

Welcome to Year 5

Heron Class – Miss Seaton & Mrs Przybylo

Kingfisher Class – Mrs Simpson, Mrs Patterson
& Mrs Applegarth (Mrs Pratt)

The school day

- 7:30 – Morning Larks Breakfast Club opens (Children must be booked in advance)
- 8:30 – School opens – children to arrive at school and complete morning jobs
- 8:55 – Registers are taken. Any children arriving after this point are marked as late
- 11:00 - Break Time
- 12:15 - Lunch Time
- 3:15 - Home time
- 3:30 – Evening Owls – any child not collected by 3:25 will be taken to Evening Owls and will be charged. Children attending Evening Owls must be booked in advance.

Uniform

- jumper with school logo
- optional blazer with school logo
- white shirt and tie
- black or grey trousers
- school kilt
- all children must wear sensible black shoes which cover the whole foot
- book bag/small rucksack

Year 4-6



Please make sure everything is labelled!

P.E.

- PE is on a Friday and children come to school wearing their PE kit.
- PE uniform includes:
 - green or white t-shirt
 - black shorts
 - black, dark blue or grey long trousers
 - trainers or plimsolls



PE T-Shirt



Shadow Stripe Shorts

Food and Drink

- All children are provided with a water bottle.
- Children can bring in a healthy snack for break time which needs to be kept in their book bag/small rucksack until break time.
- School dinners must be ordered in advance on the MCAS app. School dinners cost £2.35
- Children may bring a packed lunch if they wish to.

Reading

- We offer children the opportunity to read every day in school.
- In year 5 the expectation is that children read each day at home for at least 20 minutes.
- Children will bring home library books to support in this.

Writing

- Writing is across all aspects of the curriculum.
- Children are explicitly taught writing skills in English and they learn to apply these in all other subjects.
- Children have multiple writing opportunities to engage with every day.
- In order to support this at home, your child must access IXL and complete the tasks set.

Maths

- Maths takes place in school every day.
- Children are exposed to a variety of learning experiences to be able to apply all the skills they learn.
- To support your child at home, please encourage them to use TTRS daily and access any tasks set on IXL.
- Please refer to the key constructs document we are sharing to support your understanding of how maths is taught in our school.

Upper KS2 Key Representations
Find out more...
Watch the Unit tutorial before planning each unit and read the Unit Narrative. Read the planning guides for suggestions of representations. Make use of PD videos on unit pages and Progression in Calculations page.

Representations of number
Pupils are familiar with a range of concrete and pictorial representations of number with and without a place value chart. These are used to represent a number or calculation and should not be used as a counting tool. Pupils have also experienced representing decimal numbers using manipulatives including repositing Dienes equipment, understanding the base 10 relationship.

Number lines
Number lines can be used to represent and compare, demonstrating the continuous nature of the number system. When calculating, number lines may act as a proxy of the steps of a number calculation and may begin simply if not have numbered divisions. They are also used as a representation for rounding.

Number fact knowledge
Pupils have an increasing range of number facts. Pupils should know all multiplication tables and related division facts. Pupils make increasing use of number facts when considering larger integers.

Part-whole language and representations
A part-whole model is used to represent the relationship between numbers in all four operations. The model is made of a whole and two or more parts.

Using multiple equal parts represents multiplication, division and fractions of quantities.
There are three equal parts with a value of four. The whole is 12. Three multiplied by four is equal to 12. 12 divided into three equal parts is equal to four.

Close links are made between this and bar model representations.

Equations
The phrase 'is equal to' is used consistently to refer to the = symbol. Equations should be presented with key words and missing numbers in different positions.

Deriving facts
Using known number bonds pupils derive more complex facts including deriving decimal bonds and facts.

Using strategies
Pupils are familiar with columnar addition and subtraction, short multiplication and short division written strategies and have developed conceptual understanding through concrete and pictorial representations. These strategies can be applied to larger integers and decimals. See PD videos for further exemplification. Pupils should make use of a range of strategies, considering efficiency.

Bar models
Pictorial bar models and concrete. Concrete or bar models are used to represent part-whole relationships and knowns and unknowns within problems in all four operations. See PD videos for further exemplification.

Mental strategies
Pupils have experienced a range of mental strategies for all four operations, including:
Applying number bonds to 10 and 100 to calculate how many more/less to the next multiple of ten, extending to 100 and 1000, using the 'make 10' strategy.
Identifying numbers close to a multiple of ten or 100 e.g. 28, 291 and using a round and adjust strategy, including for multiplication. 'If I know 20 x 4 is 80, then 19 x 4 is 76'.
Identifying near doubles for addition, 43 and 45 can be seen as 'double 43 plus two'.
Subtracting numbers close together in value, through counting on to find the difference.
Once secure, these can be applied to larger integers and decimal values.

Representing fractions
Pupils will have represented unit, non-unit and improper fractions in a variety of ways including area, part of a set and on a number line. Through representations they understand equivalence. They have identified non-unit fractions of quantities.

Representing multiplicative relationships
Pupils have used an increasing range of models to represent multiplicative relationships and use these to describe inverse relationships and commensurability.

Worship

Every day the children are invited to join in with three prayers – at the beginning of the day, before lunch and at the end of the day.

Every day, the children take part in Collective Worship.

Children also have two and a half hours of R.E. learning a week.



Homework

- At St Joseph's and St Gregory's we define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. We believe that learning is at its best when in collaboration with home and therefore have a strong commitment to parental involvement and see homework as one way of developing the partnership between home and school.
- St Joseph's and St Gregory's is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that home lives can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.
- Therefore, we do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. We do foresee that as children move through the school the expectations of homework will change and children in older year groups will have an increased number of tasks and will need to spend longer completing the activities given to them.
- We hope the children are motivated by positive incentives and by the tasks themselves. Children are not punished if they fail to complete the work. However, discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents to identify whether there are any barriers preventing the completion of homework.
- At St Joseph's and St Gregory's we have invested in a range of online learning facilities to help to support your child's education.

Homework

Example

Each week we ask that the children complete the following for their homework:

1. 30 questions on IXL – a mix of Maths and English
2. 20 minutes on TTRS
3. Spelling practice
4. Daily reading

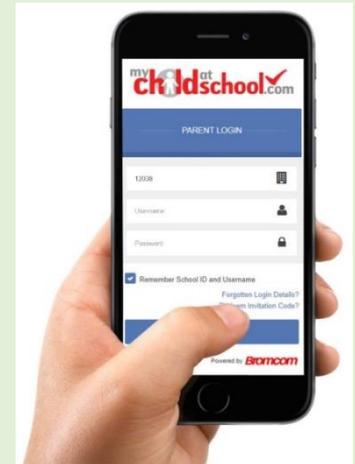


MCAS

My Child at School is a web based portal that all the OLICAT trust schools are using to give parents access to information on their child through a webpage or App. It allows us to keep you up to date about important things in your child's school life.

When you log in you'll be able to see:

- Your child's attendance information
- Check term dates
- Order and pay for lunches
- Book parents' evenings
- Book and make payment for Morning Larks and Evening Owls
- Give permission for school trips
- Book sports clubs and extra-curricular clubs as well as a range of other useful information.



Parents Evening

Please book parents evening appts on MCAS when they become available

12th November - 5:00 – 8:00

14th November - 3:30 – 6:00