



Welcome to Year 5 Cedar Class



Safeguarding and Prevent Leads



Emma Fenn
Designated
Safeguarding
Lead



Louise McLellan
Deputy DSL
Prevent Lead



Jenny North
Deputy DSL / Assistant Headteacher
SENCo
Mental Health Lead



Daisy Ambler
Designated Teacher for Children Looked After
(Maternity Leave)



Georgia McNamara
Online Safety Lead

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



Sarah Moriarty
Safeguarding Link Governor



Year 5



Mrs Smith
Cedar Class
Teaching Monday - