

The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. All children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best they can be — at home, at school and in the wider community.

7 Habits



Habit 1: Be Proactive
I am responsible for my own learning and actions.

- Have a 'can do' attitude and try our best in everything we do.
- Stop, think and make good choices.
- Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind
I plan ahead and set goals. I understand the importance of learning for life.



- Set a goal.
- Make a plan on how to achieve that goal.
- Persevere if things get tough.

Habit 3: Put First things First
I focus and concentrate on work first and then on play.



- Do the important things first.
- Stay focused and concentrate.
- Manage challenges and distractions



Habit 7: Sharpen the Saw

I know how to look after myself and be the best that I can be. - Take care of ourselves, look after our heart, body, mind and spirit.
-Balance time between school, out of school activities, family and friends.
-Enjoy learning new skills and seek ways to become a better person.



Think Win-Win - I am positive, resilient and work with others to solve problems creatively.

- Look for solutions to problems.
- Try to make sure everyone can be successful.
- Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood - I listen first and then talk. I respect myself and others and celebrate my global community.



- Share own ideas and opinions.
- Listen to other people's ideas and opinions without interrupting.
- Try to understand the views and opinions of others even though they may be different to our own.



Habit 6: Synergize - I work and learn with others and take pride in my achievements and environment.

- Communicate and listen carefully to others.
- Value other people's strengths and talents and learn from them.
- Know that we can get more done and create better ideas and solutions when working as a team.

Behaviour Expectations

In Year 5 we encourage good behaviour in many ways...

* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' in and around school. Good effort, demonstrating positive attitudes and behaviour will also be rewarded with house points. House points are counted at the end of each half term.

*Each week two children from each class are selected to receive a special certificate in our 'Celebration Assembly.' This year our certificates will celebrate use of the '7 Habits.'

Pegasus House



Phoenix House



Centaur House

Griffin House

Home Learning

Homework in Year 5 consists of four weekly tasks. House points will be awarded for effort and for meeting the homework tasks particularly well.

- **Reading** - We expect all children to read at home (or be read to) at least 5 times a week. Please encourage your child to comment in their reading record books. Reading plays such an important part in our curriculum, it is essential that children develop a love of reading and enjoy reading a wide range of texts.
- **Writing** - Our writing task (around 30 minutes) will usually be based on what the children have been practising at school to consolidate their learning.
- **Spelling** - Children are set into spelling groups. The spellings will include high frequency words as well as patterns / words that the children should know by the end of KS2. Please try to encourage spelling practice which is 'little and often' as this is better for retention of the words.
- **Maths** - The Maths task (around 30 minutes) will be based upon consolidation of mental times table facts .

Enrichment Activities

Autumn 1 - *Indoor Planetarium*
Autumn 2 - *History off the Page*
Spring 1 - *Shepreth*
Spring 2 - *Clip n Climb*
Summer 1- *Fitzwilliam*
Summer 2 - *Bake Sale*

Birthdays

In the interests of promoting healthy lifestyles, we would recommend that you donate either a pre-loved or new book for the class to enjoy. Please pass donations of books onto the school office so that a special birthday sticker can be put inside of the front cover. This will be a lasting reminder of who donated the book on their special day.

Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. The opportunity for additional reading helps the children to become more confident readers, it really makes a difference!

We would also like to know if you have any expertise that relates to any of our topics.

If you think you would like to help at any point you will need to complete some simple paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office about this check.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Year 5. Please do not hesitate to contact us if you have any further queries and questions.



Welcome to Year 5 at Queen Edith Primary School

Welcome to Year 5!

We are looking forward to getting to know both you and your children, as well as a year filled with lots of stimulating and interesting learning opportunities.
Horse Chestnut Class (5.1) will be taught by Miss McIlveen and Mrs Elliott and Silver Birch Class (5.2) will be taught by Mrs Santocchini and Ms. Geyik
Mrs Watkinson is our year group TA and assists in many ways.
Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenedithschool.org.uk

Behaviour Expectations

As in all year groups, we have high expectations of behaviour in Year 5. We hope to see the children developing self-discipline and confidence, as well as demonstrating a responsible and positive attitude to school. We expect the children to show courtesy to each other, to all adults and to respect property.

Our School Day

A member of staff is available on the KS2 playground daily from 8.45am. Once the whistle has blown at **8.55am**, children line up in their classes and teachers will come to collect them. Please be aware that lateness is officially noted in the register. If your child arrives after 8.55am, you will need to take them to, and sign them in at the school office.

Our school day ends at **3.30pm**. Please wait in the playground, Year 5 children exit the school through the KS2 door and are only allowed to leave this paved area once they have seen the adult picking them up. A teacher on duty will remain in this area until 3.40pm or until all children have been collected. Thank you for your cooperation and patience with this. If you wish for your child to be dismissed independently, please write to let us know.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the

Physical Education (PE) Lessons

PE for both Year 5 classes are on Tuesday and Thursday. On these days the children are expected to come to school wearing their PE kit (black shorts, a white T-shirt and suitable running shoes/trainers). We will have outdoor lessons (to avoid the use of a crowded hall) so, in the winter months children will also need black jogging bottoms. Long hair should be fastened back. Earrings should be removed before participating in any PE lessons.

