

MEET THE TEACHER

WELCOME TO YEAR 5



INTRODUCTIONS

MRS PARKER

MR BENNETT


MRS TURTON



OUR VALUES

At Fulfen, we encourage the following values with our children. Through everything we do in school, we aim to create a culture of:



Fulfen Primary School
Leading the way to a brighter future 

Love of learning dream big, have a thirst for learning and achieve your ambitions...

Encouraging to be supportive of yourself and others and value everyone's ideas...

Adaptable being versatile, creative and being prepared to take risks...

Determination being resilient when the going gets tough. ...



CURRICULUM

Autumn term:

History & Geography : Vikings, Rivers and Mountains

Potential wider curriculum experiences: Trip to Wolseley Bridge
Nature Reserve

Spring term:

History & Geography: Ancient Greeks, North America

Potential wider curriculum experiences: Ancient Greek Day

Summer term:

History & Geography: The Maya, Mexico

Potential wider curriculum experiences: Residential to Laches Wood



LACHES WOOD

Wednesday 6th June - Friday 8th June




TIMETABLE


	8:45-9:00	9:00-10:00	10:00-10:45	11:00-12:00	12:00 – 12:30	1:30 – 1:55	JM	2:00 -3:15	2:15-2:45	2:45-3:30
Mon	Arithmetic	English	Guided Reading	Maths	Spelling	Class reader/lowest 25%		History	Assembly	RFP
Tues	Arithmetic	English	Guided Reading	Maths	Grammar	Class reader/lowest 25%		PPA 5P- PE 5B -Art		RFP
Wed	Arithmetic	English	Guided Reading	Maths	Grammar	Class reader Lowest 25%		Science	DT	RFP
Thurs	Arithmetic	English	Guided Reading	Maths	Grammar	Class reader Lowest 25%		Art KP – management time PE – 5B		RFP
Fri	Weekly Arithmetic Test	English	Guided Reading	Values Assembly	PSHE/Computing (alternating weeks)	Spelling Test		Class reader Lowest 25%	RE/French/Music (2 each week alternating weeks)	RFP



ENGLISH



 Fulfen Primary School <i>Leading the way to a brighter future</i> <small>Line of Learning... Encouraging... Achieving... Determination...</small>	...
Word Reading	Y5
I can read fluently, confidently and independently using strategies to work out unfamiliar words and words. I use my knowledge of the Year 5/6 spelling patterns.	
Reading for Pleasure.	
I can read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
I frequently read a range of books that are structured in different ways and read for a range of purposes.	
I read a range of books, including myths, legends, traditional stories, modern fiction, British fiction and fiction from other cultures and traditions.	
I can recommend books to others based on their own experiences.	
I can identify themes and conventions in and across a wide range of writing.	
I can make comparisons between books.	
I can learn a wide range of poetry off by heart.	
I can prepare poems and plays to read aloud and to perform, thinking carefully about the affect on the audience.	
I can compare a text to one that I have read in my wider experiences—commenting on topic and author style.	
I can identify the genre of a text and explain how I know.	
Comprehension	
I can check my understanding using a range of comprehension strategies and I can discuss my understanding.	
I can ask questions to improve my understanding of a text.	
I can make inferences, such as characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.	
I can predict what might happen from details stated and implied, describing the evidence they have used.	
I can summarise the main ideas drawn from more than one paragraph, beginning to identify the key details that support the main text.	
I can describe how language, structure and presentation contribute to meaning.	
I can identify, explain and discuss how an author has used grammar, language and punctuation to impact the reader.	
I can infer meaning of a text using evidence to justify my thoughts.	
I can explain that authors use different styles of writing and discuss how this impacts the reader.	
Summarising	
I can describe how describe how authors use language, including figurative language, considering the impact on the reader.	
I can distinguish between statements of fact and opinion.	
I can retrieve, record and present information from non-fiction texts.	
I can take part in discussion about books that I have read, and that have been read to me, building on others' ideas.	
I can explain and discuss my understanding of what I have read, including through presentations and debates.	
I can give reasoned justifications for my views.	
I can skim and scan a range of texts to find the information I need and summarise this information.	

