

# Class Handbook 2021-2022



Year 5  
Mr Hardy

## **Year 5**

# **General Information**

### **Punctuality**

Please ensure that your child is at their allocated gate on time each morning.

#### **Year 5 – Alfred Street – 8.55am**

Morning registration is completed 20 minutes after your child's allocated time. After this time, children may be recorded as late receiving an 'unauthorised absence'. Please note that lessons start straight away in the morning and therefore your child will be missing valuable learning time if they arrive after the time stated.

### **Attendance**

Please ensure that your child achieves a good attendance record (our school target is 97% ... this still would mean 4 weeks of missed school!) Try to avoid holidays within school time as this may affect your child's progress. Due to a recent change in the law, it is no longer possible for the Headteacher to authorise holidays during term time.

### **Uniform**

Please make every effort to ensure that your child is wearing the correct uniform. Children should wear completely black shoes – not trainers.

Please note that children should not wear any form of jewellery and hairstyles and accessories must conform with school policy (e.g. no earrings, no 'extremes' of hairstyles, green/black/white hair bows and bands)

### **School Bags**

We ask that your child only bring the school book bag to school each day. Due to space restrictions in our cloakrooms no large rucksacks will be permitted in school.

### **Rainbow Folders and Home/School Diaries**

Please ensure that your child packs their Rainbow Folder and their Home/School Diary in their bag each day. These are an essential form of communication and also key to our approach to learning and independent study (see Home Study section below).

## **PE Kit**

PE kits should be kept at home and pupils should wear their PE kit to school on their allocated day.

### **Year 5 PE Days in Autumn 1 – Tuesday and Friday.**

School PE kit consists of both an indoor and outdoor kit:

Indoor: a white top; black shorts and black plimsolls.

Outdoor: a white top (the same top may be used for both), a black tracksuit and trainers.

Pupils should wear outdoor kit to school unless it is warm weather, in this case indoor kit can be worn.

PE sessions will take place on a weekly basis. Children who do not wear a P.E. kit to school may not be able to take part in P.E. sessions – which is an important part of our school curriculum.

## **Swimming**

At this time, swimming is planned to take place during the Autumn 2 half-term (subject to change).

## **Reading**

Our approach to reading consists of weekly whole class reading lessons and some group 'reciprocal reading' sessions. In addition to this, we listen to children read whenever possible; have various interventions running throughout the year and have a text based English curriculum which means classes are sharing and enjoying books each and every day. Although we read whenever possible in school, it is still extremely important for parents to listen to their child read too– and to sign/add comment to their Home/School diary.

We use a reward system called 'Karate Readers' to encourage children to read at home. Those reading at home 3 times per week for 3 weeks will receive a new coloured bookmark in the style of karate belts. A text message will also be sent home for all children reading 3 times per week as a thank you for supporting your child's reading. For those children reading 4 times or more a week for 10 consecutive weeks will receive a prize.

In addition to this booklet, you have been provided with a 'Books to read before leaving Year 5/6' document. This is a comprehensive list of excellent age appropriate books ... perfect to assist you in promoting reading at home and ideas for presents too!

## **Home Study**

Home study is valued at Parish Church of England Primary School by both staff and parents and is a statutory part of the curriculum. Through home

study opportunities, we are further developing the effective partnership between school and home. Our approach to home study focusses primarily on the development of essential knowledge linked to our curriculum coverage. It is expected that all pupils within school complete home study tasks that are creative and knowledge-centred, as opposed to traditional ‘pencil and paper’ activities.

### **Possible Home Study Tasks**

Pupils are expected to complete home study tasks every week. Across the school, home study works in exactly the same way. (More information about some of the tasks listed can be found below this table).

