



# Meet the Teacher

## Year Five

September 2022

# Year 5 team



## Class Teachers

Miss Allen

Miss Hague

Mrs Dunne

## Support Staff

Ms Krzus

Miss Snell

Ms Millen

Ms Enus

Ms Thorneycroft



# Useful Information

## Swimming

Wednesday

**PE kit in school everyday.**

**Please name all uniform including PE kits and coats.**

## Water Bottles

Can be brought in each day.

They need to be labelled with a name and taken home at the end of each day.

# School Rules and Values



**Fantastic  
Walking**



**Legendary  
Lines**

**Recognition Board**

**Autumn 1  
Kindness**

**Spring 1  
Friendship**

**Summer 1  
Truth and Honesty**

**Autumn 2  
Respect**

**Spring 2  
Courage and Determination**

**Summer 2  
Trust**



# What learning looks like in Year 5

Our classroom ethos is about having a positive, growth mindset.

Good mistakes are a part of learning and we will become comfortable with the feeling of challenge. We will persevere through challenges and always ask for help when we need it.

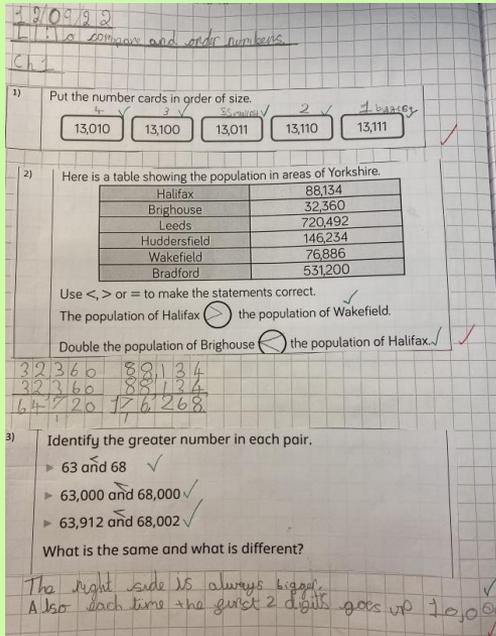
# Maths in the Autumn Term

This term we will be looking at:

- Place value
- Negative numbers
- Decimal place value
- Multiplying by 10, 100 and 1,000
- Properties of number
- Prime numbers
- Mentally multiple and divide
- Formal addition, subtraction, multiplication and division
- Equivalent fractions
- Comparing and ordering fractions
- Add and subtracting fractions

## How you can support your child

Practise times tables using Times Table Rockstars  
 Asking your child to tell the time on an analogue clock  
 Reading time tables (such as a bus or train time table)  
 Exposing your child to money (notes and coins)  
 Reading scales with your child while cooking



Visit the school website for more detail about the curriculum for the rest of the academic year.

# Reading in the Autumn Term

We will be practising different types of questions:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explain
- Summarise and sequence



How you can support your child  
 Ensure your child reads five times a week  
 Listen to your child twice a week and ask them questions from the bookmark  
 Encourage your child to read a variety of texts (non-fiction and fiction)

Visit the school website for more detail about the curriculum for the rest of the academic year.

# Writing in the Autumn Term

We have a high expectation for your children's writing.

They need to 'ALWAYS' use:

- A range of punctuation
- Paragraphs
- Subordinating clauses
- The correct tense
- A range of sentence types and lengths
- Independently check spellings they are unsure of
- Use cohesive devices (conjunctions, fronted adverbials, synonyms)
- Legible handwriting (*N.B. Handwriting needs to be joined to reach the expected standard at the end of Y5.*)
- An understanding of how we can affected the targeted audience and write with purpose.

[Bowmansgreen Primary School - London Colney, St Albans](#)

Visit the school website for more detail about the curriculum for the rest of the academic year.

## How you can support your child

- \*Support your child completing the spelling grid home learning, including writing the word in a sentence.
- \*Support your child when they edit and proof-read their work.
- \* Ask your child to check their writing (including spelling) when completing everyday writing.

# Writing in the Autumn Term

Here is the Year 5 Teacher Assessment Framework.

This is what your children's writing should include by the end of the year.