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Thinking about composition	Y5
I have proof-read out loud to check for accuracy.	
I have created a consistent atmosphere by:	<ul style="list-style-type: none">• clearly describing the setting• using appropriate dialogue• using character reactions
I have used dialogue effectively and made sure that it:	<ul style="list-style-type: none">• is necessary• conveys character• advances the action
The vocabulary I have chosen is appropriate for the writing genre.	
I have used adverbs, prepositional phrases and expanded noun phrases to enhance my writing.	
I have used a range of vocabulary from my wider reading that links to this genre/theme of writing.	
I can write for a range of purposes and audiences, selecting language that shows a good awareness of the reader - for example using the first person in a diary or direct address in instructions.	
Thinking about punctuation	
I have used inverted commas accurately to indicate direct speech.	
I have used commas for clarity and to avoid confusion.	
I have used dashes, commas and brackets to indicate parenthesis.	
I have used hyphens to show compound adjectives.	
I have used colons and bullet points/commas accurately in lists.	
I have consistently used a range of punctuation throughout to build atmosphere and guide the reader.	
Thinking about grammar	
I have stuck to the same formality in my word and sentence choices.	
I have linked ideas across paragraphs using adverbials of:	<ul style="list-style-type: none">• time (e.g. later)• place (e.g. nearby)• number (e.g. secondly)
I have used different devices to link paragraphs together.	
I can start relative clauses with who, which, where, when, whose and that.	
I have used different types of sentences (short, simple, compound and complex).	
I have used features above to impact the reader and can explain what that impact is.	
Thinking about spelling	
I have proof-read my writing to check for spelling errors—particularly homophones and prefixes/suffixes.	
I have spelt words with silent letters accurately.	
I have used a dictionary to check the spelling and meaning of certain words.	
I have used a thesaurus to find synonyms for words and to check my spellings.	
Thinking about my presentation	
My writing is consistently joined and neat at speed.	
I have used suitable layout devices to structure my text	
Making my own purposeful, powerful choices	

ENGLISH

- Spelling - at Fulfen we investigate, explore and apply the Year 5 patterns. These patterns will then be constantly referred to in lessons. The children have their weekly spellings in addition to this and, in KS2, these will be shared digitally.
- Grammar - there are stand alone grammar lessons each week where we teach grammar and key vocabulary pertinent to the year group. These are then applied through each English unit and as many other lessons as possible.



ENGLISH

- Handwriting - this is taught throughout our curriculum. Whole-school awards can be achieved when handwriting is applied consistently over time in a range of subjects.
- Reading - in KS2 we follow whole class reading guided reading lessons, where the children focus on key domains, linked to the national curriculum. The children will also have many opportunities outside of this to practise their decoding and comprehension skills. Children should be reading for 20 minutes daily, at home and this should be documented in their reading record. A book from the book corners in their room will be sent home for them to enjoy. As a school, we will now celebrate children's love of reading with reading challenges.



GREATER DEPTH - READING

What does this look like?

Why do you think Bella gave the big yellow teddy to the little girl?



I think Bella gave the little girl the big yellow teddy because she liked it.

I think Bella gave the little girl the big yellow teddy so she would give Dogger back.

I think Bella gave the teddy to the girl because she wanted her to have it and not Dogger.

I think Bella gave the big teddy to the little girl because she wanted her to change it for Dogger. Dogger was Dave's most best toy and he couldn't go to sleep. I think the girl liked the teddy because it was big and new and Dogger wasn't.

I think Bella gave the big yellow teddy to the little girl because she wanted to get Dogger back for Dave. She saw the girl looking at the teddy so she knew that she liked it because it was new and big and had a lovely blue ribbon on it. Dogger was an old toy and he didn't look nice like the big teddy, but Dave really, really loved Dogger and he was really, really special for him. More than a new one. Bella was really kind to give the teddy away. She wanted Dave to be happy again. I would feel sad if I lost my favourite toy.



GREATER DEPTH - WRITING

- In Writing, children need to use all of the Year 5 standards effectively; creating specific effects for the reader.
- They will be able to write coherently for different purposes, drawing on their reading for pleasure to inform their independent vocabulary and grammar choices within their writing.
- They will be able to make additions, revisions and proof-reading corrections to their own writing.



MATHS

Power Maths is a whole-class mastery programme created in partnership with White Rose Maths. We use resources from both Power Maths and White Rose to ensure that your child is provided with a tailored approach in their maths lessons.

These resources are used to provide high quality lessons where all pupils are challenged, encouraging passion for maths and an understanding of real world maths.

