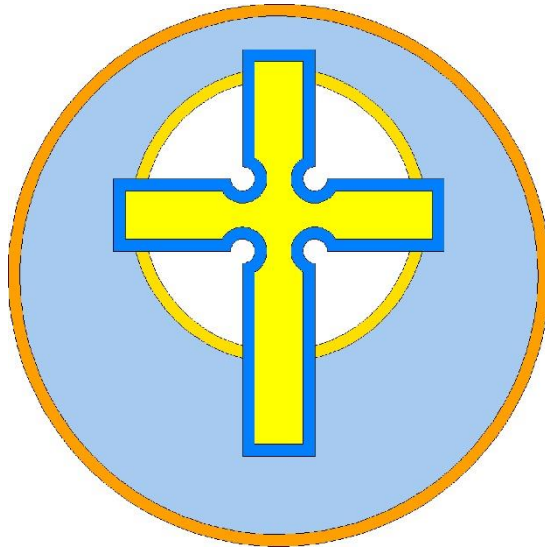


# Parent Curriculum Information Booklet



## Year 5

## **Welcome to Year 5**

Year 5 and Year 6 are two exciting years of your child's education. The children are on the verge of becoming young adults, developing their inquisitive minds ready to question and challenge the world around them. We aim to encourage them to have a love of learning for life.

The pace in which the children are required to learn and the challenging objectives make Year 5 a demanding time. In order for children to feel ready for life at secondary school it is essential that they leave us with key skills in core areas. If we can picture a successful Year 5 learner they have certain personal qualities that enable them to shine. Firstly, they have become self-reflective learners. They know their own strengths and celebrate these with pride. They have recognised how they learn best and play to their strengths across the curriculum. Yet, these children also know their areas for personal development, ask for help when needed, and recognise ways in which they can support themselves to make progress. Essentially, the most successful children show self-resilience, understanding that we learn from our mistakes, and they are driven by self-motivation.

In this booklet we aim to outline some of the core skills your child will be taught in Literacy and Numeracy. We have included objectives they are expected to meet and examples so you can support them.

We also hope you will join us in supporting your child as we help them to achieve their potential.

## Year 5 Reading

The New National Curriculum sets out key skills that children should learn at Year 5. At St. Aidan's Primary School we encourage a love of reading for pleasure. We teach key reading skills at school through shared reading in Literacy lessons, guided reading sessions and some independent reading.

In Year 5 children should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable pace. They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If your child is not reading at this level they will receive additional reading 'catch up' support at school and this should be supported with additional reading at home.

The focus in Year 5 is about teaching children to understand a range of texts and to be able to evaluate the author's choice of organisation, use of language or purpose.

The New National Curriculum sets out objectives for reading. The children will continue to develop their skills of word reading and comprehension.

### **Word reading:**

Children will:

- Read aloud clearly with expression and fluency.
- Apply the growing knowledge of groups of words (root words, prefixes and suffixes) to help them read aloud and to understand the meaning of new words.
- Pupils will be encouraged to work out any unfamiliar word. They should focus on all the letters in the word so for example they do not read invitation, instead of imitation. Accurate reading of individual words might be key to the meaning of a sentence or paragraph.

### **Comprehension:**

Pupils will:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Read books that are structured in different ways and read for a range of purposes.
- Read a range of fiction including myths, legends and traditional tales, modern fiction, fiction from our literary heritage and books from other cultures.
- Recommend books to their friends, giving reasons for their choices.
- Identify and discuss themes in their reading.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays for performance.
- Ask questions about what they have read to further improve their understanding.
- Distinguish between statements of fact and opinion.
- Retrieving information, events or ideas from texts quickly.
- Deducing, inferring or interpret information, events or ideas from the text.
- Use detective skills to piece together evidence in the text.
- Explaining and commenting on the writer's use of language (e.g. why certain words or phrases have been used and comment on their effectiveness.)
- Identifying the writer's viewpoint in the text.
- Making sensible predictions.
- Identifying the purpose of the text. (e.g. to inform, entertain or persuade.)
- Empathise with the writers' or characters' thoughts and feelings.
- Explaining the effect of a text on the reader. (e.g. how did the text make them feel?)

