

Welcome to Year 5.



Aims:

- Opportunity to meet your child's class teacher
- Opportunity to know the priorities for the year ahead
- Opportunity to hear about what your child will be learning and how you can be involved

Year 5 Team

Year 5 - Hazel Class

Alex Holloway (Teacher)

Sandra Moody (TA)

Year 5 - Rowan Class

Shayla Macdonald (Teacher)

Noah Tesfamariam (TA)

Year 5 - Sycamore Class

Cherie Genower (Teacher)

Andria Spence (TA)

DKH Vision

"Within the River Hill Federation, we aspire to create a supportive environment for personal growth and where enquiring minds develop a passion for learning."

DKH Values

You will find that we talk about these values a lot – in assemblies, in class and on the playground. We discuss what they mean, what they look like in practice and we encourage others to share these values with us.

Creativity

Ambition

Courage

Respectful

Empathy

Resilient

The School Day



- It is very important for children to attend school every day and arrive on time.
- School starts promptly at 8.55am when the bell goes.
- Teachers will be in the playground from 8:50 and be available to speak to parents *briefly*. (A longer, private meeting can be arranged after school if required)
- Children arriving after 9:00am are required to collect a late arrival ticket from the School Office before going they are admitted to the classroom.
- School ends at 3:15pm daily, with the exception of Swim days. We aim to be back at school by 3:30pm on these days.

Home-School Agreement

We the adults are responsible for children at home and at school.

We want to provide a safe, supportive and stimulating learning environment in which each child is treated as an individual and needs of all are considered.

We encourage children to work hard, to behave appropriately and to take pride and pleasure in their own and others' achievements.

We look forward to working together on a basis of mutual respect to help children become confident enthusiastic learners.

Home-School Agreement: Parent/Carer

To help my child at school, I will do my best to:

- Make sure that my child attends school regularly and inform the school of the reasons for any absence
- Support the school in maintaining good behaviour and discipline
- Attend open evenings for parents
- Ensure that my child dresses appropriately for school
- Let the school know if there are any problems that may affect my child's ability to learn.
- Provide healthy lunch choices
- Support my child with homework and other home learning opportunities and listen to my child read and read to them also (10mins)
- Make sure my child arrives in school on time and is collected on time

Home-School Agreement: School

Will do its best to:

- Expect the best from your child in behaviour and work
- Encourage your child to do his/ her best at all times
- Inform parents and carers regularly how their child is progressing
- Inform children, parents and carers what the teachers aim to teach your child each term
- Take reasonable steps to ensure the safety, happiness and self-confidence of all your child
- Be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the daily life of the school
- Set, mark and monitor home tasks regularly in keeping with the school's policy
- Contact parents and carers as soon as possible if we are concerned about your child's work or behaviour
- Contact parents and carers if there is a persistent problem concerning your child's attendance or punctuality
- Offer a broad and balanced curriculum which meets the needs of your child
- Provide healthy lunch options
- Listen to your child's ideas and encourage him/ her to speak out
- Encourage your child to keep fit and active
- Challenge your child and ensure that he/ she does his/ her best
- Ensure your child understands the teacher and any curriculum covered

Home-School Agreement: Children

I will do my best to:

- Work hard and listen carefully to instructions
- Come to school regularly and be on time
- Keep to the GOLDEN rules and behave well
- Do my homework regularly and bring it back to school
- Dress appropriately for school
- Always bring my PE kit into school
- Take good care of the school environment
- Achieve individual targets and aim to beat them
- Be the very best I can in all that I do
- Be polite and helpful to other children and all adults and respect others

Year 5 Topic Web Autumn 1 2018-2019

PSHE

- Circle time sessions on how to solve problems successfully
- Introduce growth mind-set
- Introduce revised school values
- SEAL—new beginnings start of year activities.
- Develop strategies to cope with uncomfortable feelings & calm down when necessary
- Understand how others may be feeling when they are in an unfamiliar situation and help them to feel valued and welcomed

Literacy (this is a sample—there are many more objectives)

- To understand the features of a Norse Myth.
- Use drama to retell the story of Beowulf
- Generate compelling description through a range of literary devices.
- Write a character description for the Sea Hag.
- Write a detailed setting description - expanded noun phrases, prepositions, conjunctions.
- Learn new spelling, grammar & punctuation rules, building of previous.
- Choose their own edits and improvements to my writing.

