

Top tips for Year 5

Chestnut Class

School starts at 8:50am

School finishes at
3:20pm

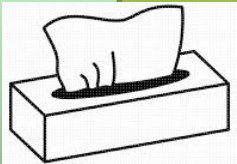
Class teacher: Ms Bado

alice.bado@greenway.herts.sch.uk

Current learning support: Mrs Hadley, Mrs Wardle (am), Miss O'Brien and
Mr Burch (pm)

PPA teacher: Mrs Adams – Wednesday am

Termly tissue box
donations would be
much appreciated!



PE is on a Tuesday and
Friday (pm)



Children **must** have a change of shoes for inside
and outside... named!























































































Welcome!

Hello again! The children are settling in well
and have been enjoying swimming this
week!



Timetable 2024-2025

 Chestnut	 8:50	 9:05	 9:35	 10:35	 10:55	 11:15	 12:15	 1:15	 2:05	 2:15	 3:05	 3:15	 3:20
 Monday	 Morning task	 Guided reading/	 English	 Assembly	 Break	 Maths	 Lunch	 History	 Running track	 RE	 Newsround	 Story	 Home
 Tuesday	 Morning task	 Guided reading	 English	 Assembly	 Break	 Maths	 Lunch	 PE	 PE	 ICT	 Newsround	 Story	 Home
 Wednesday	 Morning task	 Guided reading	 Science	 Assembly	 Break	 Science	 Lunch	 English	 Running track	 Maths	 Newsround	 Story	 Home
 Thursday	 Morning task	 Guided reading	 English	 Assembly	 Break	 Maths/ Music	 Lunch	 Art	 Running track	 French	 Newsround	 Story	 Home
 Friday	 Morning task	 Assembly	 Maths	 Break	 Spellings	 PSHE	 Lunch	 Social time	 Singing 1.45-2.15	 PE	 Newsround	 Story	 Home



Key information



- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, avocado or nut products**)

This is to keep ALL children safe!

- All admin that needs to go to the office please email admin@greenway.herts.sch.uk
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.

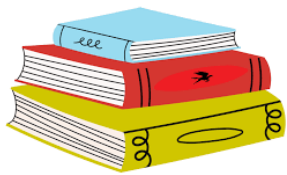


End of Year Expectations

Consistently and independently are key!

Reading

- Read age-appropriate books with **confidence and fluency** (including whole novels)
- Read aloud with **intonation** that shows understanding
- **Work out the meaning of words from context**, checking that the text makes sense
- **Predict** what might happen from details stated and implied
- **Summarise** main ideas identifying key details
- **Retrieve information** from non-fiction
- **Explain and discuss** their understanding of what they have read, drawing **inferences** and justifying these with evidence
- Make **comparisons** between the book they are reading and other books they have read
- **Evaluate how authors use language**, beginning to consider the impact on the reader



Reading

In Year 5, children choose their reading books, with guidance!

Your child will have a reading record for them and yourselves to record their reading diet

Your child will bring home 1 book from school a week – as the texts are longer.

We will collect Reading Records and books in on a **Thursday**

Remember that re-reading a text is important for consolidation, fluency, expression and comprehension

It's still important to listen to your child read and read to them.

Checking children's understanding of words, phrases and events is key... never assume that they know!

Your child must bring in the reading record every day

Every day reading supports fluency. Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Friday

So what does age related reading look like?



What happens after Read Write

Inc?

Year 3
Autumn 1

Year 3
Autumn 2

Turquoise

Purple

Gold
star

White

Lime

Ruby

Black

Autumn Year 2
Expected level

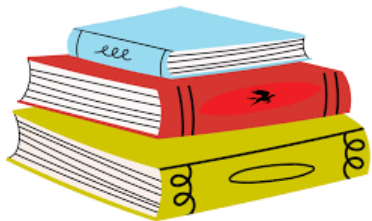
End of Year 2
Expected level

Year 3
Spring 1

Broadening
their reading
diet further

Continue to broaden
their vocabulary and
understanding of
words and phrases

If your child is reading at one of
these levels we will assess them
before giving out new books.



A fluent reader is...



