



Welcome to Year 5 and Year 6

The Children

We currently have 98 children in our phase.

They are split into 3 teaching classes:

Ravens, Swallows and Owls

Class Teacher

Mrs Pawlett: Ravens

Miss Higgins: Swallows

Mr O'Neill: Owls

Teaching Assistants

We are lucky enough to have 7 TA's working in the Year 5/6 phase, at different times during the week.

Mrs Durant

Mrs Gladwell

Mrs Leonard

Mrs Burling

Mrs Hattingh

Mrs Maloney

Mrs Moroz

We also have Mrs Stevenson, who will run maths intervention groups for 3 afternoons a week. She will focus on the Year 6s before SATs and Yr 5s after SATs. Any child may work with her (most Yr 6s do!) as she works with children whatever their current level, in order to push their understanding and skill to the next stage.

Additional Teachers

Mrs Turian

PE

Mrs Leonard

PE and French

Mme Millard

French

All KS2 children receive at least 45 minutes a week of French lessons.

Topics

Each term we have a main topic focus that we aim to integrate into all areas of the curriculum.

Autumn: World War II

Spring: Mayan Mystery

Summer: The Roman conquest

The Curriculum

We plan very closely as a team during weekly meetings to ensure that all children within the phase experience similar teaching activities.

We aim to provide a varied and stimulating curriculum to capture the interest of our pupils.

Trips and Visitors

We aim to develop our pupils' understanding and increase their curiosity by taking the children on visits within the local area and by inviting visitors who have an expertise within the subject into school.

English and Maths

English and Maths lessons will be taught every day within the pupils own class, usually in the morning.

The current curriculum is demanding and challenging, therefore additional support from home is invaluable.

Reading

Reading with and to your child is invaluable. Asking a range of questions about what they are reading will also help them develop both as readers and writers.

These can be simple **retrieve information type questions**

eg) How long did it take for them to get to the shops?

Or more complex **inference type questions**

eg) When she went bright red, how do you think she was feeling? What evidence do you have for that?

Or **'becoming the writer' type questions**

eg) If you were going to re-write this paragraph, what language would you change and why?

Times tables

We cannot overemphasize how important knowing these off by heart is and knowing them out of order and knowing the inverse.

(eg. If $5 \times 9 = 45$, I know that $45 \div 9$ is 5).

It is also important that children can then use this information to answer related, more challenging multiplication questions.

(eg. If $5 \times 9 = 45$, I know $50 \times 9 = 450$, $50 \times 90 = 4,500$ etc)

Homework

Weekly homework will consist of the following:

Regular reading practice (ideally daily)

Learning weekly spellings (tested weekly)

Times tables (tested weekly for at least the first half term; we will let you know if this changes)

Optional maths homework

French spellings

Termly optional topic-based

Homework will be 'given' on the Friday of each week. The homework can be found in a folder with that Friday's date on. This will be accessed through purplemash. Spelling and times tables tests will take place the following Thursday or Friday.

Homework via Purplemash

Homework will now be given on Purplemash and children will not have a homework books. This reduces what is going between school and home.

Optional termly homework, spellings, times tables, optional weekly maths tasks and task answers will be saved in the class Purplemash folder, so that they can be viewed and/or downloaded from home.

Answers will be given out on Purplemash and we ask that optional maths homework is **marked at home**. If there is a question a child would like to talk to their teacher about, of course they can!

Spelling homework

All children will be sent 20 spellings each week; ten from the Year 5 spelling list and ten from the Year 6 spelling list (see top left corner for which is which). Year 6 must learn and practise all 20 spellings, Year 5s must practise all the Year 5 spellings and if they feel able, learn as many of the Year 6 spellings as possible. Everyone will be tested on all 20, but we recognise not everyone will have learnt all 20, so children can mark themselves on the spellings that they learnt.

Year 5 Week 2 Autumn 1 Focus: Recap of mixed spellings from previous years					
Look Say Cover Write Check					
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
<i>illuminate</i>					
<i>admiration</i>					
<i>foundation</i>					
<i>forgotten</i>					
<i>gardening</i>					
<i>great</i>					
<i>grate</i>					
<i>fascinate</i>					
<i>expression</i>					
<i>possession</i>					

Times table homework

Each week there will be a set of 50 times tables questions to answer, including inverse questions. Children will be tested using the same sheet the following Thursday or Friday.

This will be timed in order to ensure not only recall, but speed. Children will be given 3 minutes 20 seconds (4 seconds per question), to complete the sheet to see how many they can do.

For homework they may like to simply practice using the sheet or write out their times tables or play online times table games or practise with an adult. It's up to you to see what works best.

