



Welcome to Year 5

A typical day in Year 5...

AM	PM
English Maths Vipers (Reading) Module Learning	Module learning Specialist lessons e.g. Computing, PE, Music, French

Lunch is 1:05pm – 1:55pm

Attendance

Setting good attendance patterns from an early age, will help your child later on in their life. Please make sure your child arrives to school on time each day.

Module Overview

More details regarding the subjects taught in each module is on the next page

Knowing me, Knowing you

Best Place in the World

All I want for Christmas

Raiders or Traders

The Green Scene

Great Greeks

Life will Flourish

PE Days

Children to come into school in their PE kit on **Wednesday and Friday**

Library Books

Children can visit the library at lunchtimes. They may choose and change books as frequently as they wish.

Children need to bring their library card with them if they would like to take out or renew a book

Contacting Us

5V: Miss Kearns k.kearns.st@bmsweb.co.uk

5W: Mrs Terry s.terry.st@bmsweb.co.uk

5X: Mrs Carter a.carter.st@bmsweb.co.uk

5Y: Mr Bissager r.bissagar.st@bmsweb.co.uk

5Z: Mrs Bone & Mrs Burbidge
k.bone.st@bmsweb.co.uk

h.burbidge.st@bmsweb.co.uk

We will look to respond to you within 48 hours



Module Overview

Module	KNOWING ME, KNOWING YOU	BEST PLACE IN THE WORLD	ALL I WANT FOR CHRISTMAS	RAIDERS OR TRADERS?	THE GREEN SCENE	GREAT GREEKS	LIFE WILL FLOURISH
Subject	Art	Science	Science	History	Science	History	Science
Big Idea	ART EXPLORES AND EXPRESSES IDENTITY	EARTH	FORCES	SOURCES ARE USED TO INTERPRET THE PAST INTERPRETATIONS OF THE PAST CAN BE BIASED CHRONOLOGY	MATTER	SIGNIFICANCE CHRONOLOGY	ORGANISMS
Enquiry Question	How can art be used to share individual and group identity?	How can we explain the difference in daylight hours around the world?	How can forces be used to explain movement?	How does evidence presented to us influence our beliefs about the history of the Vikings?	What do investigations tell us about the properties of materials?	What links can be made between Ancient Greece and Modern society?	How does science explain the continual cycle of new life on earth?
Subject		Geography	D and T	Computer Science	D and T	PE	Art
Big Idea		RELATIONAL THINKING	RELIANCE ON AND INTEGRATION OF WIDER KNOWLEDGE AND SKILLS	THERE ARE ETHICAL IMPLICATIONS WHEN USING TECHNOLOGY	UNPREDICTABLE OUTCOMES OF PRODUCTS	PERSONAL CHALLENGE	WAYS OF REPRESENTING SUBJECT MATTER TO COMMUNICATE IDEAS
Enquiry Question		What makes somewhere a great place to live?	How does my knowledge from other subjects make a difference to the design and creation of a product?	How do we make sure that information we gather from the internet is as reliable as possible?	How can we utilise design to ensure we take some responsibility for the future of our planet?	What do we need to do to make sure we improve fitness and skill in sport?	How can art be used to celebrate community?
Subject							Geography
Big Idea							THE PHYSICAL WORLD
Enquiry Question							How do rivers shape our landscape and our lives?

Visits and visitors this year

- Visit to Poole Harbour as part of The Best Place in the World module
- A Viking visitor as part of Raiders or Traders module
- A workshop in school with LUSH as part of the Green Scene module

School Responsibilities

All children have a responsibility in order to positively contribute to our school community.

Ask your child about their responsibility.

Head of year PA, Litter picker, Librarian, House Leader, Eco Warrior, Expectation Panel, Office Runner, Mobile Organiser, Assembly monitor, P4L Monitor, Playground Buddy, Mobile mover, Music monitor, Lost Property manager, Travel Tracker, Stationery Seller, Classroom Assistant, Science Technician, Art Technician, Event Manager, Food Technician, ICT Technician, Performing Arts Assistant, RM Assistant, Head of School PA, Deputy Head of School PA, Prefects and Head/Deputy Head Boy/Girl

How you can help at home...

