



Welcome to Year 5

Year 5

Class teachers

5B

Miss Brooks

5AM

Mrs Axcell (Mon – Thurs) and Miss Marsden (Fri)

Specialist Teachers

PE

Sports coaches

Art

Mrs Cahill

French

Mrs Sunley

Music

Miss Marsden

Routines

- ▶ Lunch time is from 12.30 to 1.20.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.
- ▶ For HT1, PE will be on Wednesday and swimming will be on Monday for 5B and Thursday for 5AM. Children should wear their PE kit to school on these days.



Excellence:
everyone, everywhere, every day

Our school values: RESPECT









Our core values of RESPECT underpin everything we do.



What does this look like in Year 5?

Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

						
						
This certificate is awarded to						
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In recognition of						
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Signed			Date			
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Attendance



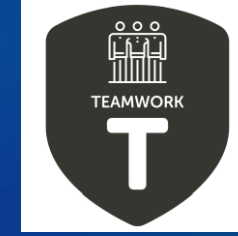
Children to enter through **the playground doors** between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in.

Children will be dismissed at 3:30pm from **the classroom doors**.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

Uniform



- The school uniform policy can be found on the school website.
- High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days (and swimming HT1)
- Please see the uniform policy for details on what is the Ashdene PE kit: wearing own sports clothes is not acceptable.

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

Walking in the corridors



**Silence unless
talking to an adult.**



Walk on the left.



Walk in single file.



Ready for learning



Arrive on time.



Wear the correct uniform.



Have the correct equipment.



Silence in the corridors.



Put your things away quickly.



Greet your teacher at the door.



Greet your classmates.






























Start your task.



Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.



If you are not ready, respectful or responsible, an adult will give you a warning.



If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.



If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.



If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.



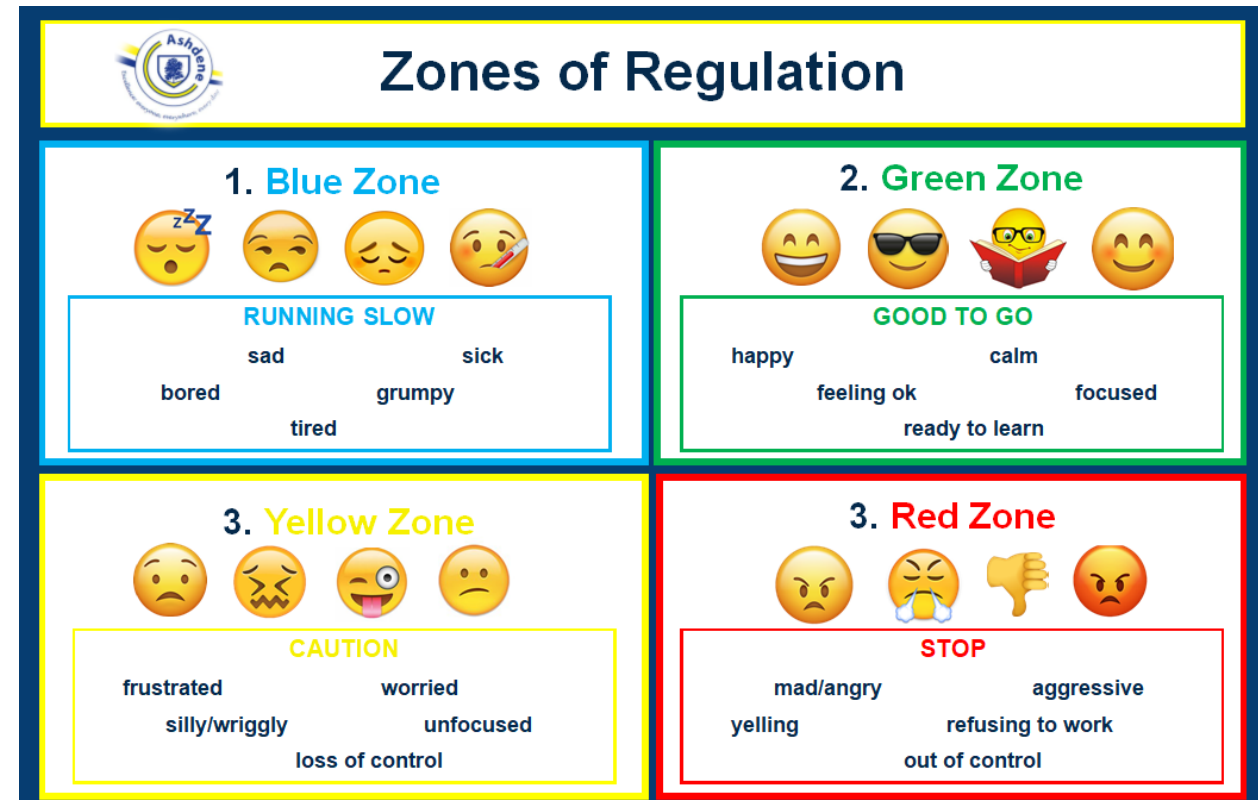
If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.