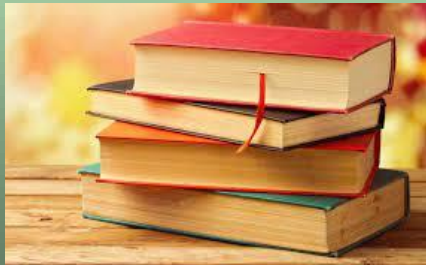
A child who is reading 90-95% of the words by sight

Understands what they are reading – verbally and in writing

Uses the punctuation to support their fluency

Uses a narrators voice who captures their audience

Uses intonation



Reading Ravers

Typically, children are choosing a range of age appropriate **texts** to share at home- recommended reads

Bookmark given on Friday
to support comprehension.



Once in a while
texts!



Year 5 age related text example

'A Kind of Spark' – Elle
McNicol

On days like this, I spend lunchtime in the library. I feel the other children in the class watching me as we tuck in our chairs and leave the room, the school bell screeching so loudly. Loud noises make my head spin, they feel like a drill against a sensitive nerve. I walk through the corridors, practicing my breathing and keeping my eyes straight ahead. People talk so loudly to their friends, who are right next to them. They get too close, they push and clamour, and it makes my neck hot and my heart too quick.

But, when I finally get to the library, it's all quiet. There is so much space. There is one window open to let in a little fresh air. There is no loud talking allowed. The books are all categorised and labelled in their proper places.

And Mr Allison is at his desk.

"Addie!"

He has curly dark hair and big glasses, and he is tall and skinny for a man. He wears old jumpers. If I were to use my thesaurus to describe Mr Allison, I would say he was kindly.

But I like to just say that he is nice. Because he is. My brain is very visual. I see everything in specific pictures, and when people use the word "nice", I think of Mr Allison, the librarian.

Their senses are sometimes overpowering. Too loud, too strong, too much of everything.

I turn the page to a large photograph of a solitary Greenland shark, swimming alone in the ice-cold water.

"People don't understand them." I touch the shark's fin. "They hate them, actually. A lot of people. They're afraid of them and don't understand them. So, they try to hurt them."

Mr Allison doesn't say anything for a while, as I read the first page.

"You take that home with you for as long as you would like, Addie."

I look up at him. He is smiling, but his eyes don't match his mouth.

"Thank you!" I make sure to put all the glad that I am feeling into my voice so that he knows I really mean it. He moves back to his desk and I become engrossed in the book. Reading is the most calming thing after an overly loud and unkind classroom. I can take my time. There is no one rushing me or barking at me. The words all follow rules. The pictures are bright and alive. But they do not overpower me.

Remember reading is...

Being able to read the words on
the page- **decoding**

Being able to understand the words on
the page- **comprehension**

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Age-related reader



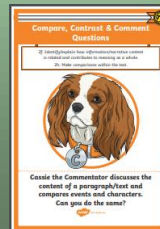
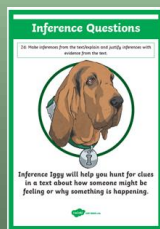
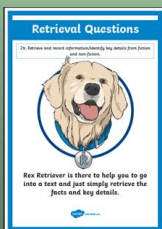
You'll notice I used:

- Intonation
- Correct tone when reading
- Self-correction
- Reading accurately of two or more syllable words
- Very few mistakes
- Uses phonics to decode 'completely' in their head

