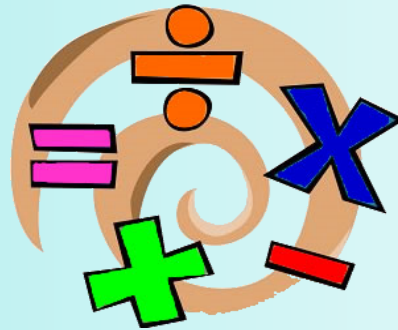


Welcome to Year 5!



Meet the Year 5 team

Mrs Black and Mrs Tindsley - Class 11

Mr Ross - Class 12

Miss Dobson and Miss Harrison - TAs

Mr Coates - Care Assistant

Coach Hannah - Outdoor games on Wednesday pm

JR

PE

Monday - Indoor PE for Class 12

Wednesday - Outdoor PE for both classes

Thursday - Swimming for Class 11.
Class 12 after half term.

PE kit - no logos please, black hoodie / sweatshirt

Children will need to take out their own earrings or bring tape/plaster to cover them. Please ensure children tie their hair up.

Homework / home support

Reading Good practise - 3x a week or more (see next page)

Spellings - half term spelling and high frequency words on Year 5 website page. We learn these at school should you want to support your child - that would be brilliant.

Times Table Rock Stars - checks each week in class and rewards

KIRFS - key instant recall facts for maths - listed on the website -parent workshop in the future.

Creative Topic Homework - set every half term. Time is set aside to show and tell projects at the end of every half term.

Once we get to know the children, we may set more. This is a way that you can support your child with their learning.

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words



CAT



ABC

Grey Reading Band

Children reading Grey banded books will be able to understand a range of narration styles. Children should now be able to discuss the characters and narrator in much more detail. Children at this level may enjoy silent reading more, so make time for regular quiet reading sessions.

Goals for your child

- Develop their own opinions of characters in a story.
- Read between the lines to discover a characters thoughts / feelings.
- Understand the use of word-plays and pun as well as figurative and literal language.
- Be able to identify and discuss the key events in a story.
- Talk in different voices to represent each character and narration.
- Be able to make links to other texts.
- Identify words that give an effect on the reader.

How you can help

Your child may not want to read aloud to you so often now because they probably enjoy silent reading more. You should try to encourage them to read a variety of texts.

You can help them by:

- Continuing to make a time available for regular quiet reading sessions. Try reading yourself whilst your child is reading.
- Asking them to choose a part of the text to read aloud, using expression and pausing in suitable places.
- Asking them what is happening in the book after they have read.
- Asking questions that need them to use their book to find the answers e.g. 'Find the part in the story that tells you...'
- Support them with skimming and scanning to find information.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

It is important to talk about the books being read as well as reading for fluency.

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Can name numbers to 5 in order through rote counting	Verbally to 20 and beyond and recognise the pattern of the counting system	I can read and write numbers from 1-10 in numerals and words.	I know addition and subtraction facts to 20 including 1 more and 1 less of a number	I know addition and subtraction facts to 50	I know addition and subtraction facts to 100	I know the all 12 times tables (X and ÷) fluently	I know all the 12 times tables (X and ÷) fluently
Autumn 2	Can name numbers to 10 in order through rote counting	Recall 1 more and 1 less to 5 and subitise to 5	I can add and subtract numbers using numbers within 10	I know my numbers bonds to 20	I know the 3 times tables (X and ÷)	I know the 6 times tables (X and ÷)	I know factor pairs for numbers to 100	I can round any whole number to nearest degree of accuracy
Spring 1	Recall amounts to 5 and represent using fingers	Partition numbers to 5	I can identify one more and one less than a given number	I can identify ten more and ten less than a given number	I know doubles and halves for numbers to 50	I can multiply or divide a single digit by 10 or 100	I know all the 12 times tables (X and ÷) fluently	I can identify common factors of a pair of numbers for facts up to 12 x 12
Spring 2	Understand the concept of more / less	Recall 1 more and 1 less to 10	I know my numbers bonds to 10.	I know doubles and halves for numbers to 20	I know the 4 times tables (X and ÷)	I know the 9 times tables (X and ÷)	I can count forwards and backwards in 25s from any number	I can convert between decimals, fractions and decimals
Summer 1	Subitise to 3	Recall number bonds to 5 and 10 including double facts and subtraction	I can count to 100 forwards and backwards starting at any number	I know the 2's and 10's times tables (X and ÷)	I can identify simple 2D and 3D shapes	I know the 7 times tables (X and ÷)	I know decimal number bonds to 1 and 10 (1dp and 2p)	I know doubles and halves of decimal numbers with up to 2 decimal places.
Summer 2	Verbally count to 10 and beyond		I know halves and doubles to 10	I know the 5's times tables (X and ÷)	I know the 8 times tables (X and ÷)	I know all the 12 times tables (X and ÷) fluently	I can tell the time to the nearest 5 minutes	Revisit Previous KIRFs

CT

Upcoming dates

Learning Showcase - 16th October 3.10pm

Arithmetic workshop - Autumn 2 - date tbc

Arctic Explorer Workshop - 13th April

Website

JR

Dates

Curriculum

Knowledge Organisers

Information on uniform

<https://www.oldbasfordschool.co.uk/year-5-9/>

Problems / issues / worries / concerns / change in circumstances

We want all the children in Y5 to be happy, feel safe and be able to focus and learn.

If for any reason, something is stopping that - please let us know so that we can help.

Questions