Year 5 Topics 2023 - 2024

Each half term you will receive a topic web so that you can see any important dates and a fuller picture of our curriculum.

Autumn 1: Space Academy

Autumn 2: Ancient Britain - Vikings and Anglo-Saxons

Spring 1: Arriving in Africa

Spring 2: Climbing Mountains

Summer 1: Ancient Egyptians

Summer 2: Mini Enterprise

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**



All children should have indoor shoes to change into. During warmer months when sandals may be worn they must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable footwear.



Your child will need a named water bottle in school. These should be brought to school and taken home again everyday. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.

What does my child need in



In Year 5, children complete the majority of their work in ink pen. Children are provided with all of the resources they require in school, however they are welcome to use their own pencil case.

Children may bring a piece of fruit for a snack at morning break. If they would prefer, they can bring a small amount of money to school each day and visit our snack bar.

Milk and fruit pots are available every day.



Attendance Information

Here at Queen Edith, school attendance is very important. The headteacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing a form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the headteacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 3 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

What will my child learn in Year 5?

By the end of Year 5, your child should be able to...

Reading

- Read fluently with full knowledge of all the Year 5 / 6 exception words, root words, prefixes, suffixes / word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues
- Maintain positive attitudes to reading and understanding of what they have read by when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; making comparisons within and across books; reading a wide range of genres with different structures and purposes or pleasure, identifying themes and conventions between text types
- Understand what they read by explaining how language (including figurative language) structure and presentation can contribute to the meaning of a text; asking questions about a text; drawing inferences and inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence; making predictions based on details stated and implied with evidence from the text
- Distinguish independently between statements of fact and opinion
- Retrieve, record and present information from texts to other readers in informal notes and formal presentations
- Participate in discussions about books that are read to them and those they can read for themselves

Writing

- Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose
- Describe settings, characters and atmosphere to consciously engage the reader
- Use dialogue to convey a character and advance the action with increasing confidence
- Select and use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining
- Create paragraphs that are usually suitably linked
- Proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements
- Use the full range of punctuation from previous year groups
- Use commas to clarify meaning or to avoid ambiguity with increasing accuracy
- Use a wider range of linking words / phrases between sentences and paragraphs to build cohesion including adverbials
- Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) e.g. Professor Smith, who was a famous inventor, had made a new discovery.
- Use brackets, dashes or commas to begin to indicate parenthesis.
- Use adverbs and modal verbs to indicate degrees of possibility e.g. surely, perhaps, should, might
- Spell many verbs prefixes correctly e.g. deactivate, overturn, misconduct
- Convert nouns or adjectives into verbs using suffixes e.g. designate, classify, criticize
- Spell many complex homophones correctly e.g. affect / effect, practise / practice
- Spell many words correctly from the Year 5 / 6 statutory spelling list
- Write legibly, fluently and with increasing speed

Mathematics

Number - Number and Place Value

- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit
- Count forwards and backwards in steps of powers of 10 for any given number up to 1000000
- Interpret negative numbers in a context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Number - Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Number - Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number and common factor of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Number - Multiplication and Division continued

- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number - Fractions

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements ≥ 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Read and write decimal numbers as fractions e.g. $0.71 = 71/100$
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts of a hundred' and write percentages as a fraction with denominator 100 and as a decimal
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25

Measurement

- Convert between different units of metric measure e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares) and including standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- Estimate volume (e.g. using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water)
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling

Geometry - Properties of Shapes

- Identify 3D shapes, including cubes and other cuboids, from 2D representations
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles and measure them in degrees (°)
- Identify angles at a point and one whole turn (360°)
- Identify angles at a point on a straight line and half a turn (total 180°)
- Identify other multiples of 90°

Geometry - Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed

Geometry - Statistics

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables



Reading in Year 5

Reading continues to be an integral part of our learning in Year 5. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and home school-diary in school every day. Children may independently change their reading books as soon as they have completed a book.**

Throughout the week children in Year 5 will read as part of a guided group and may also read individually with an adult. We encourage the children to read at home at least 5 times a week for 20 minutes each session. Reading every day at home would be even better!

We now encourage the children to write their own comments in their home-school dairy books. The bookmark that is stuck into the reading record book offers questions that you can ask to ensure that your child is understanding what they are reading.

The school reading scheme and book banding system provides the back bone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them. Please see our list of 'KS2 Recommended Reads' if you are stuck for a good book to read. The list can be found on our school website.

Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' ...

***Is achievable for all - high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge**

***Promotes deep and sustainable learning - lessons are designed with careful small steps**

***Builds on prior knowledge - pupils' learning of concepts is seen as a continuum across the school**

***Provides children with opportunities to reason about a concept and make connections - pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language**

***Promotes conceptual and procedural fluency - maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.**

***Problem solving is central - this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening**

***Provides challenge through greater depth - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group**

Teaching for Mastery has a CPA approach at its core.

Concrete - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example... when teaching addition...

Concrete	Pictorial	Abstract
<p>Use cubes to add two numbers together as a group or in a bar.</p>	<p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>Use the part-part whole diagram as shown above to move into the abstract.</p>

Reasoning: Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...