ZONES of regulation

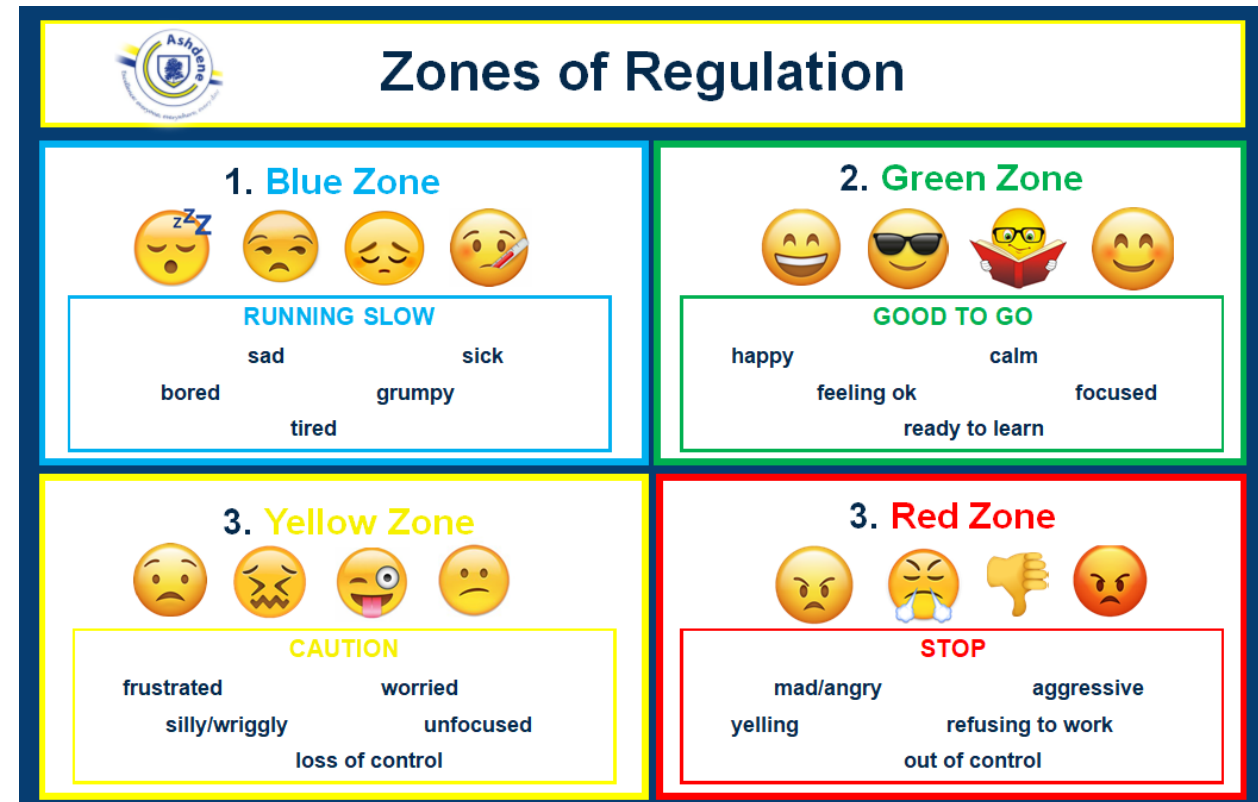
- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



