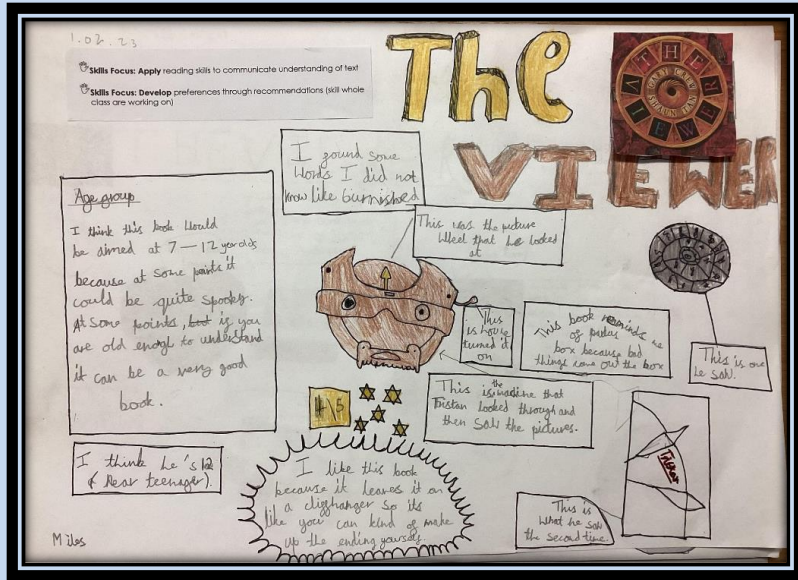


Welcome to Falcons

(Year 5/6)



LOVE OF LEARNING



Explore



Creativity



DRIVE TO FIND OUT MORE

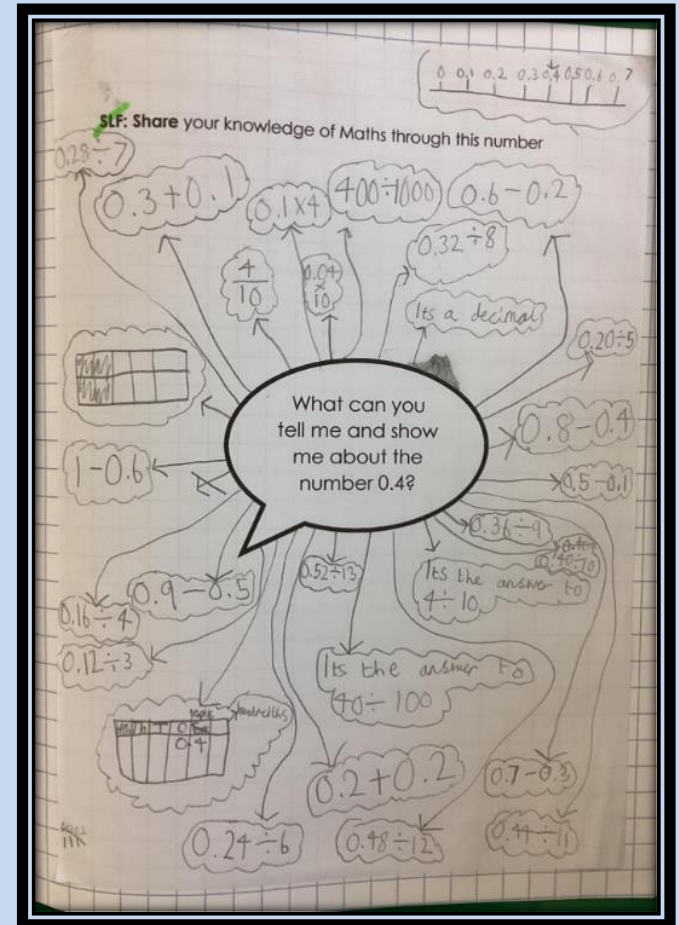


Rehearsal!

