

Welcome to Year 5



Meet the Team



Mrs Hansford
Teacher



Mrs Hillier
HLTA



Mrs Panahpoori
LSA



Mrs Rudroju
LSA



Mrs Downes
Teacher



Mrs Lakshmanan
LSA

Learning Behaviours



Teamwork



Perseverance



Independence



Creativity



Curiosity



Reflection

Values

(The things we truly believe in for **everyone** involved with Highwood)

- Celebrating Diversity
- Continual Improvement
- Pride
- Happiness
- Trust
- Respect



Highwood **VIPs** (**V**alues **I**n **P**ractice)



- For your child to be a Highwood VIP they need to regularly show:
 - Happiness
 - Respect
 - Continual improvement
 - Cultural diversity
 - Trust
 - Pride
- The children will have the opportunity to self-assess against the criteria with support from their teacher.
- Children will be taught how to demonstrate these values during our PSHE lessons.
- New – rolling programme, rather than termly. For example, if a child was awarded a Silver badge at the end of summer, they can work towards Gold this term.
- Children will retain their Gold badge when they have achieved it unless they no longer meet the criteria.
- Children not yet meeting the criteria will be supported to work towards those targets during the following term.

Year 5:

- 8.35am door opens – reading or morning activity
- 8.55am Registration
- 9.00am Whole Class Reading
- 9.30am Spelling
- 9.40am English
- 10.30am Break
- 10.45am Mental Maths (Weds- French)
- 11.15am Maths
- 12.20pm Lunch
- 1.20pm Registration and reading
- 1.30pm Topic (includes Geography, History, Science, Art, DT), RE, PSHE, Music or PE
- 3.00pm Reading
- 3.15pm end of the day

Topics for the Year



Autumn

Has our Earth
finished evolving?



Spring

Is invasion ever
justified?

