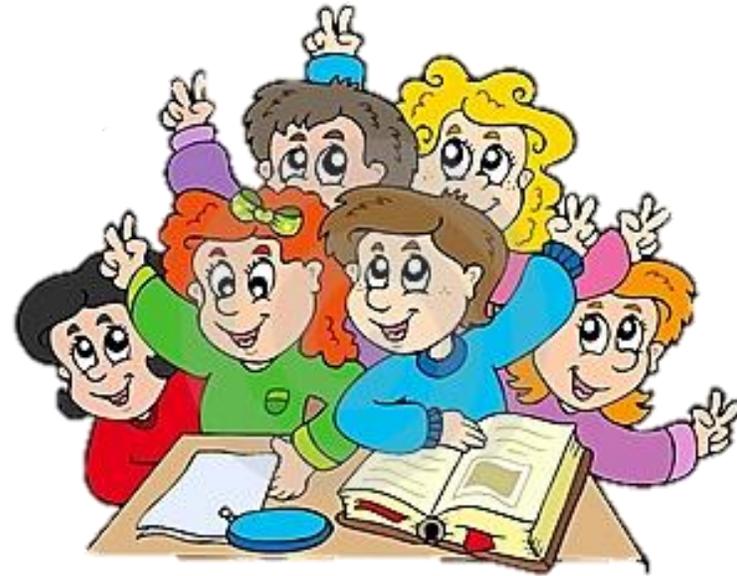
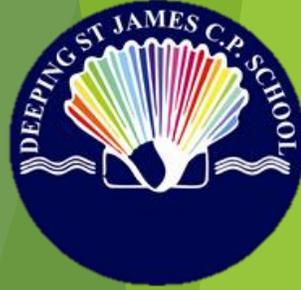


Welcome to Year 5

Mr Bell & Mrs Cooling

Transition & Responsibility



Learning Behaviours



Co-operative Group Worker



Resilient Risk Taker



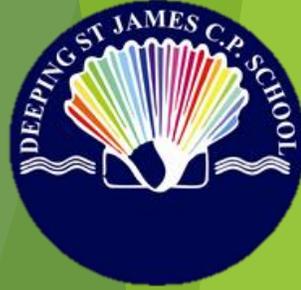
Persistent Problem Solver



Determined Self Improver

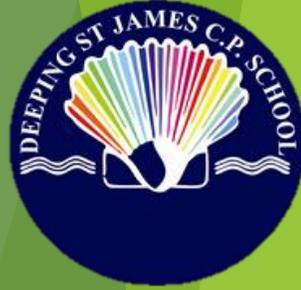


Reading at DSJ



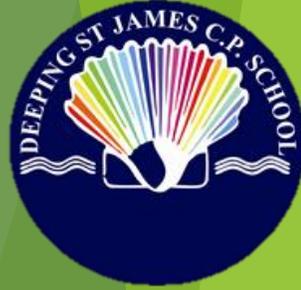
- ▶ Reading is the heartbeat of the curriculum. Language development, fluency, vocabulary, creativity and academic advancement is only viable with a secure platform in reading comprehension. Once children have secured this knowledge, their confidence and academic achievement will raise in tandem.
- ▶ At Deeping St James Community Primary School we firmly believe that with a creative and engaging methodology, utilising a range of effective teaching approaches, children have the best opportunity to achieve their potential.

Benefits of Reading



- ▶ **Language Acquisition** : Reading aloud to a child from a young age helps with language acquisition and stimulates the part of the brain that processes language.
- ▶ **Vocabulary** : A child who has a book read to them everyday will be exposed to over 290,000 more words compared with a child who never reads, by the time they start school.
- ▶ **Attention** : Over time, children will be able to sit and focus on tasks for longer, improving their resilience.
- ▶ **Imagination** : Used for visualising settings, picturing characters, predicting what happens next. Academic achievement, social skills and empathy develops as a result.