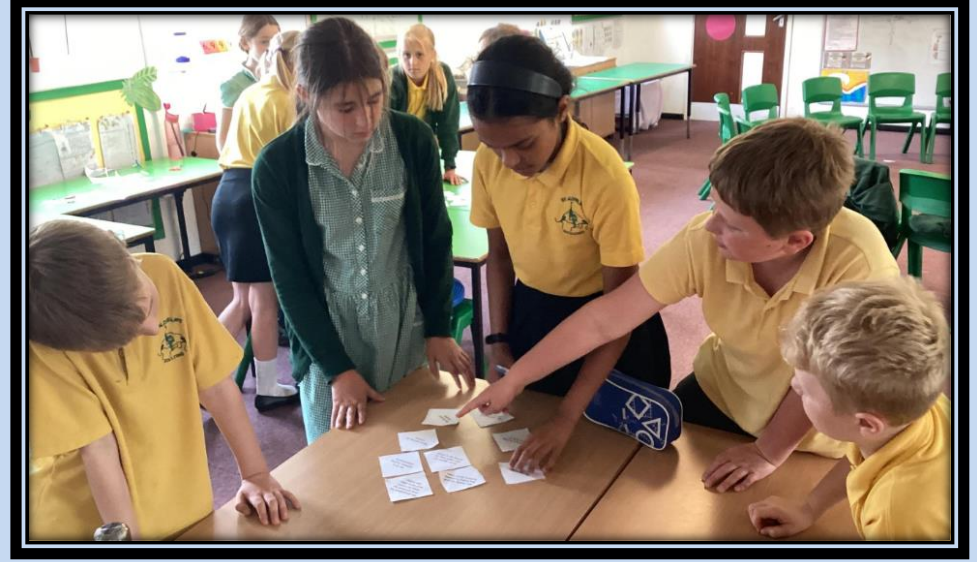
Investigation



Discussion



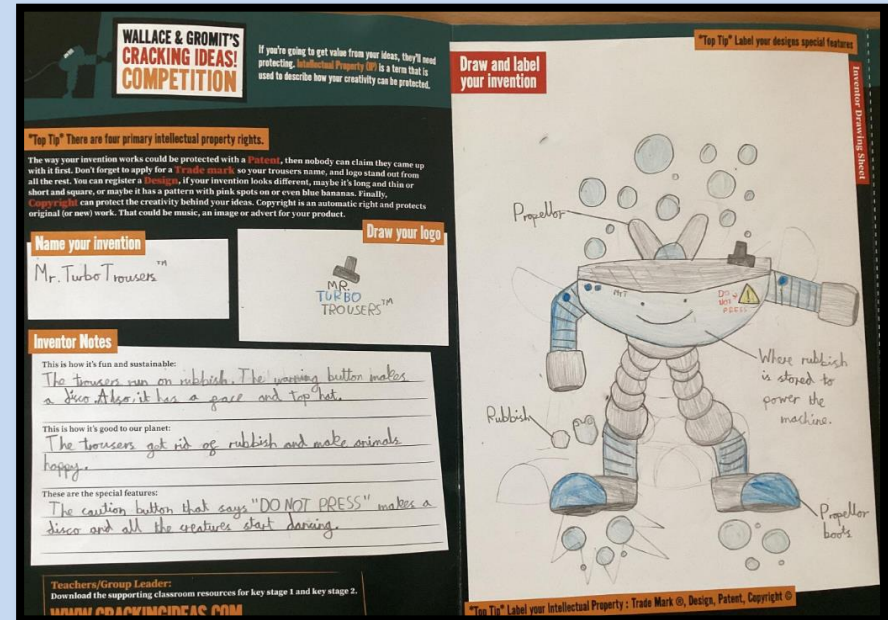
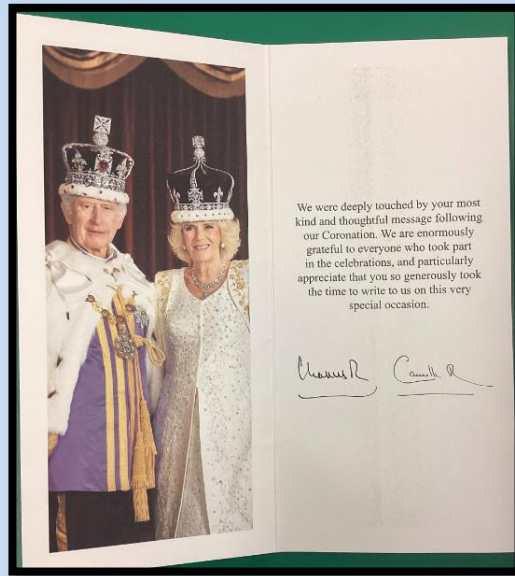
LEARNING WITH AND FROM OTHERS