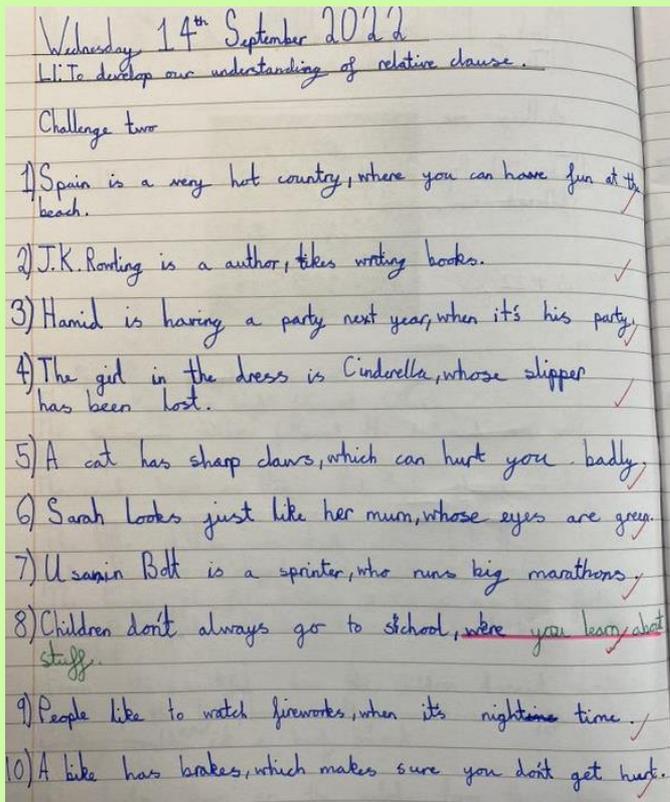
This is not best fit, meaning that the children need to meet all of this criteria to achieve the standard.

Year 5
Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters<sup>†</sup></li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use the range of punctuation taught up to and including Y2 correctly<sup>^</sup> and some of the punctuation taught in Y3 and Y4</li> <li>• spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible</li> <li>• write legibly.<sup>1</sup></li> </ul>

Year 5
Working at the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• in narratives, describe settings, characters and atmosphere<sup>†</sup></li> <li>• begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</li> <li>• 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)</li> <li>• 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</li> <li>• use verb tenses consistently and correctly throughout most of their writing</li> <li>• use the range of punctuation taught up to and including Y5 mostly correctly<sup>^</sup> (e.g. commas separating clauses; punctuation for parenthesis)</li> <li>• spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</li> <li>• write legibly, fluently and with increasing speed.<sup>2</sup></li> </ul>

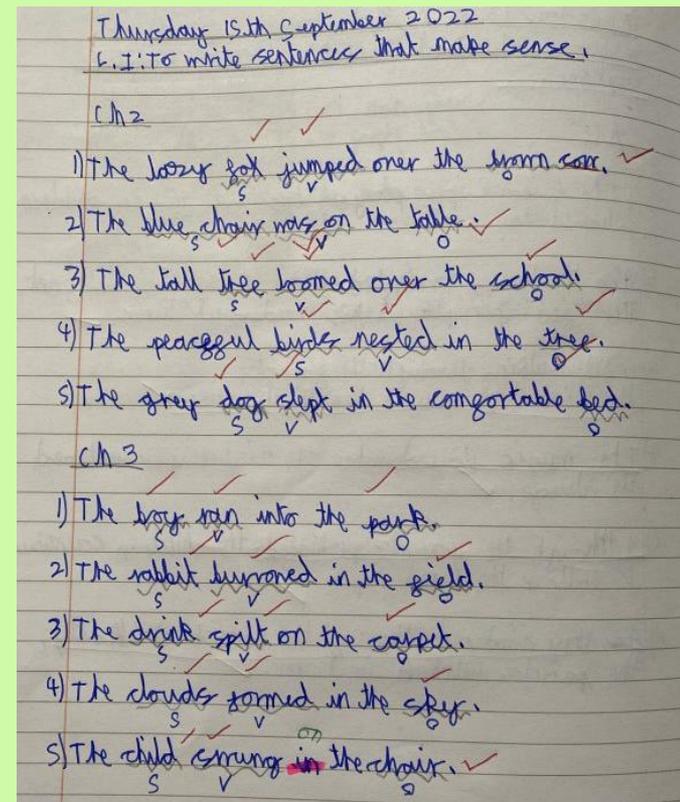
Year 5
Working at greater depth within the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)</li> <li>• choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect</li> <li>• sustain and develop ideas within paragraphs</li> <li>• begin to independently use punctuation<sup>^</sup> and sentence constructions to show the difference between formal and informal writing<sup>3</sup> (e.g. contractions in speech).</li> </ul>

# Expectations and presentation



To achieve these high expectations, children need:

- Follow the school rules
- Listen to instructions
- Contribute to class learning
- Strive to be the best they can
- Being proud of their learning





# Home Learning: Expectations

Set: every **Thursday**

Due in: every **Tuesday**

There is an example completed by the children at the front of their books. This is the minimum expectation for Home Learning each week.