We used Reading Dogs to support specific comprehension skills

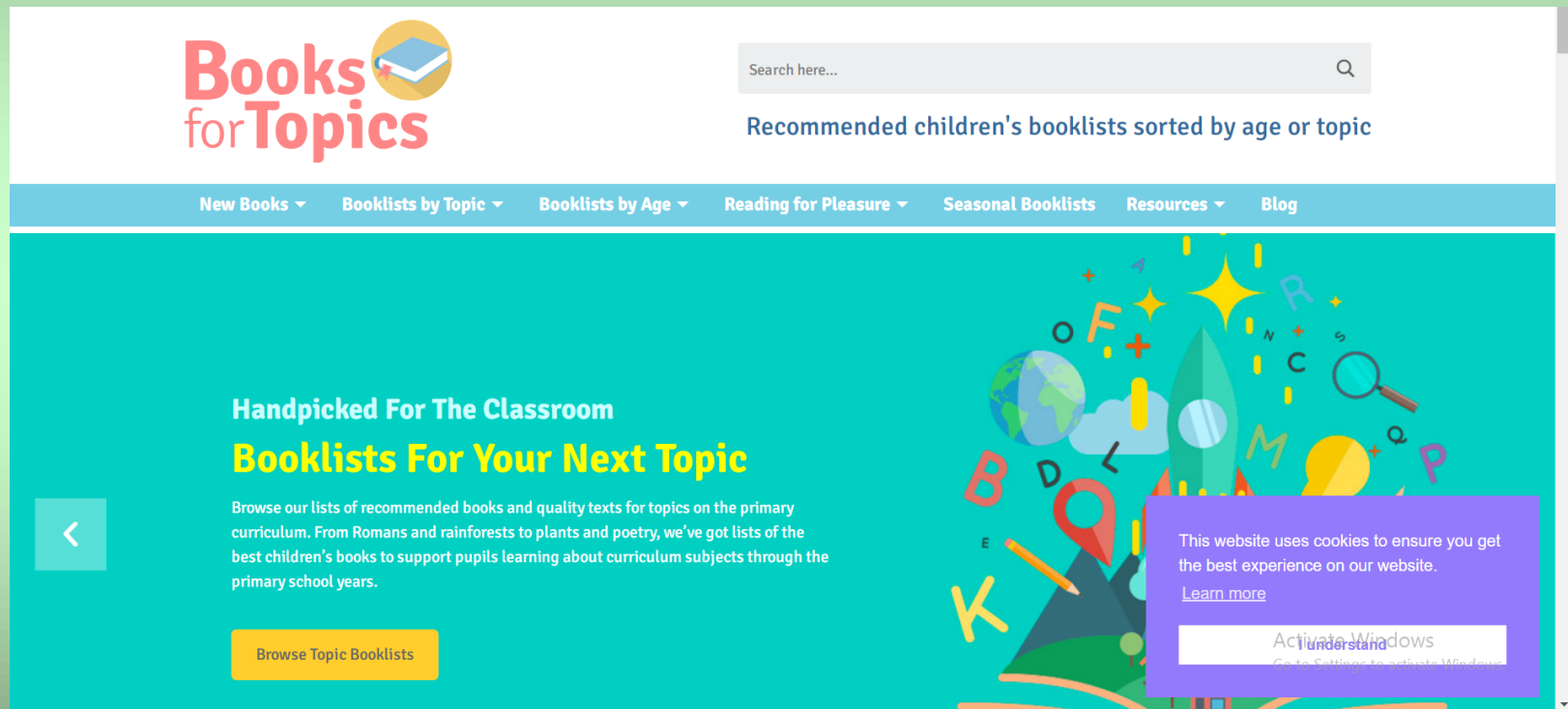
After reading, an adult needs to:

- Spend time discussing the text
- Asking and answering questions about the text together
- Predicting what might happen next
- Discussing the vocabulary and meaning of the language in the text
- Summarise main ideas
- Infer meaning from what is implied
- Please use the school bookmark provided to support reading comprehension
- Reading together for enjoyment!



Book list- Books for topics

Check out!



The screenshot shows the homepage of the 'Books for Topics' website. The header features the logo 'Books for Topics' with a book icon, a search bar with the placeholder 'Search here...', and a navigation menu with links: 'New Books', 'Booklists by Topic', 'Booklists by Age', 'Reading for Pleasure', 'Seasonal Booklists', 'Resources', and 'Blog'. Below the header, a teal banner contains the text 'Handpicked For The Classroom' and 'Booklists For Your Next Topic'. A paragraph describes the booklists as recommended for primary curriculum topics. A yellow button labeled 'Browse Topic Booklists' is at the bottom left of the banner. On the right, a colorful illustration depicts a rocket launch with various educational icons like letters, a globe, and a magnifying glass. A purple cookie consent banner is overlaid on the bottom right, with an 'I understand' button.