ZONES of regulation

Zones of regulation aims to:

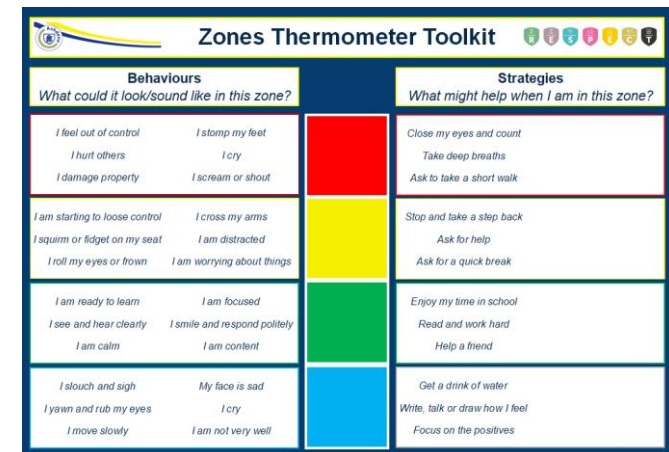
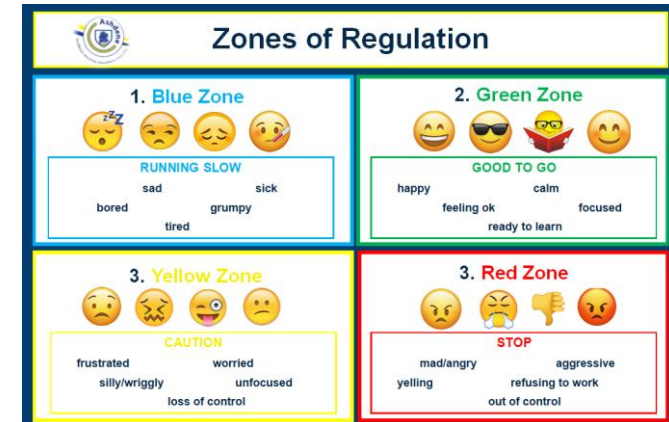
- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them



ZONES of regulation

Children will learn and use zones...

- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



Voice 21 project - oracy



- ▶ In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.
- ▶ Improving the quality of conversations in the classroom and the wider school



Lunches

- ▶ We are keeping the changes we made to lunches last year
- ▶ More children are eating more of their food –positive impact on their health and preparation or learning
- ▶ Improvements in children's well-being around the social aspects of lunchtimes
- ▶ Continually taking pupil voice and making revisions to further enhance lunchtime experiences
- ▶ Aim: for children to sit, eat well, enjoy their food and converse successfully
- ▶ Parents are invited to join their children for lunch. Year 5 parent lunch will be on Thursday 11th January. If you wish to join, please contact the office to book your place.

Would you rather visit the highest mountain or the deepest part of the sea?
Why?



What is your greatest strength any why?

What five things would you take on a trip to the moon and why?

Curriculum



Year 5 Curriculum HT1

PSHE
Being me in my world

Commando Joe
Mission focus: Team work, self-awareness and communication

Personal Development
Wider Curriculum Clubs Available
Judo, yoga, drama, dodgeball, choir, cookery, chess, art, sewing, computing, French, WFA, netball

Trips and Visits
Visit to Jodrell Bank to go alongside our Space topic in Science.

No Outsiders
To recognise when someone needs help and show empathy.

