

Year 5 Parents' Information Meeting



GEORGE WHITE
JUNIOR SCHOOL

Teaching Staff



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5 Johnson

Mrs. Waller

Miss Brown

5 Almond

Mrs Eaglen

Mr Michell



Timetable

Year 5 timetable – Autumn Term 2023

8:40-9:00	9:00-10:00	10:00-10:15	10:15-10:30	10:30-11:00	11-12:10	12:10-1:05	1:05-1:30	1:40-3:00	3:00-3:20
Flashback 4	English	Assembly Whole School	Playtime	Phonics and Guided Reading	Maths PiXL 3 in 3 (10 mins)	Lunch	5J _ PE, AR, Library 5HY – Swimming, library, AR 5A - Library, swimming, AR		
Flashback 4	English	Assembly Singing	Playtime	Phonics and Guided Reading	Maths PiXL 3 in 3 (10 mins)	Lunch	GPS (25 mins)	History/Geography PSHE	Story
Flashback 4	English	Class Assembly Newsround	Playtime	Phonics and Guided Reading	Maths PiXL 3 in 3 (10 mins)	Lunch	GPS (25mins)	Science	Story
Flashback 4	English	Class Talk Time (after Oct half term)	Playtime	Phonics and Guided Reading	Maths PiXL 3 in 3 (10 mins)	Lunch	PPA French Music PE		
Flashback 4	English	Celebration assembly 10-10:30	Playtime 10:30-10:45	10:45-11:45 Maths	11:45-12:10 GPS	Lunch	AR (25 mins)	Computing/ DT/Art (3 weekly cycle) RE last 2 weeks	Story

Curriculum - Maths



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- White Rose programme of study
- Cold and hot tasks to identify gaps and misconceptions and to track progress
- Concrete, pictorial and abstract approach
- Prior knowledge built upon
- Daily reasoning and arithmetic problems
- Daily intervention

Maths Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction		Number Multiplication and division A			Number Fractions A			
Spring	Number Multiplication and division B			Number Fractions B		Number Decimals and percentages			Measurement Perimeter and area		Statistics	
Summer	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

Curriculum - Writing



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English Writing Outcomes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative: Gorilla by Anthony Browne (Story)</p> <p>Non Fiction: Plastic Pollution (Speech)</p>	<p>Narrative: The Snowman by Raymond Briggs (Story)</p> <p>Non Fiction: Emperor Penguins (Non-Chronological Report)</p> <p>Forum Visit</p>	<p>Narrative: Cosmic by Frank Cottrell Boyce (Science Fiction)</p> <p>Non Fiction: Mars Transmission (Journal)</p>	<p>Poetry: The Highwayman by Alfred Noyes</p> <p>Non Fiction: Kick by Mitch Johnson (Persuasive Letter)</p>	<p>Narrative: Rose Blanche by Ian McEwan (Story)</p> <p>Non Fiction: Refugees (Speech)</p>	<p>Narrative: One Small Step by Taiko Studios (Adventure)</p> <p>Non Fiction: David Attenborough by Maria Isabel Snachez Vegara (Biography)</p>