Books for Topics

Search here...

Recommended children's booklists sorted by age or topic

New Books ▾ Booklists by Topic ▾ Booklists by Age ▾ Reading for Pleasure ▾ Seasonal Booklists Resources ▾ Blog

Handpicked For The Classroom

Booklists For Your Next Topic

Browse our lists of recommended books and quality texts for topics on the primary curriculum. From Romans and rainforests to plants and poetry, we've got lists of the best children's books to support pupils learning about curriculum subjects through the primary school years.

[Browse Topic Booklists](#)

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Check out!



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66 BookClub!

Welcome to the 66 Book Club! Where 66 Books is open one weekend a month to members of the public & not businesses.

Come alone, with a friend or bring your kids (no booking required) - **it's 70% off all books for everyone!**

Membership is just £2 p.a. and that includes your household.

You can become a member only at the book club during the appointed weekends.

Opening times 9am - 6pm.

(We cannot guarantee entry after 4pm. You may need a few hours to see everything)

Greenway Primary
& Nursery School



End of Year Expectations

Consistently and independently are key!

Writing

- Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations: appropriate level of formality in speech writing)
- In narratives, describe settings, characters and atmosphere
- Begin to convey character and advance the action through dialogue, maintaining a balance of **speech and description**
- Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; **relative clauses**)
- Use a range of devices to **build cohesion** within and across paragraphs (e.g. **conjunctions; adverbials of time and place**; pronouns; synonyms), in much of their writing
- Use **verb tenses consistently** and correctly throughout most of their writing
- Use a range of punctuation taught up to and including Y5 mostly correctly (e.g. **commas separating clauses; punctuation for parenthesis**)
- Spell correctly words from learning in previous year group, and some words from the year 5/6 spelling list, using known spelling strategies and dictionaries to check spelling of uncommon or more ambitious vocabulary
- Write legibly, fluently and with increasing speed

Writing Top tips

Take a look at the age-related expectations!

Coherent

Punctuation

Conjunctions
subordinating

Spelling

Handwriting

Different
purposes

Correct tense

Fronted
adverbials

Relative
clauses

Parenthesis

Synonyms



Colour coded visual writing



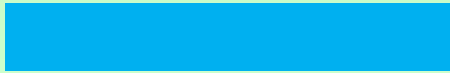
Single (main) clause



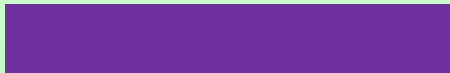
Subordinate clause



Co-ordinating conjunction



Adverbial phrase



Parenthesis



Relative clause



Writing progression

Reception



The cat lay on the mat.



Year 1



The cat lay on the mat and he fell asleep.



Year 2 & 3



The cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



Year 4



After supper, the cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



Year 5



After supper, the cat lay on the mat and he fell asleep.



Because he was tired, the cat lay on the mat.



The cat, who was called Jasper, lay on the mat because he was tired.



Age related writing example

<p>This short narrative takes the form of a 'journey story' in 5 stages (opening, build-up, problem, further problems, resolution).</p> <p>The main character is confronted with 3 obstacles (frostbite, a blizzard, an encounter with a snow leopard) that are overcome by the end of the story.</p> <p>Chronologically-ordered paragraphs drive the narrative forward, from the phone call that initiates the journey, through each of the 3 challenges, to the simple but appropriate resolution.</p> <p>Cohesion is achieved through the use of adverbials which help to sequence the events (<i>Immediately, As soon as, Eventually, Within a few minutes, In time</i>) and accurate use of pronouns.</p> <p>[C]</p>	<p>"Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and the two tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.</p>	<p>Opening with dialogue introduces the characters, establishes the setting and provides a rationale for the journey, advancing the action in the story from the very beginning.</p> <p>[C]</p>
	<p>Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she started picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a frost-bite very painful frost bite. What might she could she do now with to get rid of the frost bite? she thought to herself, but gradually it melted from the warm heat of her coat.</p>	<p>Expanded noun phrases (<i>two tatty-looking passports, her brand new winter boots</i>), incorporating preposition phrases (<i>a phone call from work</i>), convey detail concisely.</p> <p>[GP]</p>
<p>The question makes good use of the modal verb 'might'.</p>		<p>A multi-clause sentence deploys a range of clause structures, including a relative clause (<i>where the film crew were waiting</i>). This control of language is good, although the choice of verb (<i>causing</i>) lacks the precision that might be used by a pupil working 'at greater depth within the standard'</p> <p>[GP]</p> <p>Positioning the pronoun before the noun (<i>her...Lauren</i>) supports cohesion effectively within the sentence.</p> <p>[GP]</p>