# Home Learning: Expectations

## Reading

Your child needs to read at least five times a week.

At least three times a week they may read independently and sign their reading record themselves.

At least twice a week an adult needs to ask them questions about what they have read and sign the reading record with a comment about how they have done and/or what strategies they used. The pupils will be receiving new reading bookmarks

**Vocabulary Questions with Victor**

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing ... what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?

**Inference Questions with Iggy**

- What do you think... means? Why do you think that? Could it be anything else?
- I think ...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?

**Retrieval Questions with Rex**

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

**Prediction Questions with Pip**

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

**Summarising Questions with Sheba**

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

**Compare, Contrast and Comment with Cassie**

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?

**Be an Author with Arlo**

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
  - What do you think the author meant by...?
- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad/angry/frustrated?

Date	Book Name and Page Number	Comments
27/9	The Wind in the Willows pg36	Found a few words tricky, but sounded the word out with syllables. Great reading (FA)

# Home Learning: Expectations



## Maths

Three challenges are set.

The children choose one challenge to complete.

Each week examples of challenges will be given so that the children can see what is expected.

Work needs to be completed in pencil.

Lines need to be drawn with rulers (including crossing out).

One digit per square.

Unless stated, children should not complete the questions on the sheet. Instead, they must use the squares in their book.



# Home Learning: Expectations

## Home Learning Grid

Eight activities are set each half term.

Each week, your child needs to pick one activity to complete.

There is a challenge element to the grid which we expect students to attempt on some tasks if not all.