Curriculum - Reading

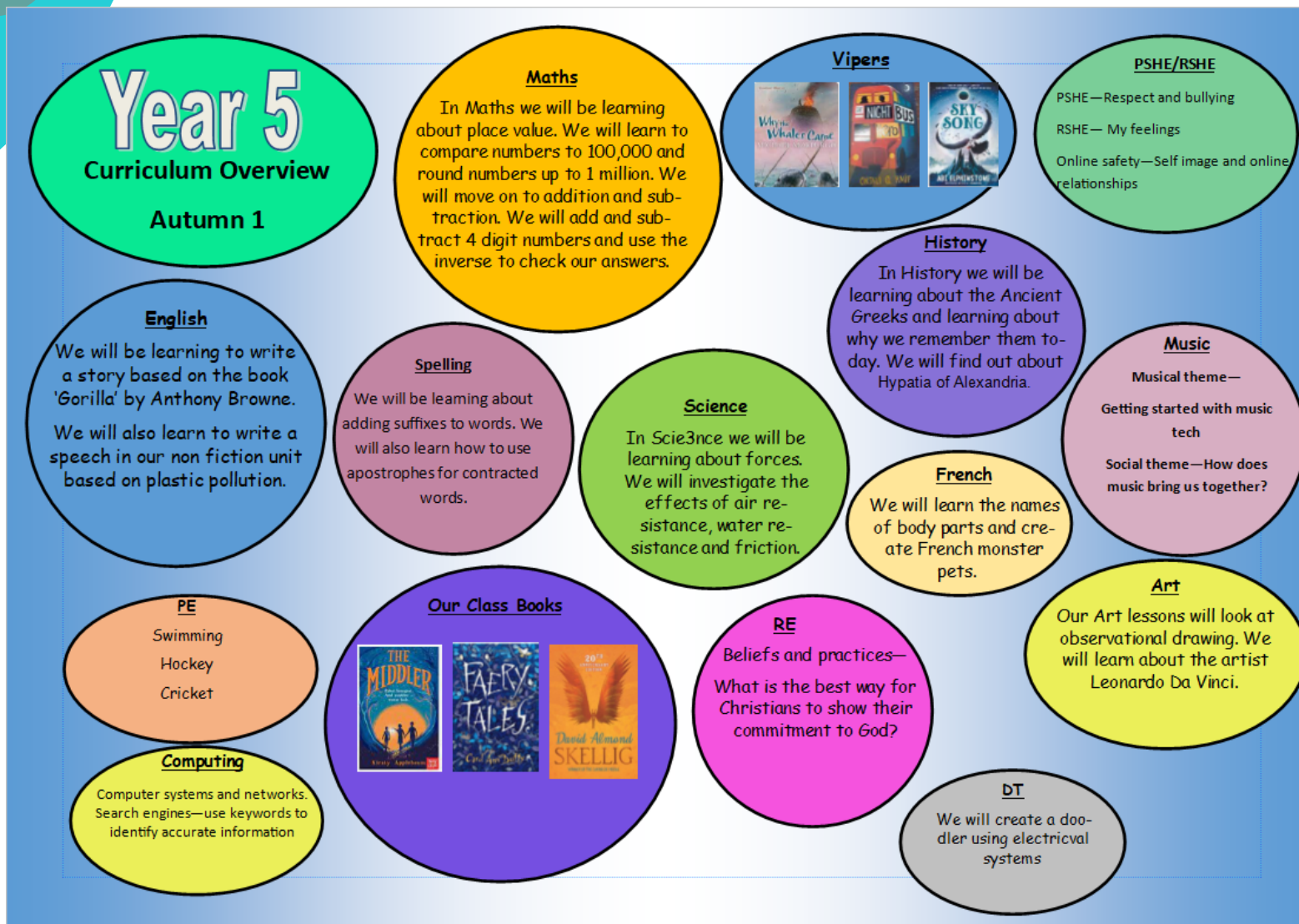


- Star Reader assessments throughout the year to identify reading ages/levels
- Accelerated Reader, children read books of the appropriate level and then complete a quiz
- Children assessed for phonics, Read Write Inc sessions
- VIPERS daily lessons focusing on key skills
- Independent reading sessions twice a week
- Class story taken from the year group reading spine
- More emphasis on reading for pleasure