This writer has to do this consistently in a range of pieces!



Age related writing example

Correct use of
punctuation - commas

Fronted adverbials
Spelling - homophones

Figurative language -
simile

Conjunctions
Interesting verbs

This writer has to do this consistently in a range
of pieces!

The Cloud Tea Monkeys - the Sequel

It was a glorious evening, the sun sank towards the mountains as Tashi walked back ~~to~~ into the kitchen. As soon as she did, she was hit ~~with~~ with a smell of mouth-watering fragrance. Ah she thought, cloud tea. As Tashi and her mother took a ~~so~~ sip of cloud tea their muscles relaxed like they were floating in a mineral hot spring. This is the life they sighed.

As Tashi and her mum sat on the gamitlan road and sipped cloud tea. Suddenly an idea burst into her mind like the morning sun. "Mum why don't we buy a house next to the monkey's home!" she said




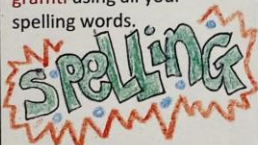


Spelling Top tips

Celebrate making 'good mistakes' as a family

Frequent practise in different ways

Chunk/part words

Upper and Lower Write each of your words out 2 times: the first time in UPPER CASE , the second time in lower case . Repeat 3 times. SPELLING spelling	Pyramid writing Write each of your words like a pyramid. Repeat doing an upside down pyramid! <pre> sP sPe speIl spell </pre> <pre> spell spel spe ep </pre>	Blue Vowels Write out each of your words. Go over the vowels in each word using a blue pencil or pen. Repeat 3 times. spelling	Curly Words First write out your words in normal writing. Next, write them again in <i>fancy / curly</i> letters. spelling Spelling	Spelling Flowers Draw a flower for each of your spelling words, writing one letter per petal. 
Rainbow Words Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time. 	Crosswords Write your words across and down , sharing the first same letter <pre> spelling p e l l g </pre>	Backwards Write your words out first forwards and then backwards . Repeat 3 times. spelling gnilleps	Dot to Dot Write each letter as a series of dots. Complete the word, then join the dots . spell	Alphabetical Write your words out in alphabetical order . Repeat in reverse order. can spell I I spell can
Tell a story Use all your spelling words to tell a short silly story .	Sentences Write as many spelling words as you can in one sentence (with only one conjunction!). How many sentences do you need to include them all?	Spelling Shapes Draw around your words, emphasising the shape of the letters. Repeat 3 times 	Colourful Consonants Write out each word using a pencil. Go over the consonants with a different colour. Repeat 3 times. spelling	Rhyme Time Make a short rhyme for each of your words. (the rhyming words doesn't need to follow the spelling pattern!) spelling gets me yetting!
Spot the Syllables Write out each word in pencil. Choose a different colour for each syllable and go over each. Repeat 3 times. spelling	Graffiti Create a wall of colourful graffiti using all your spelling words. 	Other hand! Write out your words. Next to each, have a go at writing each one with the hand you don't usually write with! spelling spelling	Say What? Write each of your words in a question. Are you a Super spelling star?	Little Words Write each words and spot the little words within each. Write each little word next to the word. spelling spell in



End of Year Expectations

Consistently and independently are key!