Children often have a type of book that they prefer but in Year 5 it is very important that they read a range of fiction and non-fiction so they can demonstrate their understanding of a range of text types. This understanding will also help develop their writing. Children should read daily and aim to read a book within one or two weeks.

### **How you can help your child develop key reading skills**

By Year 5 your child may be a confident reader and be reading texts of greater length. However you can still help them to develop their reading skills. Ensure they read aloud to you sometimes, talk to them about the books they are reading; ask questions about books they are reading and encourage them to read a range of types of books. Maybe they could recommend a book to you!



- ✓ Most important of all; make reading with you as enjoyable as possible.
- ✓ Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your to your child.
- ✓ Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper.
- ✓ Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information.
- ✓ Allow your child to read silently, and then discuss what they have read.
- ✓ When reading books with or to your child, ensure that they continue to pay attention to new vocabulary – both a word’s meaning(s) and its correct pronunciation.
- ✓ Discuss the effectiveness of a word an author has used.

Questions you could ask your child:

- When do you think the story takes place? Where do you think the story takes place? Why do you think this? (look for evidence.)
- Is there a problem in this story? If so, how does the problem get solved?
- What type/ genre of fiction do you think this? (For example horror, science-fiction, drama)
- What if you could change the ending of this book, what would it be?
- Can you find a new word from the book you have read? What does it mean?
- Why does the author use \_\_\_\_\_ word?
- Is this story similar to another you have read?
- Do you think this book would make a good movie? Why or why not?
- How is the text organised to support the reader?
- What type of non-fiction do you think this is? (For example report, Instructions, recount or explanation.)

## Year 5 Writing

Reading and writing skills are taught through sequences of Literacy lessons. Each Literacy Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features.

### Transcription: spelling and handwriting.

The children will be taught to:

- Write legibly and fluently and with increasing speed. Writing in pen and sometimes choosing the implement that is best suited to the task.
- Use **prefixes and suffixes** and understand the guidelines for adding them.
- Spell some words with '**silent**' letters (letters you don't hear when the word is spoken) e.g. gnome, knight, solemn.
- Spell words which are homophones (words which sound the same but have different spellings) correctly e.g. hoarse, horse or vein, vain.
- Use **apostrophes** correctly for contraction and possession.
- Use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- Use a thesaurus
- Understand some morphology (common letter pattern) and etymology (common meaning/ word root) to help with spelling.
- The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.

### Composition : Skills and processes that are needed for writing.

Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class. During each writing task the children will have opportunities to plan, write and evaluate.

- Consider the audience and purpose of their writing, selecting the appropriate form and using similar writing models for their own.
- Using plans to note their initial ideas, drawing on reading and research where necessary.
- When writing narratives children will consider how they have developed characters and settings in what they have read, listened to or seen performed.
- In writing select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives describe settings, characters and create atmosphere.
- Integrate dialogue to convey character information and advance the action in the story.
- Summarise longer passages.
- Make links between paragraphs and across the text.
- Use further organisational devices such as bullet points or headings.
- Evaluate and edit their writing by assessing the effectiveness of their own and others writing.
- Proposing changes to vocabulary, grammar or punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Check for subject verb agreement and spelling errors.
- Perform their own compositions.