Art

- Learn to draw and sketch objects in great detail—a dragon's eye
- Create an old Viking map their raids and voyagers to far off lands.
- Create runes in clay

History

- Share what we know about the Vikings already
- Discover where the Vikings came from and where they went
- Discover what life in a Viking settlement was like
- Discover what the Vikings wore
- Discover what the Viking beliefs were
- Discover and interpret Viking Runes

Invaders & Settlers



RE

- To recognise that Arabic is the symbolic language of Islam
- Understand what Sallah and Zakah are
- Identify food that is special during Ramadan
- Understand the purpose of the Haji

Numeracy (this is a sample—there are many more objectives)

- Recognise the place value of each digit in a whole number
- Order and compare whole numbers?
- Identify 10, 100 and 1000 more or less than a given whole number
- Round whole numbers to the nearest 10, 100 or 1000
- Recognise the place value of each digit in a decimal number
- Recognise decimal and fraction equivalents
- Develop written and mental calculation strategies.

PE

- Swimming weekly
- Invasion Games

Science (this is a sample—there are many more objectives)

- Investigate changes of state
- Compare and group together everyday materials on the basis of their properties and reason uses for particular materials
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- To understand that that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution through evaporation

Homework

- We set **homework projects** in Year 5 which are to be completed over a number of week during the term. These can be brought in when they are ready. Aim to complete 3 projects over a 6 week period.
- A list of **spellings** will be sent home on a Friday to learn for the following week. These relate to the Year 5 spelling objectives for the year. *Look, cover, write, check* is a good strategy to learn these words. A test is conducted on Fridays.
- **Times table** recall is a key focus and children should be progressing through their times tables, recalling any times table instantly up to 12x12. This relates to 'Rock Star Times Tables' in class. There are plenty of timetable apps for the children to practise online at home.
- Children should be **reading** at home independently for 15 minutes each day. This *essential* to their progress. Spend time asking them questions about what they have read. Some example questions are included on the homework sheet.

Ways to help!

- Please read with your child as often as you can and ask them questions so that they can interrogate the text.
- Support your child with their homework projects
- Find useful games and activities via links at <https://www.dkh.org.uk/learning-links>
- Purchase workbooks from leading book stores such as: WHSmith, Waterstones etc.

PE Days

- Hazel Class – Monday (swimming) & Thursday
- Rowan Class – Tuesday (swimming) & Friday
- Sycamore Class – Tuesday (swimming) & Thursday

PE Uniform

Please make sure that your child is wearing the correct PE uniform. This includes:

Outdoor PE kit			Indoor PE kit		
					
Navy Blue Joggers	Navy Blue Hoody	White T-Shirt and running shoes or AstroTurf football shoes. No canvas style trainers.	White T-Shirt	Navy Blue Shorts (at the length pictured)	Plimsolls/ gymnastic shoe/bare feet for dance and gymnastics

Outdoor shoes must not be canvas to prevent ankle and foot injuries. I would recommend AstroTurf football shoes for those that play football a lot as they are hard wearing, otherwise running shoes are the most comfortable and supportive

It is best that children bring both indoor and outdoor kit for all lessons just in case the we change the venue of the lesson because of the weather for example.

eSafety

- A workshops will run to help parents gain a better understanding of the online apps children are accessing and the potential dangers.
- Phones and tablets should be used in family spaces, rather than alone in bedrooms.
- At home, try to spend time with your children and get to know what they like doing online. This way, they will feel more comfortable coming to you if they are having problems online.
- Limit their screen time! – Studies show that too much screen is damaging for children, especially young children. Tablets and phones should not be used at least half and hour before bed time as this effects sleep.

Adult Conduct

- We really appreciate parents and carers being fantastic role models for students, both at home and in the school grounds. You are their first and most important teachers!
- It is important to us that parents and carers feel they are valuable members of our school community and representatives of the school. We are so thankful for your positive contributions.
- Due to safety regulations, all non-staff adults must be signed in or accompanied by a staff member. If you do need to enter the building during unscheduled times, please report to the office first or speak to a member of staff.
- We understand that your child's education is extremely important to you. Discussing their education can sometimes be emotional, and we appreciate a calm, patient approach during these conversations.
- We want to work with you to support your child in the best way that we can.

Home-School Communication

- Efforts are being made to improve home/school communications. A number of initiatives are in the pipeline.
- A Weekly Newsletters is published on the website and email
- Text Messages will be sent where necessary
- Keep us up to date with your details – address changes, next of kin changes, new mobile phone numbers etc. We may need to contact you in case of an emergency.
- Do this via the link on the website under *Parents section – update my contact details*

Communications Procedure

First instance:

- The Class Teacher (end of day/appointment)
- School office

By appointment:

- Year 5 and 6 Phase Leader: Miss Louise Gaster
- Year 3 and 4 Phase Leader: Mrs Marie Kelly-Roberts
- Year 1 and 2 Phase Leader: Ms Barbara Ghezzi
- EYFS: Miss Rachel Kearns

- Safeguarding Lead: Ms Thomas
- Inclusion/SEND: Ms Melehi, Deputy Headteacher
- Ms Hillier: Head of School
- Mrs Galiema Amien-Cloete: Executive-Headteacher

Any Questions?

Teachers will be available to discuss any issues one to one, should you require it.