Maths

Number and place value

- Understand and apply the knowledge of place value e.g. reads, writes, orders, compares, estimates, multiplies and divides numbers by 10, 100 and 1000 up to 1,000,000 and to 3 decimal places and as fractions
- Round decimals with two decimal places
- Read roman numbers to 1000 and recognise years written in Roman numerals
- Recognise and convert mixed numbers and improper fractions
- Compare and order fractions whose denominators are all multiples of the same number

Calculating

- Arithmetical laws and relationships
- Mental fluency
- Fractions, decimals and percentages (adding and subtracting fractions whose denominators are multiples of the same number and multiplying proper fractions and mixed numbers)
- Solving numerical problems (one/two step using all operations)

Measurement

- Metric and imperial measurements
- Perimeter, area and volume
- Chronology
- Solve problems using all operations

Geometry

- Properties of shape
- Position and direction

Maths Top tips- STRATEGY

Concrete



Pictorial



Abstract

Let's try ...

Equivalent fraction



Maths Top tips- STRATEGY

Concrete



Pictorial



Abstract



How does this prove that 1 whole = $5/5$ = $10/10$
What else is this equivalent to?



Maths Top tips- STRATEGY

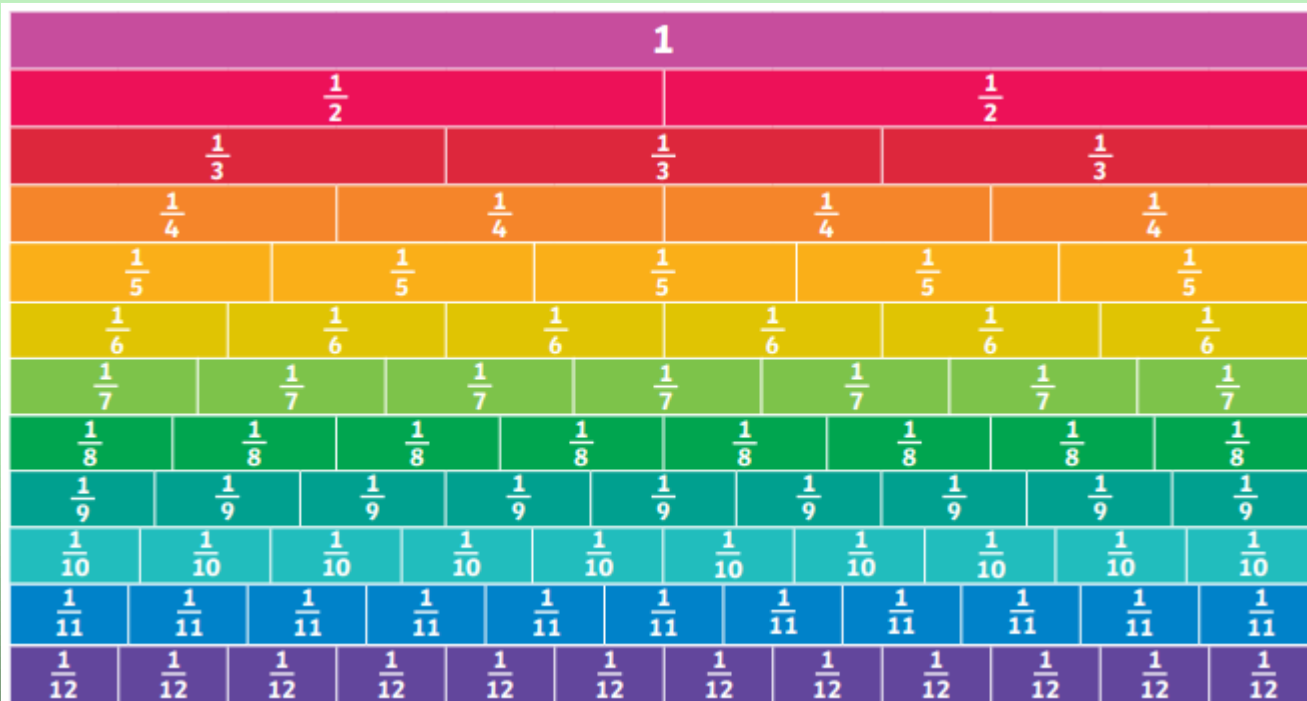
Concrete



Pictorial



Abstract



Using the
fraction wall

What is $\frac{2}{3}$
equivalent
to?