### Vocabulary, Grammar and Punctuation Year 5:

The children will explore words used in the texts they read in Literacy and be expected to use similar words in their writing. Grammar and punctuation will be taught within the Literacy lesson. The children in Year 5 will need to:

- Revise work from Year 3/4
- Use **correct verb forms**, rather than spoken language e.g. we were instead of we was. (Y4)
- The children should use appropriate **pronouns** to represent **nouns** e.g. Jack/he. They should avoid repeating nouns and pronouns. (Y4)
- Use inverted commas and other punctuation to indicate **direct speech**, for example a comma after the reporting clause; end punctuation within inverted commas; *The conductor shouted, "Sit down!"* (Y4)
- Use **apostrophes** to mark singular and plural possession for example, the girl's name, the girls' names.(Y4)
- Use **brackets, dashes or commas** to indicate parenthesis (additional information).
- Use commas to clarify meaning or avoid confusion.

Children need to think carefully about the words they use in their writing. They should try to use precise and exciting words to make their writing interesting. During Year 5 children will:

- Revise vocabulary and grammar skills taught in Year 3/4.
- Use **noun phrases** e.g. instead of *the teacher* a more interesting phrase would be: *the strict maths teacher with curly hair.* (Y4)
- Use **fronted adverbials** punctuated with a comma e.g. **Later that day**, I heard the bad news. (Y4)
- Convert **nouns** or **adjectives** into verbs using **suffixes** e.g. **-ate, -ise, -ify.**
- Use **verb prefixes** e.g. **dis-, de- mis-, over-, and re-.**
- Use **relative clauses** beginning with **who, which, where, when, whose** or **that.**
- Indicate degree of possibility using **adverbs** or **modal verbs** e.g. **might, would, should, will, must.**
- Link ideas across paragraphs using **adverbials of time** (for example, later) **place** (for example, nearby) and **number** (for example, secondly).

### Vocabulary, Grammar and Punctuation Year 6:

Children in Year 6 need to:

- Revise vocabulary and grammar skills taught in Year 5
- Understand the difference between words typical of spoken language and formal language e.g. find out/discover.
- Understand how words are related by meaning e.g. **synonyms** (words which mean the same) and **antonyms** (words which have the opposite meaning).
- Use the **passive** or **active** form to affect the impact in a sentence e.g. 'I broke the window' compared to 'The window was broken'.
- To use the **subjunctive** form in very formal writing e.g. If I were to ....
- Use the **semi-colon** and **dash** to mark the boundary between independent clauses e.g. It is raining; I'm fed up.
- Use a **colon** to introduce a list and within lists.
- Use the punctuation of bullet points to list information.
- Use **hyphens** to avoid ambiguity e.g. man-eating.

When composing their work children need to link their ideas across paragraphs using a wider range of ways e.g. repetition of a word or phrase, ellipsis, topic links.

The children also need to use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables or sub-text.

## Mathematics

At St. Aidan's Primary School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

### A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding.

The lesson is usually divided as follows:

- oral work and mental calculation (about 10 mins) focusing on whole-class work to rehearse, sharpen and develop mental and oral skills;
- the main teaching activity (about 20 mins) which comprises of direct teaching and pupil activity involving whole class, group and paired discussions plus some independent work.
- the independent session (about 20 mins) which will include the teacher working with a guided group where appropriate.
- a plenary (about 10 mins) to work with the whole class to sort out misunderstandings, misconceptions, identify progress, summarise key facts and ideas, make links to other work, discuss next steps and set work to do at home.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

### Expectations in Mathematics

There are clear national expectations about what every child should be achieving in mathematics.

#### Children in Year 5 are expected to:

##### **Number - 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 and backwards in steps of powers of 10 for any given number up to 1,000,000.
- Count forwards and backwards with positive and negative whole numbers, including counting through zero.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

##### **Number - addition and subtraction**

- Add and subtract whole numbers with more than 4-digits, including using formal written methods (column addition and column subtraction).
- Add and subtract numbers mentally.
- Use rounding to estimate and check answers to calculations.
- Solve addition and subtraction multi-step problems, deciding which operations to use and why.