Curriculum – Half term on a page



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Yearly Overview

Science	Forces	Properties and Changes of Materials Chemistry Significant Scientist John Boyd Dunlop	Earth and Space Significant Scientist Mae Jemison Stargazing on Playground School workshops in Virtual Reality (educationgroup.co.uk)	Human body changes Biology	Plant reproduction Seed dispersal Biology	Life cycles of animals Biology Significant scientist: David Attenborough
History	The Ancient Greeks 1200-323 Why do we remember the Ancient Greeks? <u>Hypatia of Alexandria</u>		The Tudors 1485-1603 How terrible were the Tudors? <u>Strangers Hall</u>		WWII 1939-1945 How did WWII change life in Britain? <u>Odette Sansom</u> <u>Gressenhall</u>	
Geography		Changes in our local environment. How is our county and country changing? <u>Happisburgh field study</u>		Europe – a study of six European cities. Are all European cities the same?		Journeys – Clothes & food Where does all our stuff come from? <u>Isatou Ceesay</u>
DT	Electrical Systems: Doodlers	Structures-Bridges (European bridges)		Pop up books (Extreme Earth - Volcanoes)	Textiles- Stuffed toys (WWII Evacuees)	Food: What could be healthier? Farm to Fork <u>Farm Visit</u>

Yearly overview

ART	Observational drawing Leonardo Da Vinci	Painting Cubism	Mixed media Sculpture, inventiveness and determination	Working in 3d Explore the way we display our work-Sculpture	Mixed media- Brave <u>colour</u>	Drawing, fashion design
RE	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
Computing	Computing systems and networks Search engines. Using keywords and phrases, identifying inaccurate information, learning page rank works as well. These lessons are available for both Microsoft and Google schools. (4 lessons: 1-4)	Programming 1 Programming music Option 1 Sonic pi Option 2 Scratch Applying programming skills to create sounds and melodies leading to a battle of the bands performance. (4 lessons: 1-4)	Data Handling Mars Rover 1. Data transfer and binary code. (3 lessons 1, 2 and 4)	Programming 2 <u>Micro:bit</u> The meaning and purpose of programming.	Creating media Stop motion animation. Storyboarding ideas, taking photographs and editing to create a video animation. (4 lessons: 1-4)	Skills showcase 3D design skills Mars Rover 2 3D design skills.
Music	Musical theme: Getting Started with Music Tech Social theme: How Does Music Bring Us Together?	Musical theme: Emotions and Musical styles Social theme: How Does Music Connect Us with Our Past?	Musical theme: Exploring key and time signatures Social theme: How Does Music Improve Our World?	Musical theme: Introducing Chords Social theme: How Does Music Teach Us about Our Community?	Musical theme: Words, meaning and expression Social theme: How Does Music Shape Our Way <u>Of</u> Life?	Musical theme: Identifying important musical elements. Social theme: How Does Music Connect Us With the Environment?
PSHE RSHE	PSHE - Respect and Bullying RSHE – MY Feelings	PSHE - Mental Wellbeing RSHE – My Body	PSHE - Staying Safe RSHE – My Relationships	PSHE – Careers RSHE – My Beliefs	PSHE – Substances RSHE – My rights and responsibilities	PSHE - Keeping Active RSHE – Asking for Help
Online Safety	Self-image Online Relationships	Copyright and ownership	Online Reputation Online Bullying	Managing online information	Health, wellbeing & lifestyle	Privacy & security
PE	Swimming (2 classes) Hockey (1 class) Cricket	Swimming (2 classes) Gymnastics	Swimming (2 classes) Dance	Swimming (2 classes) Fitness	Swimming (2 classes) Athletics	Swimming (2 classes) Tennis
MFL French	French monster pets (KAPOW)	Shopping in France (KAPOW)	Space exploration - in French (KAPOW)	French speaking world (KAPOW)	Verbs in a French week (KAPOW)	Meet my French family (KAPOW)

Homework

- Reading daily for at least 20 minutes either to or with an adult
- TTRS practice
- Project style homework



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Behaviour Policy



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We care for everyone and everything
We follow instructions straight away
We show good manners at all times

Behaviour Policy












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Has someone been hurt? **YES** **NO**

How was the 'hurt' caused?   

What are the details of this?        

How do the people involved feel?      