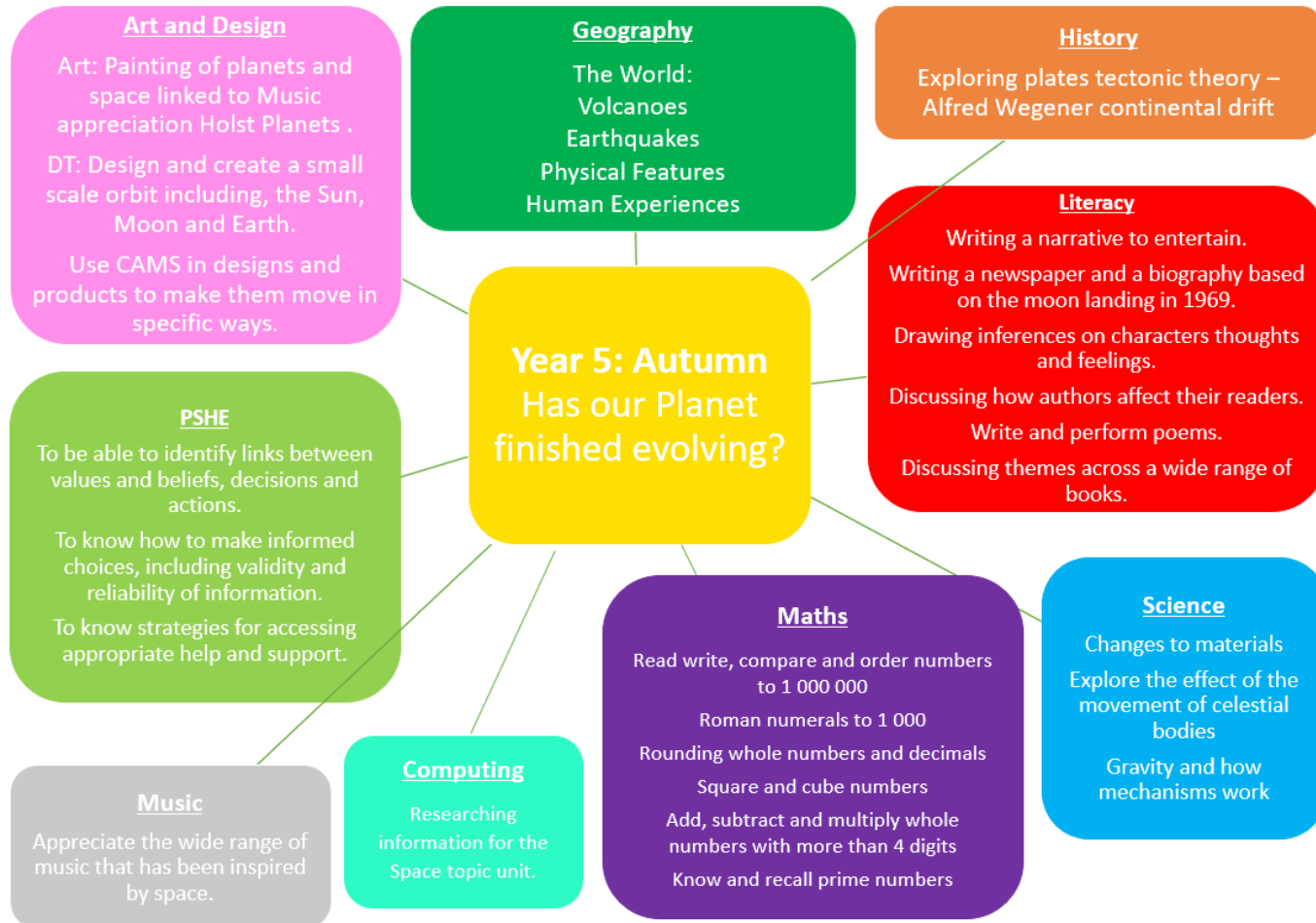
Trip: Ufton Court
Viking Experience
Day



Summer

How do you build
an Empire?

Autumn Term Mind Map

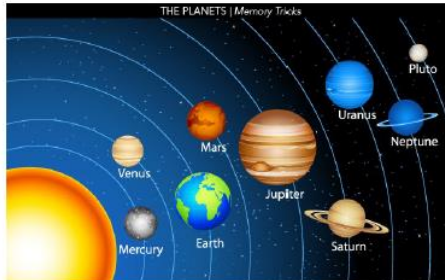


At the end of every term a new curriculum mind map will be given out.

Knowledge Organisers

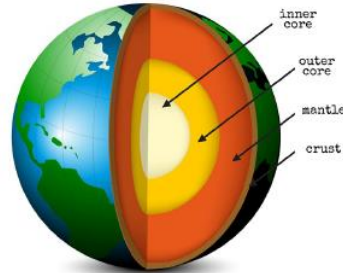
Has Our Planet Finished Evolving?

The planets



My, Very, Easy, Method: Just, Set, Up, Nine, Planets

Layers of the Earth



Key Vocabulary

Active/ Dormant/ Extinct Volcano	The category given to different volcanoes based on when the last erupted.
Crater	A large bowl shaped cavity in the ground.
Earthquake	A sudden violent shaking of the ground that causes destruction.
Richter Scale	A numerical scale for measuring the severity of an earthquake
Tectonic Plate	The pieces of the Earth's crust that join together to make the Earth's surface.
Gravity	The force that attracts objects to the centre of the Earth.
Orbit	The curved path of an object or spacecraft around a star, planet or moon.
Astronomy	The branch of science that explores space.
Friction	The resistance that a surface or object encounters when moving over another.
ISS	The International Space Station
Star	A fixed luminous point in the sky, such as the sun.

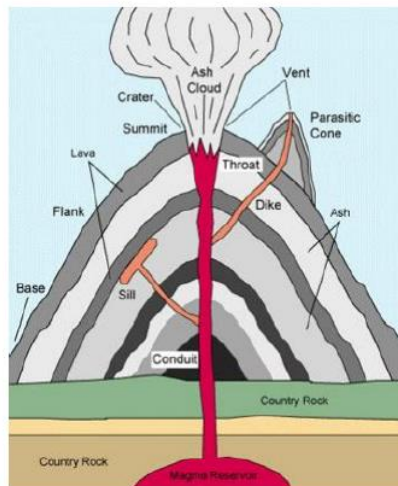
The Earth, Moon and Sun



The Earth rotates (spins) on its axis. It does a full rotation once in every 24 hours. At the same time that the Earth is rotating, it is also orbiting (revolving) around the Sun.