English
Inspirational Text

 Genres for writing:
 Narrative
 Letters
 Diary
 Persuasive Speech
 Non-chronological report

 Within writing, Year 5 will be focusing on:
 • Appreciating the characters and audiences' impact upon the formality and structures of writing
 • Using a range of verb tenses within writing as appropriate, including the perfect forms
 • Creating an atmosphere to suit the scene within a paragraph
 • Correct use of all taught punctuation across genres through editing
 • Understanding where authorial choice is needed for commas and where/when writing is ambiguous
 • Using meaningful dialogue to convey character or advance action within a scene

Poetry
 The poem Year 5 are studying and learning to recite this half term is 'Hope' by Emily Dickinson

Maths
Week 1 - 4
 To know and use number (Place Value):
 Reading, comparing and ordering numbers up to 1,000,000
 Solving number problems involving place value up to 1,000,000
 - Use Roman Numerals up to 1,000
 - Negative numbers
 - Count in steps of powers of 10

Week 5-6
 To add and subtract whole numbers with more than 4 digits
 Problem solving both written and mentally
 Using rounding to check the accuracy of answers

Week 7
 Graphs and Tables
 To complete, read and interpret graphs and tables.
 Problem solve using sum, difference and comparisons using information on a line graph.

Mental Maths

MA4: Number Bonds
 $14,32 + 12,37 = 14,44 + 12,37$
 $12,00 + 12,37$
MA4a: Counting On
 $8,3 + 7,9 = 0,6$
 $(+0,1)$
 $8,4$

MA5: Round & Adjust
 $4645 + 3956 = 6641$
 $4645 + 3950 = 5$
 $6645 - 4 = 6641$
MA5a: Round to Estimate
 $1000 + 400$
 $(+50)$
 $12 + 4 = 3$
MA5b: Round to Estimate
 $4645 + 3956 = 6641$
 $4645 + 3950 = 5$
 $6641 + 3950 = 6641$

Shared with parents each half term to give you an overview of your child's learning

Knowledge Jigsaw

Year 5 History HT1

What we already know
 Primary and secondary sources provide evidence about historical events and ways of life.
 Timelines and history are ordered in chronological order. This means the order in which they happened.
 Artefacts are remains from a time in history which give us information about the ways of life.
Collocation is when people began to settle in communities, towns or villages.

 The Saxons were from Germany and Scandinavia. They settled in Britain between 410-1066.
 There were 3 main tribes Angles, Saxons and Jutes. They wanted to come to Britain because their land was flooded and it was difficult to grow crops. They settled along the East Coast because it was reachable by boat.
 They split Britain into 7 Kingdoms: Mercia, Northumbria, East Angles, Essex, Sussex, Wessex, and Kent. Places today still use Saxon names.

The Romans left Britain in AD410, to go back to Italy and fight against fierce tribes that were attacking Rome.
 When the Romans left local rulers argued over land and power. No one was in charge and it became dangerous. People moved out of towns because it wasn't safe. Some stopped being made.
 The Scots were a tribe that came from Ireland. They taught the Romans for many years. The Scots were fierce fighters. The Romans thought they were wild and savage.
 The Anglo-Saxons were farmers that lived in wooden huts. The children didn't go to school. Boys worked on the farms, chopped trees and learnt to use a spear in battle. Girls stayed at home and learnt to cook and weave. Only sons of wealthy families learnt to read and write. People would worship a number of gods and goddesses, each responsible for their own area of expertise. Anglo-Saxon pagans also believed in going to the afterlife when they died, taking any items they were buried with them. Anglo-Saxons became Christians.
Religious beliefs, imagined ancient civilisations. Similarities can be made between different ancient civilisations and time periods.