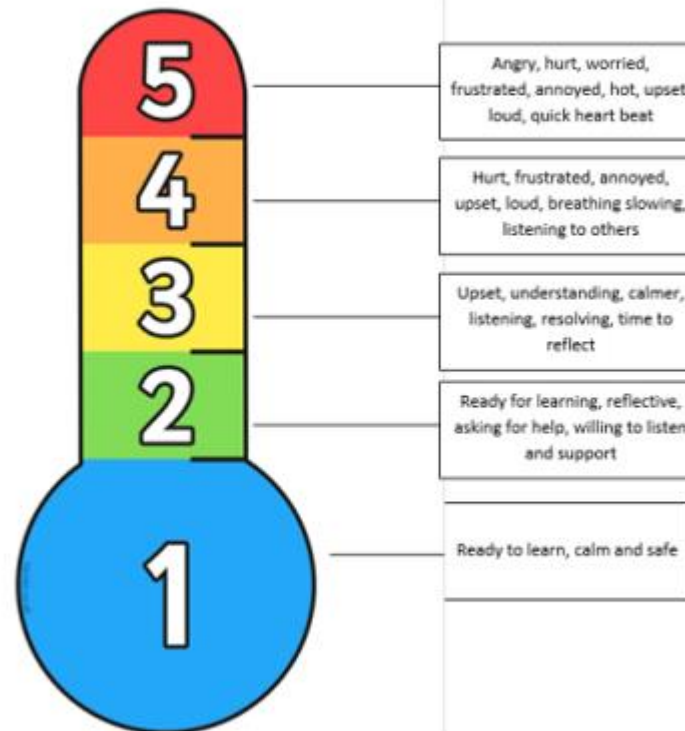
What needs to happen to resolve this?   

At George White when we have resolved our problem it is finished.

We know we can ask for help if we need to.



Think about how you felt at the start of the restorative conversation?



How do you feel now the restorative conversation has taken place?



School values

- **Be Kind**
 - **Be Respectful**
 - **Be Honest**
 - **Be Confident**
-

Uniform

- Navy jumper or cardigan
 - light blue polo shirt
 - Black / navy / grey trousers or skirts
 - No jewellery
-
- PE kit is a plain white t-shirt, black shorts or tracksuit bottoms
 - A plain hoody / jumper
 - Suitable footwear (trainers)
 - Hair longer than shoulder length to be tied up



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Attendance

- The school target is 97% but we aim for 100%
- Class registers close at 8:50
- If your child is ill and unable to come to school, please inform the office



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Swimming

- Happens every Monday afternoon
- Every child will take part
- Children are assessed and placed in groups according to ability
- The class who remain at school that half term, will have PE (hockey)

- Swimming Kit –
 - Shorts or trunks/full swimsuit
 - Towel
 - swimming hat
 - goggles (optional)



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Communication



- A member of the teaching team on the playground each morning from 8:30
- Book appointments to speak to the class teacher through the office
- Parent's evenings
- Newsletters
- Messages sent via text, email, Weduc
- Facebook

End of year expectations



YEAR 5

END OF YEAR EXPECTATIONS A GUIDE FOR PARENTS & CARERS

READING...

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

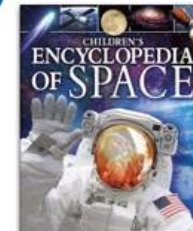
WHAT CAN I DO TO HELP MY CHILD:

Helping your child become a reader is the single most important thing that you can do. Encourage your child to read wider range of materials and visit their local or school library regularly .

Allow your child to read at their own pace and encourage them to talk with you about what they are reading,

KEY BOOKTALK QUESTIONS

- Was there anything you liked about this book/text?
- Was there anything you disliked about this book/text?
- Was there anything that puzzled you? Were there any patterns-any connections- that you noticed?





Out of school interests

Beyond School Pupil Information Record

Pupil Name:

Class:

Age:

What does your child enjoy doing outside of school?

Do you feel your child has a talent, skill or ability? Yes/No
If yes, please provide more information below

What clubs or activities does your child belong to or take part in outside of school?

Please list below any achievements your child has been awarded outside of school

Is there anything more you feel we need to know about your child beyond school?

Class talk time



Thank you, any questions?



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