Bowmansgreen Primary School Year 5 – Home Learning Grid Autumn Term 1			
Choose one Home Learning activity to complete each week. You can choose which task to complete and the order in which you do so. Once you have completed an activity, please ask a parent/carer to initial and date in the appropriate space. You may wish to include photographs of larger pieces of work and/or practical activities. Home learning is to be handed in by Tuesday each week.			
<p><b>Task One</b></p> <p>This year, you will learn about how important boats were to the Vikings. We would like you to create a 3D Viking Boat (which can be brought into school or may be photographed and put into your book). The link below shows how you could make the boat but there are many other ways in which you could create one. Good Luck warriors! <a href="https://www.hobbycraft.co.uk/ideas/kids/how-to-make-a-viking-longboat">https://www.hobbycraft.co.uk/ideas/kids/how-to-make-a-viking-longboat</a></p> <p><b>Challenge!</b></p> <p>Can you add a shield to your boat? Make sure you have scary looking colours to warn your enemies that you are one your way.</p> <p>Parent/carer signature and date:</p>	<p><b>Task Two</b></p> <p>We are learning about Harvest Festival in preparation for our assembly. Create an acrostic poem for at least one of these harvest-related words.</p> <p><b>Donations Giving</b></p> <p>Here is a website with some easy steps for creating an acrostic poem. <a href="https://www.poetry4kids.com/lessons/how-to-write-an-acrostic-poem/">https://www.poetry4kids.com/lessons/how-to-write-an-acrostic-poem/</a></p> <p>Use the website for some examples of harvest related acrostic poems. <a href="https://www.linakerschool.co.uk/harvest-acrostic-poems/">https://www.linakerschool.co.uk/harvest-acrostic-poems/</a></p> <p><b>Challenge!</b></p> <p>Can you adapt your poem so there are four rhyming words within it?</p> <p>Parent/carer signature and date:</p>	<p><b>Task Three</b></p> <p>This term, we are learning about the Vikings. We would like you to explore their diet. Have a go at baking some Viking bread. Use the link below for a recipe and instructions. <a href="https://raisinglifelonglearners.com/kids-in-the-kitchen-viking-bread-recipe-2/">https://raisinglifelonglearners.com/kids-in-the-kitchen-viking-bread-recipe-2/</a></p> <p>After you have made this bread, we would like your reflections in a paragraph. Did you like it? What was the texture like? Is there something that you would change in the recipe to make it tastier? Do you like it more or less than the bread you eat normally?</p> <p><b>Challenge!</b></p> <p>Look at this link and find out what the Vikings did to preserve food. They couldn't put food in the fridge or the freezer like us. <a href="https://www.bbc.co.uk/history/ancient/vikings/food_01.shtml">https://www.bbc.co.uk/history/ancient/vikings/food_01.shtml</a></p> <p>Parent/carer signature and date:</p>	<p><b>Task Four</b></p> <p>'We have been reading 'The Pied Piper'. We would like you to write a diary entry as the boy who is left behind after all the children have followed the Pied Piper into the hill. Please include how you are feeling about this injustice. Don't forget to use fronted adverbials and conjunctions to develop your sentences. Your diary entry should be at least one paragraph in length. <a href="https://www.theschoolrun.com/what-recount">https://www.theschoolrun.com/what-recount</a></p> <p><b>Challenge!</b></p> <p>Can you include what your feelings are towards the mayor and councillors?</p> <p>Parent/carer signature and date:</p>
<p><b>Task Five</b></p> <p><a href="https://thekindnesscurriculum.com/courses/the-invisible-boy-a-roleplaying-activity-us/">https://thekindnesscurriculum.com/courses/the-invisible-boy-a-roleplaying-activity-us/</a></p> <p>Listen to the story of 'The Invisible Boy' by Carla Dziwoki.</p> <p>We would like you to write two paragraphs about the story. The first paragraph should describe Brian at the beginning of the story. The second paragraph should describe the difference in Brian at the end of the story.</p> <p>Don't forget to use: paragraphs, fronted adverbials, conjunctions and describing language like adjectives and adverbs. <a href="https://www.theschoolrun.com/what-paragraph">https://www.theschoolrun.com/what-paragraph</a></p> <p><b>Challenge!</b></p> <p>Write an explanation of what Brian could have done differently and how he could have got help earlier.</p> <p>Parent/carer signature and date:</p>	<p><b>Task Six</b></p> <p>Watch the video and read the webpage on irreversible changes. <a href="https://www.bbc.co.uk/bitesize/topics/r6p6gp3/articles/r9brcxw">https://www.bbc.co.uk/bitesize/topics/r6p6gp3/articles/r9brcxw</a></p> <p>Write a fact page about irreversible changes. Have a section on each of these: heating, burning and mixing.</p> <p>You will need to include: a title, subheading, paragraphs and bullet points.</p> <p>Try to include at least nine facts. <a href="https://www.theschoolrun.com/what-information-text">https://www.theschoolrun.com/what-information-text</a></p> <p><b>Challenge!</b></p> <p>Write a fact page about reversible changes (the same webpage can help).</p> <p>Parent/carer signature and date:</p>	<p><b>Task Seven</b></p> <p>We have discussed being safe online and how we should manage ourselves. We would like you to write a paragraph giving advice to Sofia.</p> <p>Sofia keeps receiving messages on TikTok which are unkind, but they are from people that Sofia hasn't met in the real world (they are online friends). These messages are really upsetting her, but she doesn't want to talk to her parents about it in case they ban her from using her phone or tablet.</p> <p>What should she do?</p> <p>Remember to use: fronted adverbials, conjunctions and to check your sentences make sense. <a href="https://www.childnet.com/help-and-advice/what-should-i-do-if-someone-online-is-mean-to-me/">https://www.childnet.com/help-and-advice/what-should-i-do-if-someone-online-is-mean-to-me/</a></p> <p><b>Challenge!</b></p> <p>Write two ways in which Sofia could have avoided receiving messages from an unknown person in the first place.</p> <p>Parent/carer signature and date:</p>	<p><b>Task 8</b></p> <p>Watch the three BBC Bitesize videos on the website below about the three different states of matter. <a href="https://www.bbc.co.uk/bitesize/topics/r6p6gp3/articles/rsgwvws">https://www.bbc.co.uk/bitesize/topics/r6p6gp3/articles/rsgwvws</a></p> <p>Write down the properties of each state: liquid, gas and solid.</p> <p><b>Challenge!</b></p> <p>Is it true that water can be a liquid, solid or gas? Prove it.</p> <p>Parent/carer signature and date:</p>