	Possible Home Tasks
<b>PHASE 3 (Year 4 , Year 5, Year 6)</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times Table Rock Stars</li> <li>• Activities related to knowledge organisers – vital vocabulary, mini quizzes, revision etc.</li> <li>• General Knowledge Builders (e.g. learn a poem or revise for a general knowledge quiz based on reference materials in Rainbow Folders or Home/School Diaries)</li> <li>• Independent Study based on reference materials in Home/School Diary or Rainbow Folder</li> <li>• Projects related to topics</li> <li>• SATs preparation (Year 6)</li> </ul>

### **Spelling**

Rainbow Folders and Home/School diaries contain National Curriculum ‘Common Exception Words’ and ‘Word Lists’ alongside other helpful spelling aids. Children may choose to practise these as part of their independent home study whenever they wish and in whatever way they choose. Focused spelling lists (linked to the weekly direct teaching of spelling) are given out to each year group on a Friday (this may differ in Phase 1 and 2 when children’s spellings are linked to Read, Write, Inc.). Children may practice the spellings in any way that suits them and are not required to hand any written work back to the teacher. Teachers will also upload the spelling lists to SpellingFrame, an online site in which children can play games with their spelling words. Spellings are tested on a Thursday across the school.

### **Maths**

Pupils are required to practice their times tables at home. In support of this, pupils have been given a ‘Times Tables Rockstars’ password and we expect them to access this resource regularly. ‘Time Tables Rockstars’ passwords are also given to children and regular use of this maths online resource is

encouraged also. Within our Home/School Diaries and Rainbow Folders, there are also many other mathematical resources which provide children with many opportunities for independent home study. Class pages on our school website also provide additional links to useful Maths resources.

### **What is a Knowledge Organiser?**

A knowledge organiser is a document (one page of A4) that contains key facts and information that children need to have a basic knowledge and understanding of a topic.

Our knowledge organisers will include the essential facts about the topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings (we call this vital vocabulary); images such as maps or diagrams; and famous quotations, if relevant.

What a knowledge organiser includes will depend on the subject. For example, a 'World War Two' knowledge organiser and a 'Rivers' knowledge organiser would both include maps, but the former would also include a timeline, and the latter would need diagrams.

We all want children to gain specific knowledge in each curriculum subject that builds up over time. Independent study based on the content of the knowledge organiser has been proven to make learning 'sticky' and deepens knowledge accrued over time.

### **Supporting Independent Study**

Parents and children will be provided with a Phase appropriate 'Phase Study Buddy' in order to ensure that support and ideas are given in relation to how to 'get the most' out of the materials within the Rainbow Folders and Home/School Diaries.

### **Projects**

At times, teachers will ask for children to complete projects based on topics. These projects are intended to nurture curiosity and provide an opportunity to build upon knowledge and skills. More information will be provided by class teachers; however, projects usually take the form of model making, crafts, fact files or PowerPoint presentations.

### **Areas of Study**

English will be taught through the study of a selection of high-quality texts/ multimedia that will serve as an inspiration for a wide variety of written tasks. This year we will read: The Boy at the Back of the Class, Anglo-Saxon Boy, Kick, The Explorer and Toro Toro. We will also have 3 author focuses across the year. These will be namely:

Autumn – J K Rowling

Spring - Michael Morpurgo

Summer – Malorie Blackman

## English Targets for Y5

WRITING	
<p><b>Transcription</b></p> <p><b>Spelling</b> use further prefixes and suffixes and understand the guidelines for adding them to nouns or adjectives</p> <p>convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>). Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re</i>).</p> <p>spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i></p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use a thesaurus</p>	<p><b>Handwriting</b> write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</p>
<p><b>Composition</b> identify the audience and purpose of the writing</p> <p>in non fiction, note and develop initial ideas</p> <p>in narrative writing, consider how authors have developed characters and settings</p> <p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>assess the effectiveness of their own and others' writing</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><b>Text</b> use devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>)</p> <p>link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p><b>Vocabulary, grammar and punctuation</b> use commas to clarify meaning and avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs to indicate degrees of possibility (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>)</p> <p>use adverbs to indicate degrees of possibility (e.g. <i>perhaps</i>, <i>surely</i>)</p> <p>use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>learn the grammatical terms: determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>

**Spellings years 5 and 6**

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

## Mathematics Targets for Year 5

Below are the National Curriculum Objectives for maths in Y5.

### Number and Place Value

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

### Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Multiplication and Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Fractions, Decimals and Percentages

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents



- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and fractions with a denominator of a multiple of 10 or 25.
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### **Measurement**

- convert between different units of metric measure
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares) including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation including scaling.