##### **Number - multiplication and division**

- Identify multiples and factors, including factor pairs (eg. For the number 12 the factor pairs are 1 x 12, 2 x 6, 3 x 4).
- Understand what a prime number is and know all prime numbers up to 19.
- Multiply numbers up to 4-digits by a one or two-digit number using a formal written method.
- Use known facts to multiply and divide mentally.

- Divide numbers with up to 4-digits by a one-digit number using a formal written method and interpret remainders in the context of the problem (eg. 'If pencils come in packs of 5 how many packs would be needed for a class of 31 children if every child has one pencil each?').
- Multiply whole numbers and those involving decimals by 10, 100 and 1000.
- Recognise and use square numbers and cube numbers.
- Solve problems involving multiplication and division, deciding which operations to use and why.

### Number – Fractions (including decimals and percentages)

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions (eg.  $\frac{5}{6}$  is equivalent to  $\frac{10}{12}$ ).
- Recognise mixed numbers and improper fractions and convert from one form to the other (eg.  $\frac{6}{5} = 1 \frac{1}{5}$ )
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number (eg.  $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$  or  $\frac{2}{5} + \frac{4}{10}$  which would become  $\frac{4}{10} + \frac{4}{10} = \frac{8}{10}$  or  $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$ ).
- Multiply proper fractions and mixed numbers by whole numbers.
- Read and write decimal numbers as fractions (eg.  $0.71 = \frac{71}{100}$ )
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise the per cent (%) symbol and understand that per cent means 'number of parts per hundred'. Write percentages as a fraction with a denominator of 100 and as a decimal (eg.  $55\% = \frac{55}{100} = 0.55$ ).
- 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 those fractions with a denominator of a multiple of 10 or 25

### Measurement

- Convert between different units of metric measure (eg. km and m; cm and m; cm and mm; kg and g; litres and ml).
- Measure and calculate the perimeter of rectangular shapes in cm and m.
- Calculate and compare the area of rectangles (including squares) and estimate the area of irregular shapes.
- Estimate volume and capacity.
- Solve problems involving converting between units of time.
- Use all four operations (addition, subtraction, multiplication and division) to solve problems involving measures, including decimal notation and scaling.

### Geometry - properties of shapes

- Identify 3D shapes, including cubes and other cuboids, from 2D images.
- Know angles are measured in degrees: estimate and compare acute angles (less than  $90^\circ$ ), obtuse angles (more than  $90^\circ$  but less than  $180^\circ$ ) and reflex angles (more than  $180^\circ$ ).
- Draw given angles and measure them in degrees.
- Identify angles: at a point and one whole turn (total  $360^\circ$ ); angles at a point on a straight line and  $\frac{1}{2}$  turn (total  $180^\circ$ ); other multiples of  $90^\circ$ .
- Use the properties of rectangles to find missing side lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

### Geometry – position and direction

- 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 problems involving information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

### Children in Year 6 are expected to:

#### Number - number and place value

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- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number (eg. to the nearest 10, 100, 1000, 10,000, 100,000, 1,000,000).
- Use negative numbers in context and count forwards and backwards through zero.

### **Number – addition, subtraction, multiplication and division**

- Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4-digits by a 2-digit whole number using a formal written method of division (long or short) and interpret remainders as whole number remainders and fractions; round remainders appropriately depending on the context.
- Identify common factors, common multiples and prime numbers.
- Solve addition and subtraction multi-step problems in a real-life context, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations.

### **Number - Fractions (including decimals and percentages)**

- Use common factors to simplify fractions (eg. With  $12/16$  divide both the numerator and denominator by 4 to give an equivalent fraction of  $\frac{3}{4}$ ).
- Compare and order fractions, including fractions greater than one.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (eg.  $4/5 + 9/15$  is the same as saying  $12/15 + 9/15$  or  $4/5 + 3/5$ ).
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (eg.  $\frac{1}{4} \times \frac{1}{2} = 1/8$ ).
- Divide proper fractions by whole numbers (eg.  $1/3 \div 2 = 1/6$ ).
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers (eg.  $4.59 \times 8$ ).
- Recall and use equivalences between simple fractions, decimals and percentages.