Readers vs Non-Readers



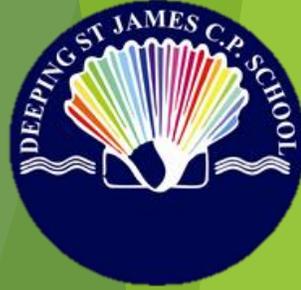
- ▶ Children and young people who enjoy reading are three times more likely to read above the level expected for their age than children who don't enjoy reading (30.1% vs 8.1%) Children who read daily in their free time are twice as likely to read above the level expected for their age than children who don't read daily (37.6% vs 14.2%) *National Literacy Trust*

The Power Of Reading



- ▶ Utilising a range of teaching approaches including the literacy environment, drama, role-play, reading journals.
- ▶ Each child has access to the text.
- ▶ Choral reading, partner reading, reading aloud, independent
- ▶ Teachers will model write for each writing activity.
- ▶ Enhanced discussions of the text to ensure comprehension.
- ▶ Wide-ranging texts including poetry, narratives, non-fiction, stories from other cultures, classics to ensure a comprehensive curriculum.

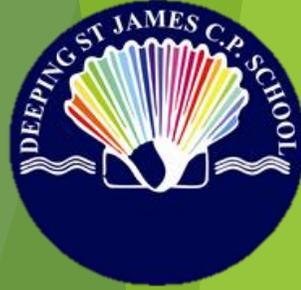
Reading Vipers



- ▶ VIPERS is an acronym for the six main reading domains according to the national curriculum.
- ▶ Key areas which children need to know and understand to improve their comprehension of texts.
- ▶ Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise
- ▶ Used in class during guided reading sessions and also used to answer questions related to the text.



ESSENTIALspelling

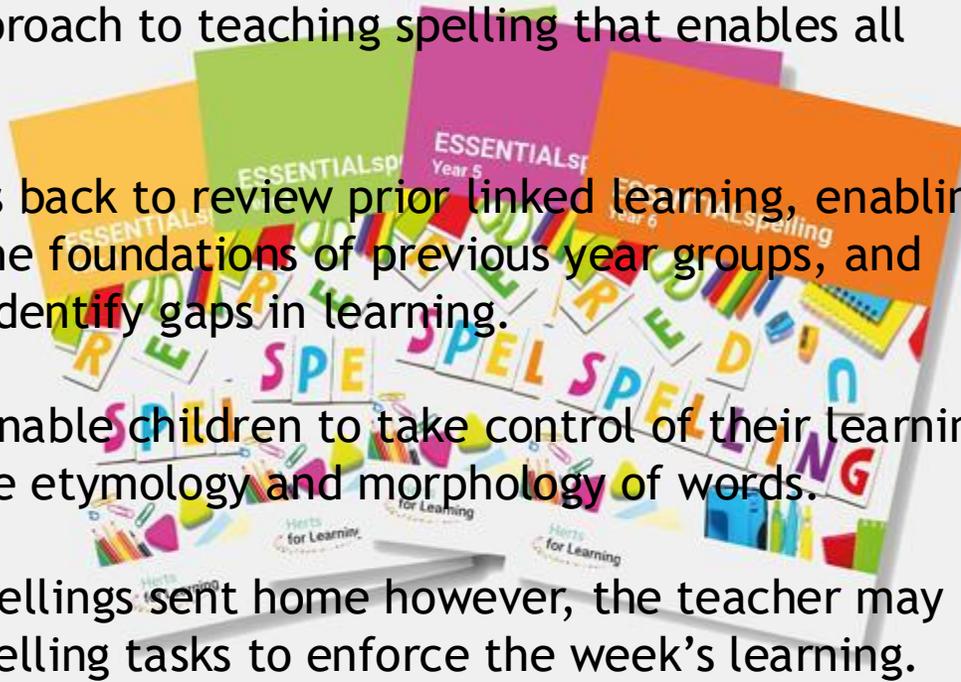


A fun, whole class approach to teaching spelling that enables all children to succeed.

Every sequence tracks back to review prior linked learning, enabling children to build on the foundations of previous year groups, and assisting teachers to identify gaps in learning.

Engaging challenges enable children to take control of their learning while investigating the etymology and morphology of words.

No more 10 weekly spellings sent home however, the teacher may decide to set some spelling tasks to enforce the week's learning.