It takes a little more that 365 days to orbit the sun. Daytime occurs when the side of the Earth is facing towards the Sun. Night occurs when the side of Earth is

Features of a volcano



At the end of every term a new knowledge organiser will be given out.

PE days

- Indoor PE: Tuesday afternoon
- Outdoor PE: Thursday morning

(There will be swimming lessons at Blue Coats School later in the year, dates for Year 5 tbc)

Changing Books

Children can take two books at a time from the school library.

5D weekly library slot: 1.30 Monday afternoon

5H weekly library slot: 2.00 Wednesday afternoon

Children can also change books on Tuesdays, Thursdays and Fridays between 8.45 and 9.00.




How can you help at home?

- Reading
 - Listen to your child read every day and ask them questions about what they have read.
 - Read lots of stories to your child – fiction and non-fiction
- Times tables
 - Practice every day – TTRS, Sumdog, or [timestables.co.uk](https://www.timestables.co.uk) or orally rehearse by chanting or asking questions.
- Homework grid
 - Complete 1 piece of work every two weeks
 - Deadline – Wednesday – Exact deadline on homework grid.
 - To be completed and handed in person/via email/or on Teams.

Example Termly Homework Grid


Year 5 Homework Projects Autumn term – Has our Earth finished evolving?




	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 and 12	Week 13 and 14
Return Dates	Wed 20 th Sep	Wed 4 th Oct	Wed 18 th Oct	Wed 1 st Nov	Wed 15 th Nov	Wed 29 th Nov	Wed 13 th Dec
	Work with another class member or someone at home to create a 3D model of a volcano.	Create a board game inspired by our topic. Play the game with someone at home.	Make and then play a Volcano themed set of Top Trump cards. Ideas – height, dormant for..., longest eruption.	Write a Firework safety poster to teach a Year 2 how to be safe on 5 th November	Bake your own space themed cookies or biscuits. Write the recipe so other people can make them.	Get someone to help you demonstrate how the Earth, sun and moon move in the solar system. Draw a picture, make a video or take a photo to show your work!	FREE CHOICE
	Make a fact book about volcanoes with a front cover, contents page, information on at least 3 topics in your own words, pictures and a glossary.	FREE CHOICE!	Prepare a test for someone about how a volcano is formed. Teach someone and then have them answer your test questions!	Challenge: Find out and record 50 facts about space!	Keep a <i>sky at night journal</i> for a whole week. Write about everything you can see in the sky. You could draw a picture of the moon every night. Does it change over the course of the week?	Draw a detailed map of the Moon's surface. You could find out the names of the bigger seas and lakes, as well as the names of the craters.	Create a presentation to show all the things you've learnt about in space. Extra challenge: create a quiz at the end!
	Write a diary from the point of view of someone who has escaped from a volcano eruption. Use effective vocabulary to describe their feelings.	Write an A-Z list of adjectives (or other words) you could use to describe a volcano.	Create a times table game to help you learn your times tables. If you want to be even more <u>creative</u> you could include <u>division</u> .	Make acrostic poems for the planets. Present your poem in an interesting way.	Write a report or fact sheet about one of the planets in our solar system.	NASA are recruiting for their next space mission. Write a letter of application for a job to NASA justifying why you should be chosen as a Space Scientist.	Write a story about a child that gets picked to be the first human to land on the Moon. Remember to include description, action and dialogue!