Home Learning should be meaningful, manageable and fully support what is being taught in school.'

Children will bring Knowledge Organisers home with them for each module of learning. They should select a section to work with as their home learning. We teach them strategies in school in our Learning to Learn lessons. Children can apply these strategies to their Knowledge Organiser sections.

Timestables

If children are fluent in their Timestables they will be better equipped to face more challenging and complex mathematical problems.

- Regular practice is needed- little and often.
- Practice can be done to best suit your child and your home routines.
- Your child should practice all their times tables up to 12 x 12
- Please support your child to complete their 30minutes TTRS across two weeks.

Spelling

In Year 5 children have a set of statutory spellings they need to learn.

Please spend time, practicing these with your child. Take a couple at a time and learn to read and spell these correctly.

It is important that as well as working on new spellings children also revisit those previously from Year 1 – Year 4.

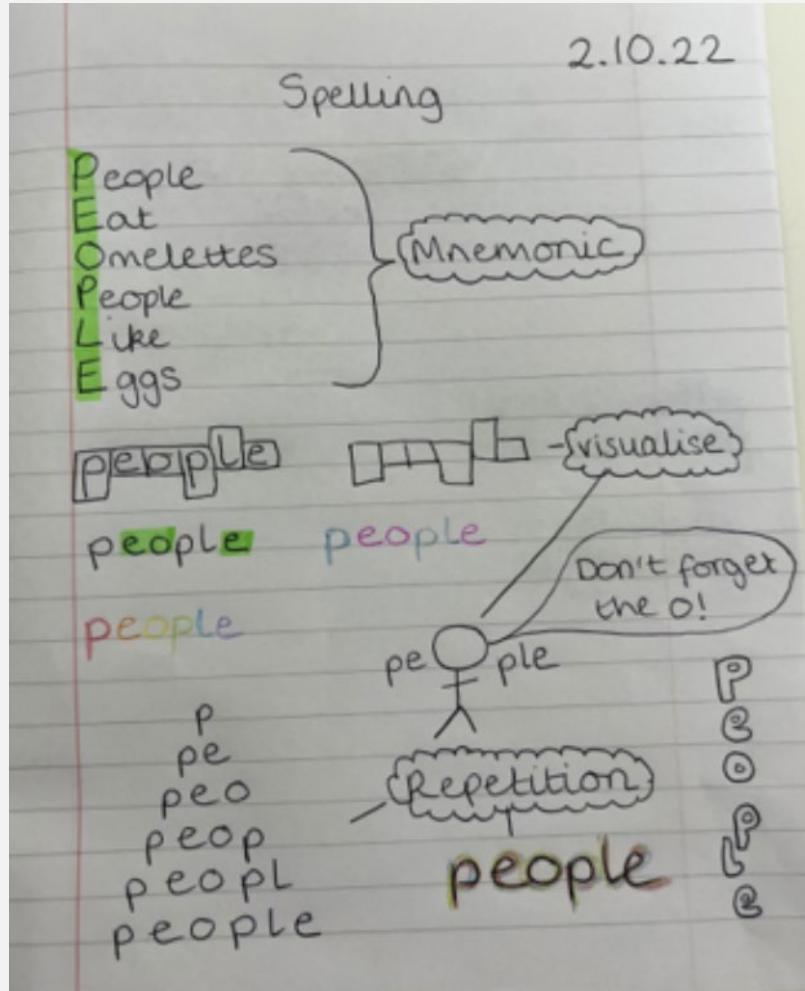
Regular retrieval creates stronger memory traces and increases the likelihood that these words will be transferred to the long-term memory, supporting recall and application in the future.

When words have been learnt, we expect to see these words spelt correctly in children's writing across the curriculum.

On the next page you will find the words your child needs to learn as well as some examples and top tips in supporting your child to learn these.