INSPIRE TO LEARN;
ACHIEVE TOGETHER



Physical Education - Year 5 P.E is on: Thursday & Friday

- Children need to wear school PE kit and trainers for all PE lessons. (School Shoes are NOT permitted for Physical Education lessons!)
- **JEWELLERY IS NOT PERMITTED AT ALL** in ANY P.E sessions in school.
- If earrings (studs/sleepers only) are worn to school by any child then they **MUST BE REMOVED BY THE CHILD** before any P.E Session or Sports Club - staff are not permitted to do this.
- This advice is inline with: 'Safe **Practice**: in Physical Education, School Sport and Physical Activity' which we follow as a school to comply with Health & Safety.
- All staff members are responsible to adhere to this rule at DSJ.

Number Bonds...



INSPIRE TO LEARN;
ACHIEVE TOGETHER

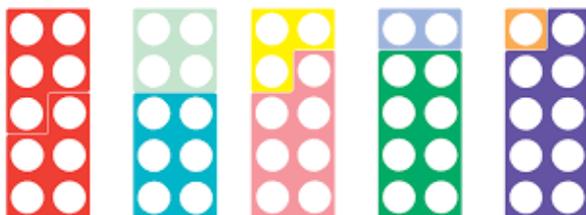
Number Bonds of 5



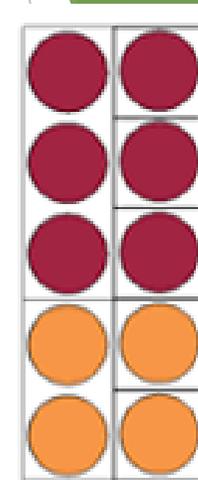
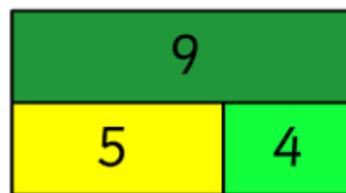
Number Bonds of 9



Number Bonds of 10



5+5 6+4 7+3 8+2 9+1



Parental Support is crucial to your child's success; all the effort will pay off!

You are not doing this for us; you're doing it for your child.

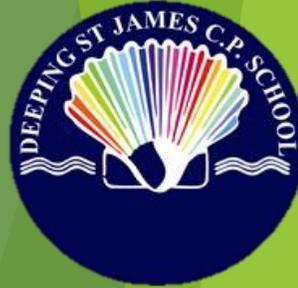
Number Bonds are fundamental in developing number sense for our younger mathematicians.



Times Tables & Related Division Facts...



INSPIRE TO LEARN;
ACHIEVE TOGETHER



Times Tables Badges:

Bronze - Y2 Expectation

Silver - Y3 Expectation

Gold - Y4 Expectation (By end of May in Y4)

Year 4 Pupils will take the Government MTC in June 2023

Platinum - Not all pupils will secure this level and it cannot be achieved in its entirety until Y5 or Y6.

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Deeping St James Multiplication Check (MTC) Results



Raw Score Out of 25	%	2022 1 st Official MTC 30 pupils	2021 Optional MTC 31 pupils	2020 (School Closure – No Results)	2019 Pilot 31 pupils
25	100%	40%	33%		26%
20+	80%+	83%	71%		65%
11-19	>50%<80%	14%	16%		23%
≤ 10	≤ 50%	3%	13%		6%
Disapplied		-	-		3%
Absent		-	-		3%

[DSJ Website Maths Curriculum Page](#)

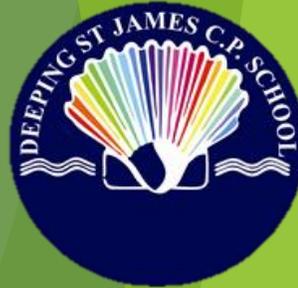


Key Instant Recall Facts - KIRFs...

Building confidence in mathematics is crucial so be pleased with your child's efforts and always encourage with praise. Make sure these practice sessions are enjoyable - if your child is really not in the mood it is the wrong time to be practising!



INSPIRE TO LEARN;
ACHIEVE TOGETHER



YEAR 5 – Autumn 1

Key Instant Recall Facts



This half term the children are working towards achieving their individual KIRF targets, indicated below. The ultimate aim is for your child to be able to recall these facts *instantly!*

Know decimal bonds to 1 and 10.