### **Ratio and Proportion**

- Solve problems involving the calculation of percentages (eg. 15% of 360).
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving the relative sizes of two quantities where missing values can be found using multiplication and division facts.

### **Algebra**

- Use simple formulae.
- Express missing numbers using algebra.
- Generate and describe number sequences.

### **Measurement**

- Solve problems involving the calculation and conversion of units of measure (eg. km and m, litres and ml, kg and g), using decimal notation with up to three decimal places.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation up to three decimal places.
- Convert between miles and km.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units.

### **Geometry - properties of shapes**

- Draw 2D shapes using given dimensions and angles.

- Recognise, describe and build simple 3D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line or are vertically opposite and find missing angles.

#### **Geometry – position and direction**

- Describe positions on the full co-ordinate grid (ie. All four quadrants).
- Draw, translate and reflect shapes onto all four quadrants.

#### **Statistics**

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

### **How you can help your child's maths learning**

One of the most valuable things that you can do is to talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities. Here are some possible ideas which you could use:

- 1) Count forwards and backwards in jumps of the same size (eg. 6, 7, 8, 9, 25) and so on. Physical activities such as skipping and playing catch could be incorporated to encourage motivation.
- 2) Look for numbers in digits and words in the real world (eg. posters, books, comics, on buses, cars, road signs, price tags) and ask children to read them. Children might also want to photograph them.
- 3) Talk about the shape of 2D and 3D objects and discuss their properties. Try and identify different examples of 2D and 3D shapes in the environment.
- 4) Ask your child to help when you are using money in practical, real-life contexts (eg. paying for items in a shop). Ask your child to work out how much the items might cost and how much change you might receive.
- 5) Ask your child to help with tasks such as measuring and weighing ingredients or when measuring the length or height of an object. Use metric units of measure.
- 6) Help them to understand time, reading and interpreting both digital and analogue clocks. Involve them with dates and diaries, knowing the calendar months, days in a year etc. Ask them to calculate time intervals (eg. 'We left the house at 9:55am and we returned at 3:35pm. How long were we out for?').
- 7) Help your child to read and interpret timetables by asking them to use a magazine or the internet to find out about when TV programmes and/or films are on and how long they will last.
- 8) Read bus and train timetables and calendars.
- 9) Ask your child to estimate the total price of items when shopping by rounding prices mentally to the nearest pound or ten pence.
- 10) Help your child to develop quick recall of multiplication and division facts for tables up to 12 x 12.

## Times Tables Facts

Children who have mastered their times tables gain a solid foundation in mathematics that will help them throughout their progression within the subject. The national expectation is that every child must be able to answer any times table question mentally by the end of Year 4. Children are expected to know the facts in any order (eg.  $6 \times ? = 42$  or  $42 \div ? = 6$ ).

Year 3	Year 4	Year 5	Year 6
2, 3, 4, 5, 8 and 10 times tables and related division facts.	All times tables up to $12 \times 12$ and related division facts.	All times tables up to $12 \times 12$ and related division facts and apply this knowledge to other calculations (eg. $6 \times 6 = 36$ so $60 \times 6 = 360$ ).	All times tables up to $12 \times 12$ and related division facts and apply this knowledge to other calculations (eg. $6 \times 6 = 36$ so $0.6 \times 6 = 3.6$ ).

