each player will roll the dice turn wise and arrange the numbers they get on the face value to form the largest possible number. The students will then round this number to the nearest 100's or 1000's. For example, 865 becomes 900, and 843 becomes 800. The student with the highest correctly rounded number wins the game.

Modification:

You can vary the number of dice to be rolled make this dice math game harder. You can also change the number of dice every round to make the game more challenging. For older kids, you can also use the numbers to practice decimal places like tenths, hundredths, and so on.

Sumdog – login details will be in planners

MyMaths – login details will be in planners

- We will set times tables activities on Sumdog – sometimes other activities if necessary
- We will set other tasks related to the curriculum on MyMaths

Word List - Years 5 and 6

How many can you read and spell?

accommodate	criticise (critic + ise)	immediate(ly)	recommend
accompany	curiosity	individual	relevant
according	definite	interfere	restaurant
achieve	desperate	interrupt	rhyme
aggressive	determined	language	rhythm
amateur	develop	leisure	sacrifice
ancient	dictionary	lightning	secretary
apparent	disastrous	marvellous	shoulder
appreciate	embarrass	mischievous	signature
attached	environment	muscle	sincere(ly)
available	equip (-ped. -ment)	necessary	soldier
average	especially	neighbour	stomach
awkward	exaggerate	nuisance	sufficient
bargain	excellent	occupy	suggest
bruise	existence	occur	symbol
category	explanation	opportunity	system
cemetery	familiar	parliament	temperature
committee	foreign	persuade	thorough
communicate	forty	physical	twelfth
community	frequently	prejudice	variety
competition	government	privilege	vegetable
conscience*	guarantee	profession	vehicle
conscious*	harass	programme	yacht
controversy	hindrance	pronunciation	
convenience	identity	queue	
correspond		recognise	

Spelling homework

- Every **Friday**, children will be set **8 spelling words** to learn on **Seesaw**.
- Spelling practice should be completed in **homework books daily**.
- Children will be **tested** on their spelling words **every Friday**.

By the end of Year 6, children are expected to be able to **spell most** of their **Year 3/4 tricky words (p.19)** and most of their **Year 5/6 tricky words (p.20)**. Any additional practice of these words would be beneficial!



Supporting at home

- ▶ There is **no optional homework**
- ▶ **Curriculum maps** will be available on the **school website** this Friday, detailing what will be covered in each subject each term



Theme Curriculum

Year 6

Autumn: Monarchy Through Time History Unit	Spring 1: Let's Get Ready to Rumble Geography Unit	Summer: African Adventures Geography Unit
<p>I can define the term monarchy. I can explain the feudal system that was used in medieval Britain. I can explain why King John was so unpopular and was forced to sign the Magna Carta. I can name three implications of signing the Magna Carta. I can identify reasons why Henry VIII chose to break away from the Roman Catholic Church as part of the English Reformation. I can identify the significance of the English Reformation and how this changed the feudal system. I can explain what caused the English Civil War. I can identify what happened as a result of Charles' defeat in the English Civil War. I can outline what caused the Glorious Revolution of 1688. I can discuss the significance of the Glorious Revolution and the English Bill of Rights. I can discuss the impact of the growth of the railways on Great Britain. I can describe how living and working conditions changed during the Industrial Revolution. I can explain how the British empire expanded during the Victorian times.</p> 	<p>I can label the tectonic plates on a world map. I can explain how earthquakes are formed due to tectonic plates. I can explain how a volcano is formed and how it erupts due to tectonic plates. I can explain how mountain ranges are formed due to tectonic plates. I can research an earthquake and volcanic eruption event and explain their impact on humans (Haiti earthquake 2010 and Mount St Helens eruption 1980).</p> <hr/> <p style="text-align: center;">Spring 2: Rye Through Time History Unit</p> <p>Geography I can find and use grid references and symbols on an OS map of High Wycombe</p> <p>History I can analyse different sources to gain an insight into Roman use of the Rye. I can discuss how the River Wye became essential to life in 11th century Wycombe I can identify events which led to the battle on the Rye during the English Civil War. I can discuss events leading up to the Swing Riots of 1830. I can explain how industrialisation began to affect the River Wye.</p>	<p>I can label Africa on a map of the World. I can name and label 5 African countries on a map of Africa (Democratic Republic of Congo, South Africa, Ghana, Ivory Coast and Tanzania). I can label the vegetation belts across the world and give reasons for this pattern (linked to biomes and climates). I can explain the changes in the distribution of food, minerals and water across Africa. I can describe how trade has changed over time from the Slave trade to the global trade today. I can describe what fairtrade is and its benefits.</p> 

Communication



- ▶ Please ensure your child has their **planner** in **school everyday**.
- ▶ Please **check your child's planner at least once a week** and **sign** at the bottom of the page to let us know that any messages have been read.
- ▶ If you have any **messages** for us, please let us know by writing them in your child's planner. This will be our **main form of communication** between home and school.
- ▶ We will **check and sign planners at least weekly** and children are encouraged to show us their planner during registration if it contains a note.
- ▶ Please also look at and sign the **home school agreement** which can be found in the planner.

Handwriting

- ▶ We are using 'Letter-Join' in school for handwriting
- ▶ If you would like your child to practise their handwriting **at home**, you can access using a **desktop computer** or an **iPad** or **tablet**.

Pupil Log-in:

Tablet log-in

User name: kh14904
Swipe code: A capital 'L' shape starting at top left.

PC log-in

User name: kh14904
Account Password: home



P.E. kits



- ▶ **Both** Class will have PE on a **Wednesday FOR NOW**.
- ▶ For the first term, Year 5 will be swimming at Wycombe Leisure Centre
- ▶ Please ensure they wear their school P.E. kit (and trainers) into school on this day as they will be working in the sports hall as well as swimming.
- ▶ If they are unable to do P.E. for any reason, please let us know.
- ▶ It will be on Thursdays from Spring term onwards.

Library

- ▶ Both classes will visit the library every Tuesday.
- ▶ It will also be open at lunchtime.



Important dates

- ▶ Thursday 13th November: Parents evening (4-7pm)
- ▶ Tuesday 18th November: Parents evening (4-7pm)
- ▶ Week beginning 1st December: Travelling book fair.
- ▶ Wednesday 21st January to Friday 23rd January:
Woodrow Residential
- ▶ Other trips and events TBC

Contact us!

- ▶ If you have any problems or concerns, however minor, **please come and speak to us!**
- ▶ We will be outside **after school** most days, so feel free to speak to us then – ideally not on a Wednesday (staff meeting)
- ▶ Otherwise make an **appointment** to see one of us through the **school office**.





**Any
questions?**