Keeping in touch with progress

- Welcome any time
- SPLAT afternoons
(Stay, Play And learn Together)
- Mid year reports
- End of Year learning review


Highwood Primary School – Foundation Two
Report 2015-2016
Class: F2
Name: Brooke Hunter



Children's comment:

 Curiosity	<p>Brooke is a naturally thoughtful and curious pupil. She enjoys learning about our environment and the world we live in and always asks well considered questions. Brooke understands that there are similarities and differences between herself and others and among families, communities and traditions. She confidently asks why things happen or asks for further clarification, especially when tackling mathematical concepts. Brooke has a love of maths and this can be seen in the way she approaches tasks. She especially enjoys solving number problems and during self-chosen time can often be found in the maths area quietly working through mathematical concepts; these include solving adding, subtracting, doubling and halving questions and number sentences.</p>
 Perseverance	<p>Brooke has fantastic perseverance. She tackles old and new concepts with the same determination and hard work. She never wavers on her conviction that she can complete the task. She has worked exceptionally hard this year in all areas of the curriculum but especially in mathematics. At the beginning of the year she needed small amounts of reassurance about whether she was following the mathematical steps correctly. As her confidence has grown she is able to work through complex mathematical number problems and discuss her reasoning afterwards. She enjoys working with the funtion and always turns to this resource and many others if she comes across a problem is she not sure how to solve.</p>
 Independence	<p>Brooke is very independent. During learning zone she loves independently reading in the book corner or writing in the writing area. She has worked extremely hard in phonics and is able to independently apply her phonic knowledge to her reading and writing. Brooke enjoys writing her own stories and sentences and likes to challenge herself by reading story books. She shows great independence in knowing where all the resources are that she might need to help her. At the beginning of the year Brooke found cursive handwriting a challenge. Every day she would independently decide to practice her letter formation until she remembered how to write each letter. Now she confidently forms every letter in the alphabet and is working on writing each letter with more control.</p>
 Teamwork	<p>Brooke is an excellent team player. She has a lovely friendship group who always work together during learning zone. Like all friends they sometimes differ in their ideas and opinions. Brooke is excellent at compromise and finding a solution to their problems. She will talk to her friends about what options they have and will continue to discuss the conflict until they have agreed a plan of action. Brooke is confident to share her ideas with everyone in the class and listens carefully to other people's ideas. Although she listens to their ideas she does not always take their ideas on board and build on them. For example when Brooke and her partner were set the task to build a pirate ship, they talked to each other and listened and then set off gathering the resources and equipment they needed. However, they ended up working quite independently as they had not managed to combine their ideas into one.</p>
 Creativity	<p>Brooke enjoys being creative. She uses a variety of different media including construction materials, paints, pencils, junk modeling, play dough, clay, music and musical instruments to create pieces of art work, however her clear strength is her imagination and role play. During learning zone she loves to act out her favourite traditional tales with her friends. These include Little Red Riding Hood, The Three Little Pigs and The Ginger Bread Man. She takes turns to act out different roles. She changes her voice and uses her body to portray the character and performs the stories to her peers and the adults in the setting. It is a joy to watch and I hope her imagination continues to grow!</p>
 Reflection	<p>Brooke has worked hard to develop her reflective skills. She works really hard on completing the task she has been set or that she sets herself and finds it hard to look at the work subjectively afterwards. With adult support and questioning she is able to think about what she has done well and what she could do better next time. Recently she has started to identify what she has done really well and enjoys sharing her achievements with the class. She thrives on praise and loves being put on the star. However, a key skill for Brooke to develop is to look at her work and identify what she could a bit better next time. This will mean that she continues to develop her work and is able self-correct her work with less adult intervention.</p>

Lunch time

- Three choices everyday – meat, vegetarian or jacket potato.
- Includes a drink and dessert.
- Children register their lunch choice electronically when they arrive in the morning.
- Packed lunches are eaten in the small hall and hot dinners in the main hall.

Communication

- Every day
- Arrange a meeting
- Share anything with me or other adults you feel is important
- Twitter [@HighwoodprimaryY5](#)
- School Website
- Email – year5@Highwood.Wokingham.sch.uk
- It is important we always have your update to contact information.

Questions?

- ◉ Ask away – others may also be wondering the same thing!
- ◉ Or stay and talk one-to-one if you'd prefer.
- ◉ Or if you remember something later you wish you'd asked, send an email to year5@highwood.wokingham.sch.uk
- ◉ Or talk to us anytime.
- ◉ **Thank you for coming!**