Helpful hints:

- Create regular, short opportunities for rapid-fire questions where an instant correct answer is required.
- Use objects to consider the bonds in a practical way.
- Look at the patterns with both objects and numbers e.g. as one number increases the other one decreases.
- Practise with the numbers in order AND chosen randomly - remember the aim is for your child to be able to respond immediately.

All decimal bonds for 1:
 $0.1 + 0.9 = 1$
 $0.2 + 0.8 = 1$
 $0.3 + 0.7 = 1$
 $0.4 + 0.6 = 1$
 $0.5 + 0.5 = 1$
 $0.6 + 0.4 = 1$
 $0.7 + 0.3 = 1$
 $0.8 + 0.2 = 1$
 $0.9 + 0.1 = 1$
 $1.0 + 0.0 = 1$

Example of decimal bonds for 10:
 $6.2 + 3.8 = 10$; $3.8 + 6.2 = 10$
so
 $10 - 6.2 = 3.8$; $10 - 3.8 = 6.2$
 $4.9 + 5.1 = 10$; $5.1 + 4.9 = 10$
so
 $10 - 4.9 = 5.1$; $10 - 5.1 = 4.9$

Call out!

Play number ping pong!
Start off saying 'ping', child replies with 'pong'.
Repeat and then convert to numbers i.e. say '0.3' and they reply '0.7' (decimal bonds for 1)

These are just examples of the facts for this term. Children should be able to answer these questions in any order, including missing number questions.

Key vocabulary

How many more to make? altogether make sum total how much more is...than...?
difference between

Building confidence in mathematics is crucial so be pleased with your child's efforts and always encourage with praise. Make sure these practice sessions are enjoyable - if your child is really not in the mood it is the wrong time to be practising!

Parental Support is crucial to your child's success; all the effort will pay off!
You are not doing this for us; you're doing it for your child.

Work Expectations (for the children)



- Complete homework and reading for 15 mins daily
- Read daily - at school and at home
- Complete reading diary
- Learn your statutory spellings
- Learn/Practise times tables
- Be prepared for lessons
- Take pride in your work - present it neatly.
- Make sure your P.E. kit is in school at all times (remember no jewellery, hair tied back and





Year 5 TIMETABLE

Autumn Term 1 2024

MONDAY	Assembly	Maths	Break	English	Lunch	Science	Break	PSHE
TUESDAY	Assembly	Maths	Break	English	Lunch	PPA Music	Break	PPA Spanish
WEDNESDAY	Assembly	Maths	Break	English	Lunch	R.E	Break	History / Geography
THURSDAY	Assembly	Maths	Break	English	Lunch	ICT/Art/ <u>D.T</u>	Break	<u>P.E</u>
FRIDAY		Maths (timestables)	Break	English	Lunch	P.E	Break	Celebration Assembly

Forest School

Our Forest School is a long-term learning journey which the children will be involved in throughout their time at DSJ. The children will learn in our wooded Forest School area in the school grounds, it supports our inquiry-based approach to learning at DSJ.

In Forest School we encourage the learners to direct their own learning through a range of experiences and opportunities.

The Forest Schools holistic approach to learning helps them to develop: *resilience, self-confidence, self-awareness, empathy, social skills, motivation and self-regulation*. It also exposes children to nature and provides them with opportunities to take and manage appropriate risks.

The children will be given various opportunities for team building, natural crafts, learning tool skills, fire making, cooking, knot making, playing in the mud kitchen and shelter making during these outdoor sessions.



Year 5
Will do Forest School in
Term 2 (Thursday) and
Term 4 (Friday)



Clothing Required

Essential Information

Long Sleeves and trousers in all seasons (so they are protected from nettles etc)

Old Clothes that you do not mind them getting dirty

Warmer Weather

Sturdy footwear eg wellies, walking shoes / boots

Waterproof Jacket and trousers / All in one waterproof

Drinks bottle

Hats

Suncream

Cooler Weather

Sturdy footwear eg wellies, walking shoes / boots

Plenty of layers

Warm Waterproof Coats

Waterproof Trousers

Hats

Scarves

Gloves



** We will go out in all weathers so please make sure your children are



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