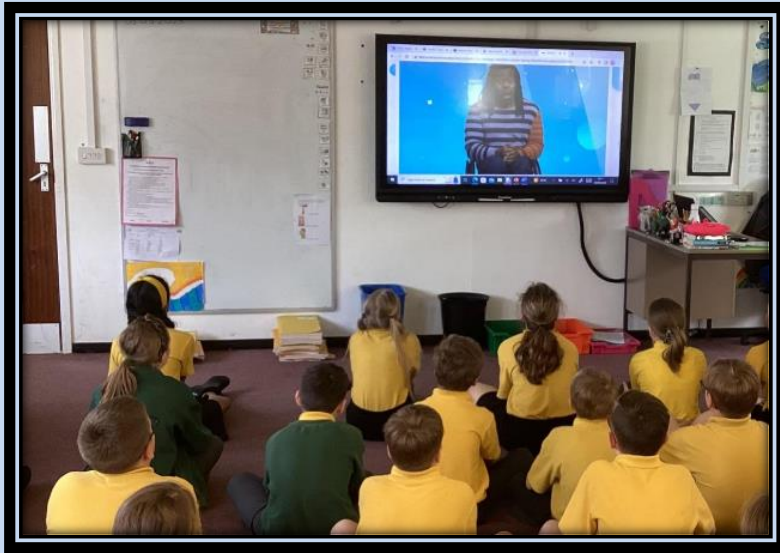
Collaboration



SEIZING OPPORTUNITIES



REGULATING EMOTIONS



Experiences



Our residential trip to Kilve will take place at the end of February. The deposit (£50) and consent is needed by **Friday 15th September**. This is all done through School Gateway.



Class Dojo



*Points awarded for
above and beyond*

Our 3 School Rules

Ready



Respectful



Safe



Our Learning Behaviours

Resilience



Independence



Collaboration



Accuracy



Reflection



We will continue to add information and share the great work your children do on Class Story as well as on the class page on the website.



Mrs Manship will be teaching the class during my PPA time. As the school SENDCo, I also have weekly release time to support and coordinate the provision for SEND children across the school.



Mrs Manship will be teaching the children during this time. We work very closely together. For this term, Mrs Manship will teach the children in PE (dance), Music and Computing.

Home / School



Home School Agreement


School

- ❖ Provide a safe, secure and caring environment
- ❖ Teach and encourage children to do their best and achieve their potential as a valued member of the school community
- ❖ Ensure children understand our Ready, Respectful, Safe rules so that our school is a safe and secure place
- ❖ Develop in each child positive Christian values and a caring attitude towards the school community and the environment
- ❖ Provide a balanced curriculum of the highest quality and meet the needs of every child
- ❖ Set regular home learning and mark when appropriate
- ❖ Inform children and parents/carers what teachers aim to teach the children each term and publish information on the website
- ❖ Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school
- ❖ Contact parents/carers as soon as concerns are raised about your child's learning, behaviour, wellbeing, attendance or punctuality
- ❖ Have a clear and consistent approach to our behaviour policy

Parent

- ❖ See that my child attends school punctually, is properly dressed and equipped and ready to learn every day
- ❖ Inform the school before 9am on every day of absence
- ❖ Raise any concerns or problems that might affect my child's ability to learn or behave appropriately in school
- ❖ Support the school to make sure my child maintains appropriate behaviour
- ❖ Support my child with home learning, other learning opportunities at home and listen to my child read daily
- ❖ Attend parent meetings with the teacher to discuss my child's achievements and progress
- ❖ Support all staff in their efforts to create a caring community which values all children
- ❖ Support the school by upholding the Parent/Carer Code of Conduct
- ❖ Support the school in getting any help my child may need
- ❖ Read all letters/messages/emails that are communicated by school
- ❖ Inform the school immediately of any changes to parent/carers and emergency contact details

Child

- ❖ Follow the school rules:
Ready, Respectful, Safe
- Ready: 
- ❖ Come to school each day on time
 - ❖ Bring all the equipment I need every day including my PE kit, book bag and reading books
 - ❖ Do my home learning regularly to the best of my ability and return to school on time
- Respectful: 
- ❖ Be polite, kind, friendly and helpful to all children and all adults at school
 - ❖ Look after all school property and care for the school environment
 - ❖ Do my best at all times and develop my learning behaviours – resilience, independence, collaboration, accuracy and reflection
- Safe: 
- ❖ Behave appropriately at all times to maintain the safety of myself and others
 - ❖ Tell someone if there is something I am not happy about or I feel worried

This will be shared electronically.