The Scots came from Ireland and spoke Gaelic. They were good at making and traded items like wine, salt and glass. They were farmers and hunters. They grew crops and reared animals like sheep, goats and cows. They ate the animals for food and clothing. They knew how to work with silver, gold, silver and leather. They made tools, armour and jewellery.
 The Scots settled in Dal Riata. A settlement is a place people live. A good settlement has a water supply for drinking, washing, cooking and transport, dry land, so that people could build on areas that don't flood; a defensible site, like a hilltop or river bend, to protect from attacks and good farm land with fertile soils, so people could grow crops.
 Sutton [blog](#) is a site with lots of Anglo-Saxon artefacts. **Historians use their knowledge to interpret artefacts.**



RESILIENCE
R

EXCELLENCE
E

SELF-AWARENESS
S

POSITIVITY
P

EMPATHY
E

COMMUNICATION
C

TEAMWORK
T

Specific to Year 5

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Election of School council Members
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons
- Bikeability (HT1)
- Jodrell Bank (HT1)
- Fun Food Chef visit –Mexican food / Mayan topic (HT5)
- 'Come and play with the Halle' (HT5)
- E-Safety workshops
- First Aid Training
- Fire safety visit
- Road safety visit
- Sporting events

Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress and set targets for completion of reading books
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

How to help at home

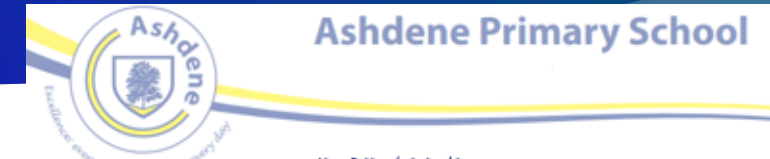


How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables) helps secure depth of understanding.

Year 5 Expectations

- Children should know their time tables up to x12 and be able to recall them at speed
- Read for 30 minutes each day (at least 20 minutes at home)
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time
- Children become more independent in taking responsibility for homework and personal organisation



Year 5: How to help at home

Times Tables
It is imperative in Y5 that children are secure in all their times tables and the related division facts from 1 to 12. This will help support their wider maths knowledge – in particular fractions, decimals and percentages.

Tips
Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. **Tip:** If you know 3 x 4 is 12, you know that 6 x 4 is 24.

Fortune tellers
<https://www.easynewsandfun.com/how-to-make-a-fortune-teller/>
Follow the instructions on the link above to make a fortune teller. On the different flaps write times table questions with the answers inside. This can be extended to related division facts.

Towers
Write times table facts on the outside of some paper cups and the answers on the inside. Give children one minute to answer as many questions on the cups as they can. Each one they get right, they can use to build a tower. Challenge them to get a taller tower each time.

Rock paper scissors
The game rock, paper, scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.

Cards
Playing with a friend, turn a card over each and race to shout out the product of the two numbers (ace = 1, jack = 11, queen = 12). The first to shout out the correct answer keeps the cards. At the end of the deck, count the cards to see who has won the most.

Counting
Try counting up and down the different times tables. Choose different starting points and time you do it. Apply your knowledge of a times table to count in related times tables e.g. use 3 x table knowledge to count in 0.3's or in 30's.

Marble drop
Choose a times table you want to practice. Children then close their eyes and listen as you drop between 2 and 12 marbles into a jar. When you have dropped the last marble, they have to call out the times table fact.

Other online games/websites
<https://www.khanacademy.org/math/multiplication/a-multiplication-game/7-11-years/times-tables>
<http://www.primaryhomeworkhelp.co.uk/maths/11/mestable/interactive.htm>
<https://www.times-tables.co.uk/>
<https://www.cofordork.co.uk/for/home/activities-for-home/activities-for-home/with-times-tables>