Maths Top tips- STRATEGY

Concrete



Pictorial



Abstract

We should now start to make links –
using our times tables

$\times 2$

$$\frac{1}{4} = \frac{2}{8} = \quad =$$

$\times 2$

$$\frac{5}{25} =$$



Home Learning

Maths and Writing will be set weekly on Fridays at 3pm on Google Classrooms. These will alternate each week. This needs to be submitted/up loaded to Google Classrooms by 3pm the following Thursday. Your child can complete their home learning in their Maths/English home learning book, which is to stay at home.

Please mark their work with them so they get instant feedback.

Spellings are set weekly every Friday via Spelling Shed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please practise with your child. If writing, please use their spelling books to practise writing on lines.

The dictation includes words using the same spelling rule.



Year 5 Curriculum Overview 2024-2025

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Science</u>	Forces & mechanisms Properties and uses of materials	Earth and space Plant and animal life cycles	Separating mixtures and changing materials Human growth
<u>Art</u>	Typography and Maps	Set Design <u>or</u> Mixed media land and city scapes	Architecture : Dream big <u>or</u> small <u>or</u> Fashion Design
<u>Design and Technology</u>	Christmas stockings <u>or</u> Seasonal soup	Gears and pulleys	Frame Structures
<u>Computing</u>	Online safety Games Creator	Databases Microbits 3D Modelling	Word Processing Coding
<u>French</u>	Weather The date	Pets Clothes	Habitats My home
<u>PE</u>	Basketball, swimming, yoga, indoor athletics, OAA	Dance, hockey, ultimate frisbee, cricket	Tag rugby, athletics, rounders, netball



Year 5 Curriculum Overview 2024-2025

<u>Geography</u>	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
<u>History</u>	Why did the ancient Maya change the way they lived?	Why was winning the Battle of Britain in 1940 so important?	Why is our local area so historically important?
<u>R.E.</u>	Why do people have to stand up for what they believe in? Why doesn't Christianity always look the same?	What happens when we die?	Who should be in charge? Why are some places in the world significant to believers?
<u>Music</u>	Body percussion and rondo composition	Round and harmony and whole class arrangement and performance	Cyclic patterns and performing with drumsticks
<u>P.S.H.E/SRE</u>	Jigsaw PSHE: Being me in my world and Celebrating difference	Jigsaw PSHE: Dreams and goals and Healthy me	Jigsaw PSHE: Relationships and Changing me



PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary- puberty, menstruation, periods, sanitary towels, tampons, ovaries, oestrogen, vulva, womb, sperm, semen, erection, ejaculation, wet dream, hormones, conception, sexual intercourse, fertility treatment
- Learning intentions: self and body image, puberty for girls, puberty for boys, conception, and looking ahead



Special educational needs/disabilities

SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe- dani.roe@greenway.herts.sch.uk
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO.



Children's wellbeing

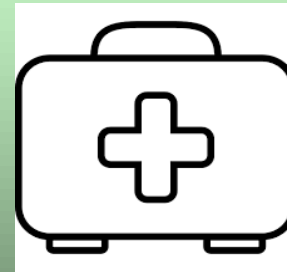
- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent travelling
or away



Family member
illness



Mobile Phones and Walking to/from School

- You must complete a consent form before your child can walk on their own, this will be sent out shortly.
- If your child is going to walk home unaccompanied and you wish them to carry a mobile phone, they may bring them to school
- These phones must be turned off and handed to the teacher as soon as the child is in school
- Please remind children when walking unaccompanied, they are expected to behave appropriately on the journey and on the school grounds
- You can consent to your child walking home from WACCY, however, think about when the days are shorter

Please make sure that your child understands that this phone should only be used when necessary; they should not be using it unless they need to call parents/carers.

Class Rep – please let me know if you'd like the role.

Useful home activities

Times tables: 2-12 (multiplication and division facts)

Number manipulation and fluency

Converting and using units of measure

Solving multi-step problems involving all four operations

Thank you for listening!

Useful resources

BBC bitesize

Mathletics

TT Rock Stars

Oak National Academy

Classroom secrets

Nrich

Mymathsgames

White Rose

Top Marks