How can I support my child?

How can I support my child?

It is important that children's learning habits get off to a good start. In school, we will establish and maintain a routine to meet all children's needs and promote curiosity, engagement and success. Below, I have shared some ideas and resources that I hope you will find helpful to use when supporting your child in their learning at home.

How can I best support my child with reading?

Although your child can read and may prefer to do this alone, it is important that they are still listened to by an adult. This allows for any unfamiliar vocabulary to be discussed and the chance for your child to talk about what they have read. Reading is more than the decoding of words and it is important that they practise their reading skills. In Key Stage 2, we use Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise (VIPERS) to develop their reading skills. On the inside front cover are some example VIPERS questions you can ask your child during and after they have read.

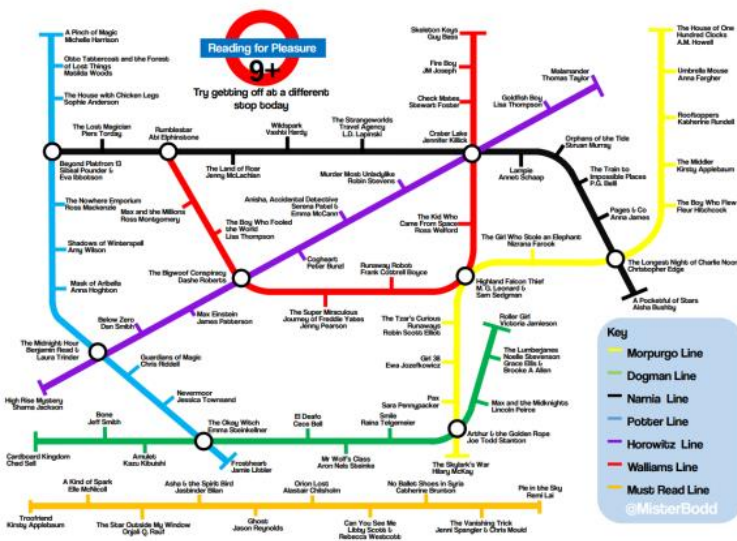
Vocabulary	Infer	Predict
<p>Find and explain the meaning of words in context</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what might happen from the details given and implied.</p>
<p>Example questions</p>	<p>Example questions</p>	<p>Example questions</p>
<ul style="list-style-type: none"> What do the words “.....” and “.....” suggest about the character, setting and mood? Which word tells you that.....? Which keyword tells you that.....? Which keyword tells you about the character/setting/mood.....? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... 	<ul style="list-style-type: none"> Find and copy a group of words which show that..... How do these words make the reader feel? How does the paragraph suggest this? How do the descriptions of..... show that they are..... How can you tell that.....? How impressed do..... you get from these paragraphs? What vice might these characters use? What was..... thinking when..... Who is telling the story? 	<ul style="list-style-type: none"> From the cover what do you think this text is going to be about? What is happening after.....? What happened before this? What will happen after.....? What does this paragraph suggest will happen next? What makes you think that.....? What choice the choice of setting will influence how the plot develops? Do you think..... will happen? Yes, or no, maybe? Explain your answer using evidence from the text.
<p>Explain</p>	<p>Retrieve</p>	<p>Summarise</p>
<p>Explain how content is related and contributes to the meaning as a whole.</p> <p>Explain how meaning is enhanced through choice of language.</p> <p>Explain the themes and patterns that develop across the text.</p> <p>Explain how information contributes to the overall experience.</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p>	<p>Example questions</p>	<p>Example questions</p>
<ul style="list-style-type: none"> Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of..... effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does..... have on the audience? How does the author engage the reader here? Which words and phrases did..... effectively? Which section of the most interesting/interesting part? How are these sections linked? 	<ul style="list-style-type: none"> How would you describe this story/theme? What genre is it? How do you know? How did.....? How often.....? Who had.....? Who is.....? Who did.....? What happened to.....? What.....? How.....? How can you learn from..... from this section? Gave one example of.....? The story is told from whose perspective? 	<ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after.....? What was the first thing that happened in the story? Can you summarise in a sentence the opening (middle/end of the story)? In what order do the chapter headings come in the story?