There are 3 stages to each section of Power Maths:

- Discover. This is a focused, whole class teaching section. If needed, resources or pre-teaching is given to support or develop the children as appropriate. It includes a practical, real life problem.
- Share. The children follow an interactive section, exploring the different methods that can be used to solve a problem. The session develops gradually, from teacher-led, to small group/paired work, to independent work. The openness of the challenge questions helps to check depth of understanding.
- Practise. The children then access practice questions, following small steps of progression to deepen learning. If children are struggling, the class teacher or TA can immediately be there to support them. They develop real understanding because they are able to think about the problem in different ways. There are also opportunities to reflect on their learning and challenge any misconceptions.





TT Rockstars is a fun engaging way for children to learn and build speed with their times tables.

Practising regularly in school and at home will really benefit them.

The program responds to how well your child is doing and adds further challenges the more they improve their rapid recall skills.

By the end of Year 4, children should be fluent in all multiplication tables and related division facts.



HOMework

The children are expected to:

- Use TT Rock Stars to practise their times tables;
- Practise handwriting;
- Learn their Spellings and apply these in their writing. The children will be tested at least once per week;
- Read their school reading book (we recommend 20 minutes a night). Children should keep their records up-to-date and bring them to school every day.





PE



PE will be on a **Tuesday for 5P and Thursday for 5B**

Children's PE kit, in particular footwear, must be suitable for physical activity so please do not send children with impractical 'fashion' trainer-style footwear.

Indoor:

- Blue Fulfen PE shirt
- black shorts

Outdoor:

- school hoodies
- navy tracksuit bottoms may be worn in cold weather. – trainers

PE kits should be worn to school on their PE days.



In extremely cold weather (and with staff permission), children may bring additional layers, for example under layers, a woolly hat and gloves. The member of staff will give further details about this and may need to ask the children to remove items e.g. gloves if they are deemed to be unsafe for an activity.

SCHOOL UNIFORM

School uniform consists of the following (and should all be labelled):

- white polo shirt or white shirt
- dark blue jumper/cardigan with school logo
- charcoal/grey/black trousers (smart shorts may be worn in warmer weather)
- charcoal/grey/black skirt (blue & white checked dress may be worn in warmer weather)
- grey/white socks
- sensible black school shoes (not boots, footwear with heels, open-toe footwear or trainers)



JEWELLERY & HAIR

- Jewellery should not be worn or brought into school.
- If children have pierced ears, **one** pair of discreet studs may be worn.
- Earrings must be removed for PE lessons for health and safety reasons. If your child is unable to remove the earrings themselves, they should not wear earrings on their PE days.
- No other body piercings are permitted.
- Long hair must be tied back for PE lessons and when taking part in sports.
- Nail varnish or make up should not be worn.



MEDICATIONS

Please ensure that any medications that your children requires, temporarily or on a long term basis, must be sent in to school via the school office.

