

Alexandra Primary School

Year 5

Monday 26th September 2022



Alexandra

Primary School

Aspire, Perform, Succeed

Our Vision:

Children at Alexandra have high aspirations to be able to perform and succeed at school and beyond

We encourage all children to:

Aspire to be successful learners who enjoy learning;

Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives;

Succeed as responsible citizens who make a positive contribution to society.

Year 5 team

Teachers

5H Mrs Hounsell

5B Mr Berryman

5CB Mr Brain

Teaching Assistants

Ms. Morgan, Mrs. Belani , Miss Janjua

Routines

- Doors open at 8:40am. Pick up is at 3:30pm
- Reading planner in every day
- Uniform – labelled clearly
- Provide healthy snack if wanted for breaktime
- Healthy packed lunch
- Homework – set on a Tuesday (through Google classroom and due the following Monday)



Our topics

- Autumn 1 – Anglo Saxons
- Autumn 2 – South Africa
- **Spring 1 – Vikings**
- **Spring 2 – Extreme Earth**
- Summer 1 – Our local Area
- Summer 2 - Tudors

Please see the Curriculum overview for Year 5 for the skills and objectives in detail, which will be available to see on our website.

Our weekly overview, which will be available on our website and on Google Classroom, will also contain this information in more detail.

Learning	Year 5 Overview 2022/2023
Learning overview	On Tuesday of each week, the Weekly Overview will be published on the school website and Google Classroom. This weekly overview will set out the planned learning across the curriculum for each year group and it will also include information about the homework that has been set that week. This document is to help parents support their child's learning at home, as well as to inform and facilitate discussions about what they have been learning at school. As the week progresses, these overviews may need to be adapted by the class teachers if they feel that children need to spend more time than they had originally planned to enable them to understand concepts securely before moving on.
Pupils ▶	
Curriculum	
Nursery	
Reception	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Learning overview	Curriculum overview:
Year 6	Week 1 - 06/09/2022
Catch Up Funding	Week 2 - 13/09/2022

Downloads / Useful links

Welcome Booklet

[Curriculum Overview - Autumn Term](#)

Curriculum Map

Equipment



- Full School uniform - School shoes to be worn on days that do not contain PE lessons.
- Pupil planners – please sign your child’s planner so we know they have read with you.
- Reading books.
- PE kits - please no jewellery on PE days and hair tied back where possible
- PE days

Class	Indoor PE	Outdoor PE
SCB	Thursday	Friday
SH	Thursday	Tuesday
SB	Thursday	Tuesday

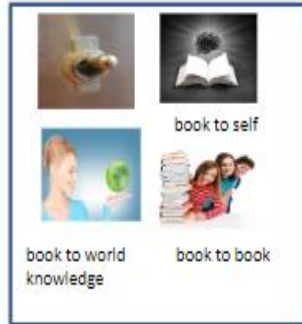
Reading Expectations

- Children are expected to read every day and keep a note of this in their planners. Parents should check what their child is reading and also make a comment. Planners will be checked each week to see if reading has been completed.
- Books will be changed each week
- Library visit each week to further their enjoyment of various genres.
- Children will be listened to by adult each week
- Log on to **Reading Plus (once a week for 20 minutes)**
- **Reading expectations at APS**
- At Alexandra Primary School we see reading as an integral part of the school curriculum that impacts on all learning.
- We use children's literature to support and develop high quality learning and a whole school love of reading.
- We value the importance of being a confident reader and want children to enjoy reading a wide range of different books.
- Children develop the skills for reading through the teaching of the '8 reading strategies'. We focus on one of the strategies each week, with the teacher clearly talking about and modelling the skill so that children learn how to be more active readers.

Daily comments/messages from school

Monday	The boy in the dress / I read 7 pages of this book.	Parent's signature: _____
Tuesday		Checked by Mrs Hounsell :) Parent's signature: _____
Wednesday	I read today to Mrs Morgan THE BOY IN THE DRESS / Eshal read 4 pages at home.	Parent's signature: _____
Thursday	The boy in the dress / I read 3 three pages at home	Parent's signature: _____
Friday	The Boy in the Dress / Eshal read 2 pages at home	Parent's signature: _____
Saturday	The Boy in the Dress / Eshal read 2 pages at home	Parent's signature: _____
Sunday	The Boy in the Dress / Eshal read two more pages	Parent's signature: _____

Strategies to help us understand and enjoy reading, as we read we



Use our background knowledge and connect to text



Ask questions, predict, I wonder...



Visualise



Think like a detective-use inference



Notice breakdown...



and repair it



Watch out for VIP words/ phrases/ideas



...and put together to build GIST

Example questions

- What type of text is this?
- Have you read texts like this before?
- What is the purpose of the text?
- How does the text compare/contrast with others within the genre?

- What do you think will happen next?
- How do you think the story will end?
- How could this one event alter the entire plot?
- What would happen if...?
- How might people react?

- Using the evidence from the text, which of these images do you think best depicts the setting? Why?
- Which physical attributes do the characters have in common?
- What senses do you think the author used when describing the...?