TimesTables.me.uk
Printable Times Tables Quiz Generator

Name: _____


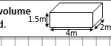
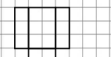
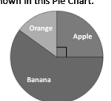
Number of Questions: 50

Testing: 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, 12x (with inverse)

10 × 5 = _____	5 × 6 = _____	90 ÷ 9 = _____
121 ÷ 11 = _____	8 × 8 = _____	9 × 6 = _____
4 × 5 = _____	30 ÷ 3 = _____	9 × 4 = _____
7 × 2 = _____	30 ÷ 6 = _____	3 × 7 = _____
1 × 5 = _____	4 × 8 = _____	1 × 9 = _____
72 ÷ 9 = _____	12 ÷ 12 = _____	42 ÷ 6 = _____
10 × 5 = _____	5 × 9 = _____	49 ÷ 7 = _____
16 ÷ 2 = _____	84 ÷ 12 = _____	2 × 10 = _____
12 × 9 = _____	6 × 8 = _____	1 × 4 = _____
2 × 8 = _____	6 × 6 = _____	3 × 2 = _____
6 × 5 = _____	2 × 3 = _____	9 × 2 = _____
10 × 9 = _____	2 × 11 = _____	7 × 3 = _____
4 × 4 = _____	8 × 11 = _____	14 ÷ 7 = _____
5 × 2 = _____	44 ÷ 11 = _____	11 × 2 = _____
9 × 9 = _____	11 × 4 = _____	110 ÷ 10 = _____
8 × 3 = _____	11 ÷ 11 = _____	12 ÷ 3 = _____

Optional maths homework

We will encourage all children to have a go at doing some of this each week, but have made this optional at the moment in order to ensure that times tables are completely learnt and can be recalled in order, out of order and at speed. If children would like to have a go, they should start in section A as this is what we will cover in the first half term. As the year progresses, children should be able to answer from section B and C. However your child might feel able to have at go at it all straight from the beginning of the year. Answers will be given, so that this can be marked at home. But if children would like to talk about particular questions they are very welcome to come and ask us!

Name: _____		Date: _____		Class/Group: _____	
A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure, Geometry and Statistics	
1. Write four million, twenty two thousand, and sixteen in digits.	11. Which is the smallest fraction? $\frac{4}{5}$, $\frac{7}{10}$ or $\frac{17}{20}$	21. Calculate the area of this triangle.			
2. What is the value of the 4 in this number? 1,384,721	12. $\frac{7}{10} - \frac{9}{15} =$	22. Find the volume of this cuboid.			
3. Round 7.186 to 1 decimal place.	13. Simplify your answer. $\frac{3}{5} \times \frac{1}{6} =$	23. Complete this net of a cuboid.			
4. What is the largest possible length? Length: 12.5cm (to 1 decimal place)	14. $257.3 + 100$	24. 80 students were asked what their favourite fruit was. The results are shown in this Pie Chart.			
5. $1,275 \times 22$	15. 3.48×6	How many students said that apples were their favourite fruit?	<input type="text"/>		
6. Give the answer as a mixed number. $1,626 \div 12$	16. Write this percentage as a fraction and a decimal. 30%	25. Find the mean of these numbers: 3 7 6 8 6	<input type="text"/>		
7. Which is a common multiple of 8 and 12? 4 8 12 24 36	17. Find 40% of 270.				
8. Circle all the prime numbers: 50 53 57 59	18. Share £24 in the ratio 2:1.				
9. $25 - 12 + 8$	19. How much will a 10 mile trip cost? Taxi charge: £2 + 20p per mile.				
10. Give two numbers that have a difference of 8 and add to make 4.	20. The rule for this sequence is multiply by 2 then add 1: 2, 5, 11, <input type="text"/>				
Total (A)	Total (B)	Total (C)			
Test Total (A+B+C)	R (0-9)	Y (10-19)	G (20-25)	Activities	

The Year 5/6 Spelling List

This is a list of 100 spellings set out in the National Curriculum. They are challenging and will require a substantial amount of time to learn. We will be regularly addressing these words at school during the year, however your child will need to practise them at home regularly.

Termly tests will be given



Year 5 are aiming to spell 50% of the spellings correctly by the end of the year.

Year 6 are aiming to spell 80% of the spellings correctly by the end of the year.

A copy of this will be saved in the class purplemash folder, so that this can be accessed from home.

Toilets, Snacks and Water Bottles

Toilets - Pupils in Year 5/6 are encouraged to go to the toilet during play time and lunch time, rather than lesson times.

Snacks - Fruit is not provided in KS2 but children are allowed to bring in their own piece of fruit for a snack.

Water Bottles - We encourage children to bring water bottles to school.

PE

It is essential that your child comes into school in their P.E on their designated P.E days. Long hair is to be tied up.

(This may change during the year, if so we will let you know)

Ravens - Monday and Tuesday

Swallows - Tuesday and Wednesday

Owls - Tuesday and Wednesday

Thank you

Thank you for supporting us today.

We hope it has been useful and informative.

We encourage you to get in touch with your child's class teacher if you have any concerns.