### **Geometry**

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angle.
- draw given angles, and measure them in degrees ( $^\circ$ )
- identify:
  - angles at a point and 1 whole turn (total  $360^\circ$ )
  - angles at a point on a straight line and half a turn (total  $180^\circ$ )
  - other multiples of  $90^\circ$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### **Statistics**

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

### **Our Wider Curriculum Focus**

We will be covering many exciting and interesting topics this year through our studies. An overview of all topics covered across the curriculum will be provided to you in addition to this booklet. Please encourage and support your child in taking an active interest in the topics to be covered across the year.

### **'Wow' Experiences and 'Pots of Gold'**

As key component in our Rainbow Curriculum is 'nurturing curiosity' and an appreciation for our culture and heritage. With this in mind we start all of our topics with a wow experience and in addition to this, Parish has its own 'Pots of Gold' experiences for each year group. This is our commitment to ensuring our children are given the opportunity to experience first-hand the wonder of God's beautiful world and to appreciate the incredible accomplishments of human society.

Some of our Wows	Space Themed Event Now Press Play Experiences Anglo Saxon Day!
Our 'Pots of Gold'	Visit to the Synagogue  Visit to the Liverpool World Museum and the Philharmonic

### **Other exciting things about being in Year 5**

- Money Mentors
- Parish University
- Harvest Service

## 100 Books To Try And Read Before You Leave Year 5/6



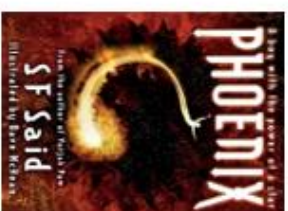
Matilda  
Roald Dahl



Kennet's Kingdom  
Michael Morpurgo



The Crossover  
Kwame Alexander



Phoenix  
S F Said



Charlotte's Web  
E B White



Alice's Adventures in Wonderland  
Lewis Carroll



The Lion, The Witch and The Wardrobe  
C S Lewis



Stig Of The Dump  
Claire Keegan



Artemis Fowl  
Eoin Colfer



Diary Of A Wimpy Kid  
Jeff Kinney



Five Children and It  
E Nesbit



Beetle Boy  
M G Leonard



Clockwork  
Phillip Pullman



The Secret Garden  
Frances Hodgson Burnett



Wonder  
RJ Palacio



The Borrowers  
Mary Norton



The Fantastic Flying Books of Mr. Morris Lessmore  
William Joyce



Skellig  
David Almond



A Series of Unfortunate Events  
Lemony Snicket



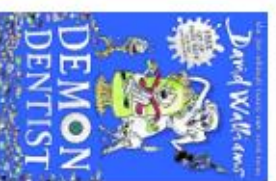
The Girl of Ink and Stars  
Keian Mui



Holes  
Louis Sachar



## 100 Books To Try And Read Before You Leave Year 5/6



Demon Dentist  
David Walliams



Goodnight Mister Tom  
Michelle Magorian



Inside Out and Back Again  
Thanhha Lai



The Suitcase Kid  
Jacqueline Wilson



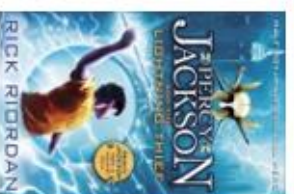
The Boy in the Striped Pyjamas  
John Boyne



Firegirl  
Tony Abbott



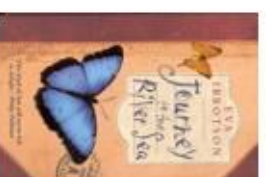
The Many Worlds of Albie Bright  
Christopher Edge