These responses can be recorded by you or your child in their Reading Record (see some examples below). We ask that this happens four times a week.

Page	Book and Page Number	Comments
115	Can you think of another story with a similar theme? <u>Twila</u> This reminds me of another book in the chocolate box girls' series called <u>Marmaladow Stiegel</u> because they love animals too and she gets to be out almost all the time. Coco, the cat is very adventurous too!	
		Prophet the Planet by Jess French
		Stars and Planets
		Skyscrapers
		Our planet is precious. We have to take care of it. We may feel small but we make a big difference. Did you know that Jupiter is so large that the earth could fit 20 times inside of it? The smallest planet is Pluto. We are responsible for saving our planet. We can't stop and wait until it's too late.

How can I help my child enjoy reading?

Some children find an author or a genre of book early on that they enjoy and it inspires them to want to read often. For some children, this can take a little longer. It is important that children explore a range of reading materials, this can include audio books, graphic novels and magazines. A trip to the library is a great place to start, where your child might select a book to read themselves and one to be read to them as a bedtime story. Reading is a lifelong skill so any way that they can be encouraged to read for pleasure will always help. Please see the tube map which shares a range of books your child may like to try during the year.



You may also like to explore the links to some of the recommended book lists.

Year 5

<https://www.booksfortopics.com/year-5>

<https://www.thereaderteacher.com/year5>

<https://www.lovereading4schools.co.uk/lists/35/Year-5-age-9-10>

Year 6

<https://www.booksfortopics.com/year-6>

<https://www.thereadersteacher.com/year6>

<https://www.lovereadings4schools.co.uk/lists/36/Year-6-age-10-11>

Multiplication and Division Vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Roman Numerals

1	I	90	XC
4	IV	100	C
5	V	500	D
10	X	900	CM
50	L	1000	M

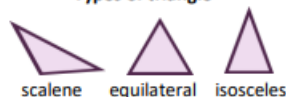
YEAR 5/6 MATHS KNOWLEDGE ORGANISER

2D Shapes

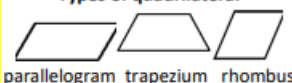
Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygons = shape with straight sides
regular = all sides/angles the same
irregular = **not** all sides/angles are the same

Types of triangle



Types of quadrilateral



AREA
is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle

$$= (\text{base} \times \text{height}) \div 2$$

Area of a parallelogram

$$= \text{base} \times \text{height}$$

(Height = perpendicular height)

Measurement Conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

1 year = 365 days (\approx 52 weeks)
Leap year = 366 days

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($\frac{5}{8}$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Fractions, Decimals & Percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape Vocabulary

perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)

3D Shapes



square-based pyramid



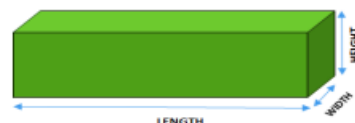
triangular-based pyramid



triangular prism

faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
length \times width \times height

The Mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

Reading Response

Children need to respond to their reading **four times a week**. This will be checked every Tuesday. Children can use the VIPERS guide to help vary their responses.

What do we mean by Reading Response?

03. 02. 2022	Page 70 next	I think Ash and Misty are upset because Brock is leaving them. They went on a normal blimp and got tricked by Team Rocket again but thankfully Jigglypuff sang to them while escaping from Jigglypuff on parachute.
--------------------	-----------------	---

03/02/ 2022	" SA	As Henry is stealing Peters Mummy's I think that Henry will get away with it but then when he's at school Peter will come and catch him.
4/2/22	" SA	New chapter, I think that horrid Henry will want to go to Lazer tag but instead he will have a party in his house with carrot sticks.
5/2/22	" SA	Henry's favorite month was February because it was his Birthday. At Henry was going to go to Lazer Tag because then the party was at their house.