All children in Years 5 and 6 are expected to practise their times tables regularly as part of their home learning. Children do not need to sit down for extended periods to learn their times tables – 5 minutes practice every day is enough. This could involve playing times tables games on their home computer, chanting times tables whilst playing catch or simply challenging them to answer questions on the drive to school! Below is a list of websites that your child could use for practicing their times tables:

### **WEB SITES FOR MULTIPLICATION AND DIVISION GAMES**

<http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html>

<http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find>

<http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/popup.shtml>

<http://resources.oswego.org/games/Ghostbusters1/gbcd.html>

<http://www.bbc.co.uk/skillswise/game/ma10mult-game-fridge-magnet-multiplication>

<http://www.bbc.co.uk/skillswise/game/ma10mult-game-problem-solving-with-multiplication>

<http://www.mathletics.co.uk>

## Science in Year 5

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout year 5 the science curriculum will be embedded within our Learning Journeys. See the curriculum letter for an outline of the areas covered.

### How to help

You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.

### Useful websites:

<http://www.bbc.co.uk/bitesize/ks2/science/>

<http://www.woodlands-junior.kent.sch.uk/revision/Science/>

[http://www.primaryscience.ie/activities\\_science\\_home.php](http://www.primaryscience.ie/activities_science_home.php)

# Home Learning in Year 5

At St. Aidan's, we recognise the part the Home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents.

Research shows that home learning can have a positive impact upon learning when used in a focused way. The positive side is that:

- Children become enthused when faced with investigative, open ended and practical home activities.
- Parents are able to support where the school clearly links the home learning with school learning.
- Children can rehearse essential skills.
- Children can develop good learning behaviours.
- Parents see the type of learning their child is doing at school.

## **Reading at Home:**

- Enjoy reading at home with your child by; taking turns, play games based on the text e.g. Can you find a word that means big?', have quizzes where children answer questions about the text e.g. Why did Mark go to the bowling alley?
- Children should be reading every night at home whether that be independently or to an adult.

## **Literacy Home Learning:**

Children in Year 5 complete three different types of Literacy based home learning, which is linked to their learning in class. The time span will vary depending on the activity set but there will always be a set date and due date on the home learning.

**Read-** This normally involves the class completing a reading activity linked to a specific piece of text or some research on a given subject.

**Talk-** This will involve an activity, which requires the children to talk to you about a specific area e.g what creatures they find on the beach. This talk is used to support their writing in class and allow them to develop knowledge and language. Recording notes or plans is optional.

**Write-** This will be a written task and will vary in length and time given depending on the task given. This may also be a SPAG activity.

## **Spelling Home Learning:**

The children will be set spellings weekly the number of which will depend on their need. The children will be tested on the words set for learning and be expected to spell them correctly in their written work.

## **Maths Home Learning:**

Children will be given maths learning that connects to the learning they carry out. This may be completing tasks on Mathematics.

By the time children are in Year 5 it expected that they know their times tables and we would ask that support is given to the children know their timetables. If a child is secure in these then inverse questions could be asked (division) or other multiplications not in the 12 x tables where they have to apply their knowledge.

We encourage that you support your child in their Home Learning. All Home Learning is set at an appropriate level for the children and if there are any concerns or queries over the home learning, then please feel free to contact a teacher to discuss. All learning will have due dates specified (see the curriculum letter) and if a child does not complete or bring their home learning in on time then they will miss a proportion of their playtime.

## Keeping Children Safe

### Children walking home from school

Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Children in year 3 and 4 will not be allowed to walk home on their own.

Children in Year 5 sometimes walk home on their own, please do let the class teacher know of your wishes.

### Internet Safety

Within school we have strict filters on our computers that help block inappropriate sites for the children.

The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home.

Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found :

**CEOP:** [www.ceop.gov.uk](http://www.ceop.gov.uk)

**Think U Know:** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Childnet:** [www.childnet-int.org](http://www.childnet-int.org)

### Safeguarding:

Our Senior Designated Person is **Mr Skehan**

Our Deputy Designated Person is **Miss Whitmarsh**

If you have any concerns about the welfare of any of the children within the school, please do speak with them.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

**If you suspect ANY child is being neglected, abused or facing harm, let the school know or alternatively you may contact the MASH team on 020 8726 6400**