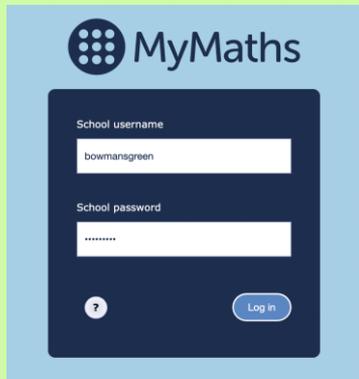
# My Maths and Times Table Rockstars



# Logging in

Each half term we will set 6 tasks for the children to complete. These tasks are not compulsory.

MyMaths is a helpful resource which can support your children's mathematical learning.

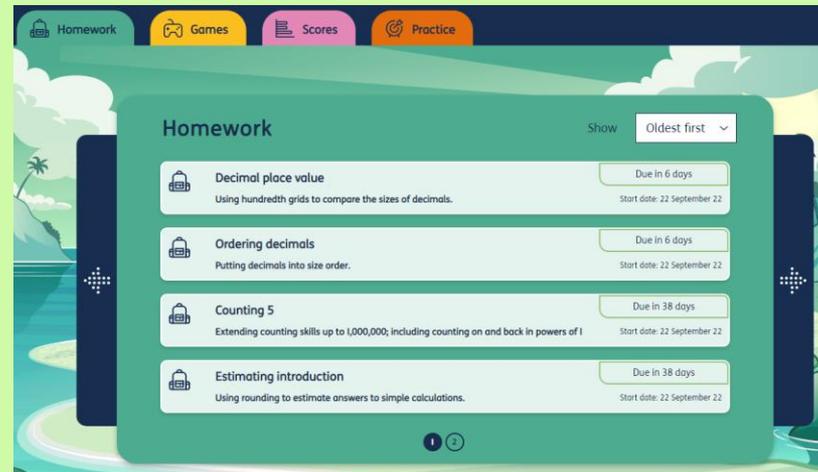


MyMaths

School username  
bowmansgreen

School password  
.....

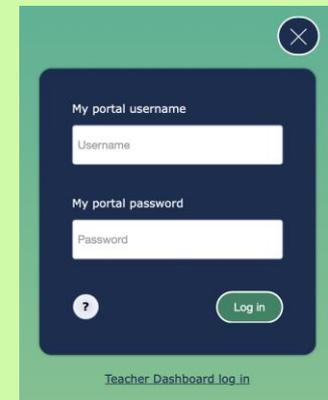
Log in



Homework

Show Oldest first

 Decimal place value Using hundredth grids to compare the sizes of decimals.	Due in 6 days Start date: 22 September 22
 Ordering decimals Putting decimals into size order.	Due in 6 days Start date: 22 September 22
 Counting 5 Extending counting skills up to 1,000,000; including counting on and back in powers of 10	Due in 38 days Start date: 22 September 22
 Estimating introduction Using rounding to estimate answers to simple calculations.	Due in 38 days Start date: 22 September 22



My portal username  
Username

My portal password  
Password

Log in

Teacher Dashboard log in

## Bowmansgreen Portal

Log in: bowmansgreen

Password: square123

## Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.



# Word of the Week

Every week we will have a new word that we will look at in depth.

It is important that the discussions of these words continue at home, to support your child's developing vocabulary.

## **Things you could ask:**

What does it mean?

What is the etymology of the word?

Do you know any synonyms or antonyms?

Can you use it in a sentence?

How does the word change when you add a prefix or a suffix?

*Every Word of the Week will be posted on the school app!*



# Key Dates

<u>Event</u>	<u>Date of the event</u>
<b>Harvest Assembly</b>	Monday 3 <sup>rd</sup> October
<b>Family Consultation Evenings</b>	Tuesday 4 <sup>th</sup> October and Thursday 6 <sup>th</sup> October
<b>Curriculum Evenings</b>	Thursday 20 <sup>th</sup> October, Thursday 8 <sup>th</sup> December, Thursday 9 <sup>th</sup> February, Thursday 23 <sup>rd</sup> March, Thursday 13 <sup>th</sup> July

The school calendar (found on the website and the app) will update you with more key dates throughout the year.

# Any questions?