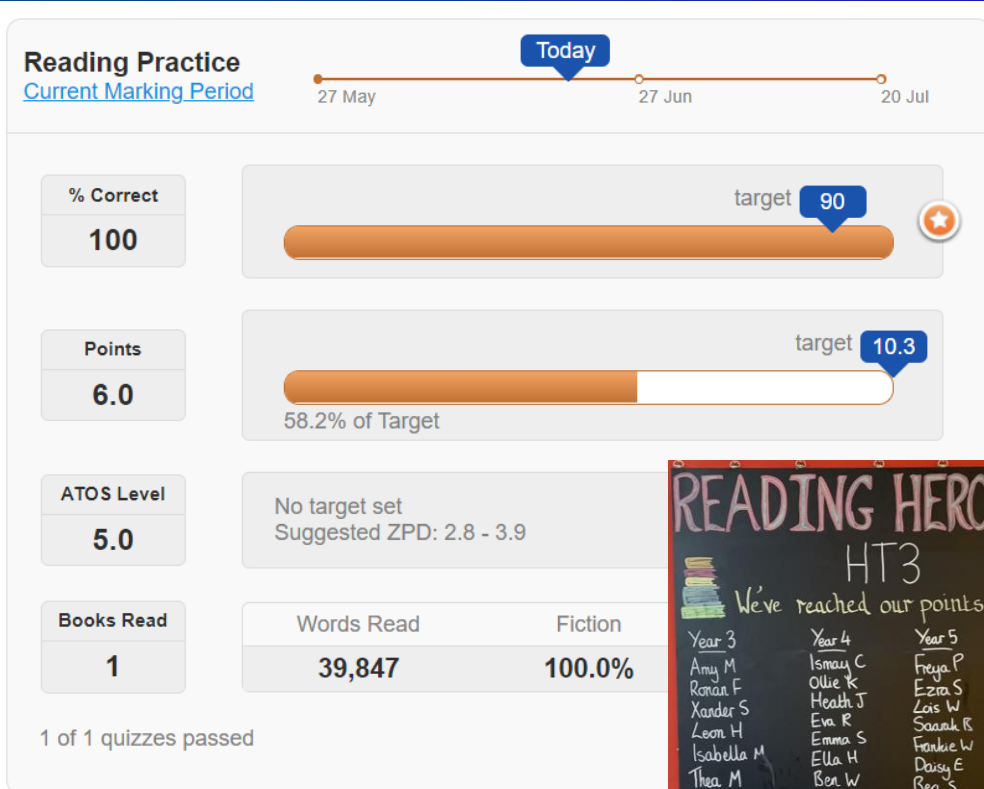
Mental Fluency

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Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children have the opportunity to read **every day** in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day – shared and/or independently.
- ▶ All children in KS2 are able to borrow independent reading books from our extensive library. Please ensure books are returned promptly upon completion to keep the library well-stocked.

Reading



- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**



Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared half termly	You know what your children are learning	Half termly
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	Friday 13 th October 2023 Friday 9 th February 2024
Parents' evenings	An opportunity to discuss progress and personal development	18 th and 19 th October 2023 28 th and 29 th February 2024
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Year 6 Monday 9 th October 2023
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Wednesday 4 th October 2023 – Maths Tuesday 5 th March 2024 – RESPECT (Commando Joe) Friday 21 st June 2024 - Science
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners

Year 5 Key Dates

Whole-school dates		Year group specific dates	
Swimming lessons	HT1	Planned Trips and Visits	• Jodrell Bank (HT1)
Parents' evenings	18 th and 19 th October 2023		• Bikeability 12 th and 13 th October
Individual photos	6 th November 2023		• Fun Food Chef (HT5)
KS2 Panto – Stockport Plaza	21 st December 2023		• 'Come and play with the Halle' (HT5)
Christmas performance	18 th December 2023		• E-Safety workshops
			• First Aid Training
			• Fire safety visit
			• Road safety visit
			• Sporting events
Parents' evenings	28 th and 29 th February 2024	Parent lunch	11 th January 2024
Sports Day	17 th May 2024	Music performance	13 th February 2024

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching. Please allow 48 hours for a response.

For any urgent messages, please call or email the office.

5B@ashdeneschool.net

5AM@ashdeneschool.net