Learning Spellings at Home



Cognitive Strategies to help me learn my spellings

Pyramid Words

Write the word in a pyramid shape

P
Py
Pyr
Pyra
Pyram
Pyrami
Pyramid

Mnemonics

Make up a rhyme or saying to help remember how to spell the word

Big Elephants Can Always Understand Small Elephants - because

Rainbow Words

Write your words out in pencil. Next, draw over each letter five more times using a different coloured pencil



Look
Say
Cover
Write
Check

Chunking

Break the words down into memorable chunks

diff-er-ent
in-ter-est
re-turn-ed

Visualisation- Word Shapes

Write out your spelling and draw around the shape of the word

say put
the
was could

Visualisation- Pictures



Multi-Sensory

Practice writing your spellings in different materials
(sand, shaving foam, large chalk outside)



Spelling- Year 5 Statutory Spelling

Year Five

accommodate	amateur	apparent	appreciate	attached	average	awkward	category
committee	conscience	convenience	critic	criticise	curiosity	desperate	determined
develop	environment	equip	equipment	equipped	especially	exaggerate	excellent
explanation	foreign	forty	frequently	government	harass	hindrance	individual
interfere	language	leisure	marvellous	necessary	neighbour	nuisance	occupy
occur	physical	pronunciation	queue	recognise	recommend	relevant	secretary
signature	stomach	suggest	symbol	system	temperature	thorough	twelfth
variety	vegetable	vehicle	yacht	conscious			



Spelling- To Recap and Retrieve (Year 3)

Year 3							
actual(ly)	address	answer	appear	believe	build	caught	centre
circle	complete	consider	continue	different	difficult	disappear	enough
extreme	famous	favourite	forward	group	guide	heard	imagine
important	interest	learn	material	mention	minute	natural	ordinary
particular	peculiar	popular	potatoes	position	Possess	possible	quarter
question	recent	regular	remember	separate	special	strange	various

Year 4							
accident	arrive	bicycle	breath	breathe	busy	business	calendar
decide	early	earth	eighth	exercise	experience	experiment	February
fruit	grammar	guard	heart	history	increase	island	knowledge
length	library	medicine	naughty	notice	occasional	often	opposite
perhaps	pressure	probably	promise	purpose	reign	sentence	straight
strength	suppose	surprise	therefore	though	although	thought	through
weight	woman	women					



Spelling- Words to Recap and Retrieve

Year Two							
door	floor	poor	because	find	kind	mind	behind
child(ren)	wild	climb	most	only	both	old	cold
gold	hold	told	every	everybody	even	great	break
steak	pretty	beautiful	after	fast	last	past	father
class	grass	pass	plant	path	bath	hour	move
prove	improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people	water
again	half	money	Mr	Mrs	parents	Christmas	

Year One							
the	a	do	to	today	of	said	says
are	were	was	is	his	has	I	you
your	they	be	he	me	she	we	no
go	so	by	my	here	there	where	love
come	some	one	once	ask	friend	school	put
push	pull	full	house	our			



Read, Read and Read Some More

The Importance of Reading

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Engaging with books allows us to be transported to other places and worlds. We can become immersed in the lives of fictional characters or learn more about the world around us.

Reading is a key life skill. It is placed at the heart of our curriculum; we have carefully selected texts which will ignite children's imagination, inspire their curiosity and provide a window to the world.

Supporting your child

- We know that children are reading more independently in Year 5 so may prefer to read to themselves rather than to you.
- Continue to build reading at home into your weekly routine.
- Create a time and a space where your child feels comfortable and at ease to enjoy reading.
- Ask your child simple questions about what they have been reading to check your child's understanding.
- Use positive language and praise their reading efforts.
- You may like to still read to your child. Please do so!
- Ask them about books and stories they are reading at school.

Which Books?

We have a plethora of books in our library that your child can borrow and enjoy. Please encourage your child to visit our library at lunch time to select books to bring home.

By Year 5, children are beginning to find book genres that they particularly enjoy. Finding this hook into reading can lead so excellent future reading habits so please do allow your child to enjoy series of books.

We are always looking for more book recommendations so let your child's teacher know if there is a particular author or series that your child is enjoying that you think may be missing from our library.

Encourage your child to read other types of books too when you can.