These must be clearly labelled with your child's full name and year group/class

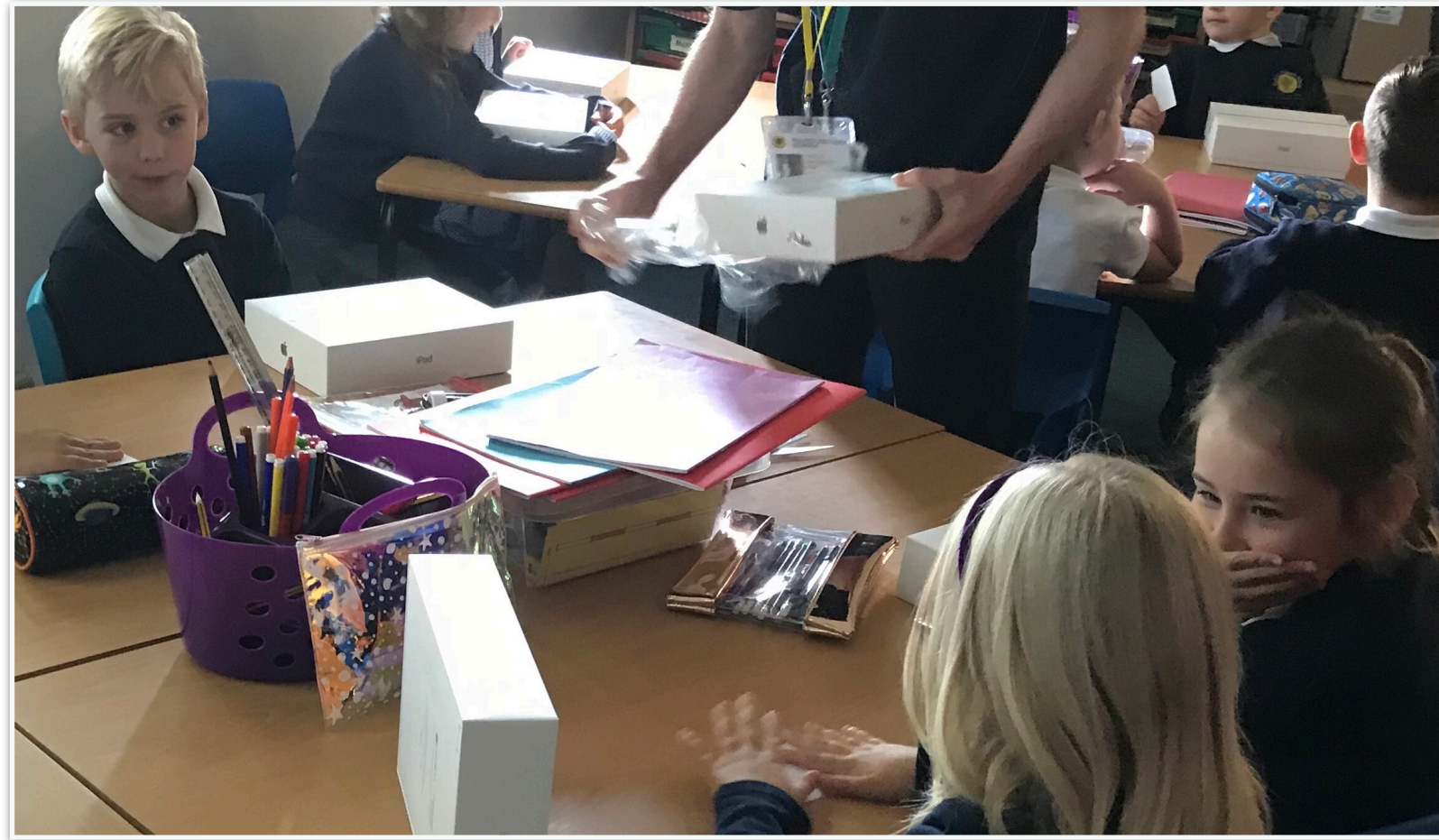


SNACKS

- Toast 30p
- Yoghurt 40p
- Crumpet 40p
- Fruit 40p
- Milkshake 70p
- Milk 30p
- Bacon Roll 80p (Tuesdays only)



IPADS



Polite reminder:
Please can children bring their iPads to school every day, fully charged.

IPADS

- iPads need to be in school every day - it must be charged
- Children need to be responsible for their iPad
 - not taking off the case or screen protector
 - telling their teacher if they think the screen protector needs changing (there is a cost for this)
 - never leaving their iPad flat on the floor
 - not allowing siblings or pets near it
 - not share their passcode with anyone else
 - reporting any faults to the school
- if an iPad is not charged or forgotten or is not being looked after properly, then the school reserves the right to keep it in school overnight.



SEESAW

- The 'parent sign in' is for parents on their own personal devices to view their child's digital learning journal and receive messages from the class teacher.
- The children's home learning code is so they can access their account at home (to respond to activities and post in their journal). KS2 children will only need this if they log out accidentally.



3MB - J Malcolm

Connect to Seesaw to receive important updates from your child and J Malcolm in 3MB.

Your child will post to Seesaw to share their learning with you.

Teachers will also send you messages and reminders.

Seesaw is private. You'll only see posts created by your child or their teacher.



From Your Smartphone	From Your Computer
1. Download the free Seesaw Family app for iOS or Android	1. In a web browser, go to: https://app.seesaw.me/s/211-065-116
2. Choose "Create Family Account"	2. Choose your child from the list
3. Scan this QR code using Seesaw's built-in QR code scanner	3. Create your account
4. Create your account	4. Once you're approved by J Malcolm, you'll get access to Seesaw

Already Have an Account?
If you've used Seesaw before or have more than one child using Seesaw, follow these steps:

1. Sign in to your account in Seesaw Family app or on the web at <https://app.seesaw.me>
2. Click on your profile icon, click "+Add Child's Journal" button, then scan the QR code above

ANY QUESTIONS?