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

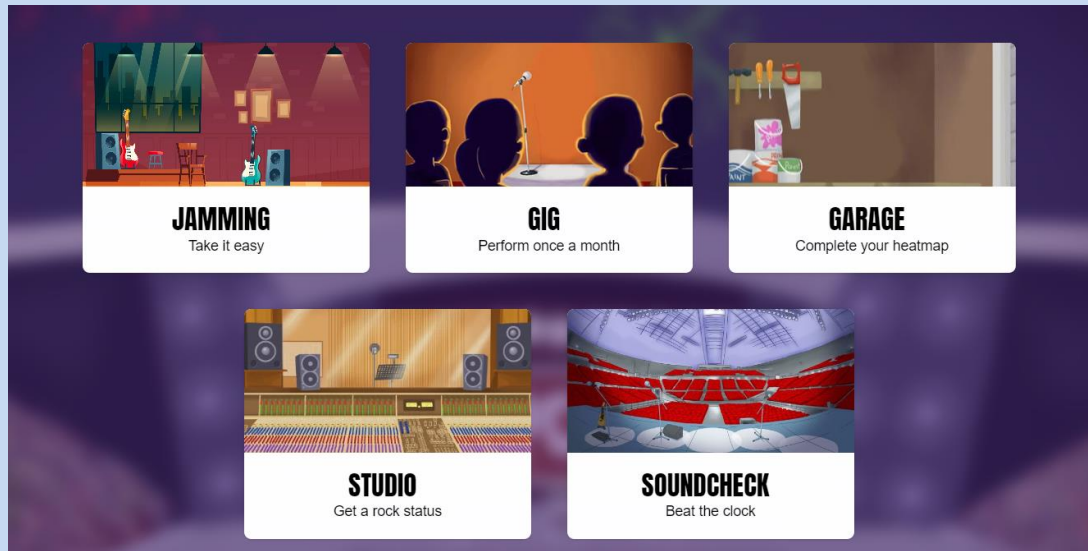


Spelling Shed



The children are set 1 list each week. We expect **6 games** to be completed each week. Remember there are BUZZ and HIVE games that can be played in addition. They do not count towards the 6 as they are not logged but are great as additional support / extension.

Times Tables Rockstars



The children are set **15 minutes a week**. They can do more than this if they wish, as it will help their fluency and application across Maths.

Additional Tasks

Year 5 will have one additional task each week.

Year 6 will have two additional tasks each week.

When this is a SPaG Quiz on Spelling Shed. This can only be accessed through the **web browser** and not the app.

Y6 will have a SPaG Quiz each week as one of their tasks.

‘Life in all its fullness for all our children’

John 10:10

During the year, your child will give a presentation to the class during our Monday worship slot. This will be a 5 minute presentation that is about them and what makes them fulfilled. What inspires them? Why do they take part in this? This could be about:

- their beliefs,
- an experience,
- a club/group
- something or someone important to them.

They can present this in any way they wish to.

Year 6

At the end of Year 6, children in England sit tests in:

- Reading
- Maths
- Spelling, Punctuation & Grammar

These tests are both set and marked externally.

Monday 13 May 2024

Grammar, Punctuation & Spelling - Paper 1
Grammar, Punctuation & Spelling - Paper 2

Tuesday 14 May 2024

English Reading

Wednesday 15 May 2024

Maths Paper 1 (Arithmetic)
Maths Paper 2 (Reasoning)

Thursday 16 May 2024

Maths Paper 3 (Reasoning)

Communication

Communication is so important. Class Dojo has really helped us to share more of what happens in school and in class. It has allowed children to share with parents the learning that takes place. It also allows you as parents to make contact and share queries you have in a quicker way, especially if you are not able to come into school often. Please do contact me if you have queries. For a successful partnership to happen, two-way communication is key.

For any messages that you want to share related to the same day, please ring the School Office. I try to check emails and Class Dojo regularly, but this will not happen during teaching time and I may not always get time at the start of the school day. I will always endeavour to answer messages as quickly as possible.

Extra Information

- PE – Thursday and Friday morning
- Wellies – please can children bring in named wellies to keep in school so that children can go on the field when it is wet and in the Forest School area
- Snack – please make sure children bring in **healthy snacks** for break time
- Coat – please make sure this is in each day
- Jewellery – only a watch and stud earrings. The come off/taken out for PE.

**Any
questions?**