- Can you find the word in the text that is a synonym/antonym for...?
- What word in paragraph... tells us that the character is...?
- The author uses the phrase '...' in the first paragraph. Which of these words are closest in meaning?

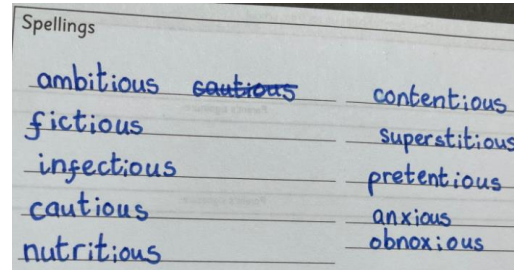
- Is there information that doesn't agree with what I already know?
- Are there any ideas that don't fit together (because of contradictions, ambiguous referents, misleading topic shifts)?
- Is there any information missing or not clearly explained?

- Could you look back through/ read forward in the text to aid clarification?
- What questions could you ask to identify the gap?
- Could you suspend judgement?
- Do you need to understand that word or phrase right now (is it imperative to the task)?

- Why did the character perform action A or has goal G? (*looking for plausible superordinate motives*)
- What idea combined with fact A (from text) accounts for result B (in text)?
- What information do we already know about the concept? How could this help us?

Here are some example questions you can use when reading with you child

Spelling



- Spellings are being taught through English lessons and your child will have weekly spelling homework.
- It is expected that children understand the meaning of the words being learnt as well as the spelling.
- The spellings are taken from the new curriculum and we will focus on a particular pattern each week.
- Your child will have a weekly dictation test but before this they will have looked at the patterns of the spelling. This way they are not just learning them for a test but are able to use them in their own writing.

Words with the short vowel sound /ɪ/ spelt with y

symbol	symbol
mystery	mystery
lyrics	lyrics
oxygen	oxygen
symptom	symptom

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

Maths

Please see the Maths calculation policy on the school's website to ensure that we are teaching the same strategies at school and at home.

Year 5	<p>Add numbers with more than 4-digits.</p> <p>Approaching these equations with a similar approach to Year 4, teachers should now follow the same dynamics but with the introduction of decimal points.</p> <p>Again, using place value counters and place value grids, children can understand how exchanging works for decimal numbers also.</p>	<p>$2.37 + 81.79 = \underline{\quad}$</p>	<p>72.8 $+ 54.6$ <hr/>127.4 11</p> <p>Relate these equations to money and measurements as often as possible.</p> <p>$£23.59$ $+ £7.55$ <hr/>$£31.14$</p>
	<p>Add decimals with 2-decimal places, including money.</p>		

<p>327 $\times 4$ <hr/>28 80 <hr/>1200 1308</p>	<p>Begin the formal method by showing children how to break it all down.</p> <p>This then leads children to using the compact method.</p>
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Year 5	<p>Subtract with at least 4 digits; including money and measures.</p>	<p>Questions should aim to be a mixture of integers and decimals.</p> <p>Take a similar approach to that used in Year 4 – but this time introducing decimals.</p>	<p>Take a similar approach to that undertaken in Year 3 – including more decimals numbers.</p>	<p>28908 $- 2128$ <hr/>28928</p> <p>When approaching the formal method, use zeros as place holders in the equations.</p> <p>28908.0 $- 372.5$ <hr/>6796.5</p>

Years 4 and 5	<p>Divide at least 3-digit numbers by 1-digit. Short division.</p>	<p>$96 \div 3$</p> <p>Use place value counters to divide using the bus stop method alongside</p>	<p>Children can still draw dot or circles to help them divide into equal groups.</p> <p>Encourage them to move towards counting multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally without remainders.</p> <p>Move onto divisions with remainders.</p> <p>Finally, begin using decimal points to divide the totals accurately.</p> <p>14.6 $35 \overline{) 511.0}$</p>
		<p>$42 \div 3 =$</p> <p>Start with the biggest place value; we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over. We exchange this ten for ten ones and then share the ones equally among the groups. We look how much in 1 group so the answer is 14.</p>	<p>Children can still draw dot or circles to help them divide into equal groups.</p> <p>Encourage them to move towards counting multiples to divide more efficiently.</p>	<p>Begin with divisions that divide equally without remainders.</p> <p>Move onto divisions with remainders.</p> <p>Finally, begin using decimal points to divide the totals accurately.</p> <p>$86r2$ $5 \overline{) 432}$</p>

Online learning



Homework will be set each week through Google classroom on the weekly overview. Part will be linked to their Science or foundation subject learning and also include some of the below:



- TTRS
- Mymaths - A variety of maths tasks linked to recent learning.
- Doodle maths and English - practice daily to help set targets to tailor individual learning



- Reading Plus- Focusing on reading comprehension skills



If there is a difficulty with accessing these online programs, encourage your child to speak with their class teacher, to give time in school to access these.

Thank you for coming

Please feel free to ask any questions you may have.

If you have any further questions at a later time, please contact the year group email address:

year5@alexandra.hounslow.sch.uk