Percy Jackson and the Lightning Thief  
Rick Riordan



Coraline  
Neil Gaiman



Journey to the River Sea  
Eva Ibbotson



Five On A Treasure Island  
Enid Blyton



Time Travelling With a Hamster  
Ross Welford



Room 13  
Robert Swindells



A Monster Calls  
Patrick Ness



Millions  
Frank Cottrell Boyce



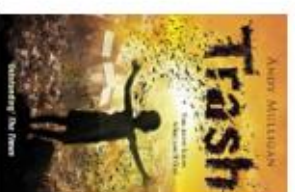
Street Child  
Berlie Doherty



Cogheart  
Peter Bunzl



Cloud Busting  
Malorie Blackman



Trash  
Andy Mulligan



Harry Potter and the Philosopher's Stone  
J.K. Rowling



The Imaginary  
A.F. Harrod

## 100 Books To Try And Read Before You Leave Year 5/6



Once  
Morris Gleitzman



Grosham Grange  
Anthony Horowitz



The Indian in the Cupboard  
Lynne Reid Banks



The Nowhere Emporium  
Ross MacKenzie



Oranges in No Man's Land  
Elizabeth Laird



Roof Toppers  
Katherine Rundell



Georges: Secret Key to the Universe  
Lucy Hawking



Shadow Forest  
Matt Haig



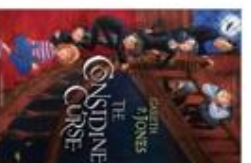
The Diamond of Druzy Lane  
Jude Galloway



The London Eye Mystery  
Judith Kerr



The Silly Book of Side-Splitting Stuff  
Andy Seed



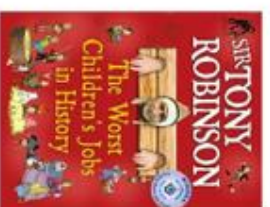
The Conscience Curse  
Gareth P. Jones



Animal Farm  
George Orwell



Flour Babies  
Anne Fine



The Worst Children's Jobs in History  
Tony Robinson



The Amazing Maurice and his Educated Pigs  
Terry Pratchett



The Wolves of Willoughby Chase  
Joan Aiken



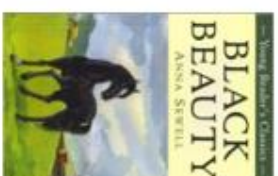
The Queen's Nose  
Dick King-Smith



Eren  
Simon P. Clark



The Hobbit  
J.R.R. Tolkien



Black Beauty  
Anna Sewall



## 100 Books To Try And Read Before You Leave Year 5/6



The Demon Headmaster  
Gillian Cross



Lion Boy  
Zizou Corder



The Wind in the Willows  
Kenneth Grahame



The Wind Singer  
William Nicholson



When Hitler Stole Pink Rabbit  
Judith Kerr



How to Train Your Dragon  
Cressida Cowell



A Library of Lemons  
Jo Cotterill



The Bubble Boy  
Stewart Foster



Miss Peregrine's Home for Peculiar Children  
Ransom Riggs



The Boy Who Swam the Ocean in an Armchair  
Lisa Thompson



Pax  
Sara Pennypacker



My Brother is a Superhero  
David Soman



The Brilliant World of Tom Gates  
David Walliams



Black Powder  
Ally Sherrick



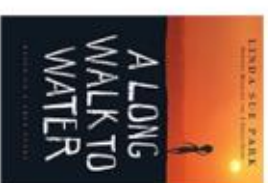
Sweet Pizza  
G.R. Gervin



Swallows and Amazons  
Arthur Ransome



Strange Star  
Emma Carroll



A Long Walk to Water  
Linda Sue Park



Sad Book  
Michael Rosen



The Arrival  
Shaun Tan



Ballet Shoes  
Noel Streatfeild

## 100 Books To Try And Read Before You Leave Year 5/6



Watership Down  
Richard Adams



Swimming to the Moon  
Jane Elson



Carrie's War  
Nina Bowden



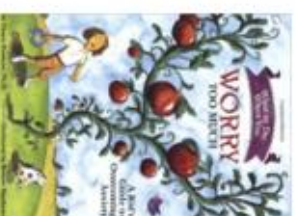
Peter Pan  
J.M. Barrie



The Diary of Anne Frank  
Anne Frank



Winter Magic  
Stories by Various Authors



What to Do When You Worry Too Much  
Down Hadow



The Secret of Nightingale Wood  
Lucy Seargeant



The Invention of Hugo Cabret  
Brian Selznick



There May Be a Castle Plus Tomorrow



Skulduggery Pleasant  
Derek Landy



Howie's Moving Castle  
Diana Wynne Jones



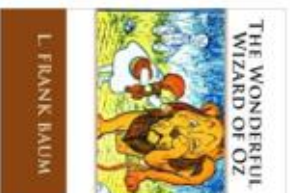
101 Poems for Children  
Carol Ann Duffy



Liar and Spy  
Rebecca Stead



The Miraculous Journey of Edward Tulane  
Kate DiCamillo



The Wonderful Wizard of Oz  
L. Frank Baum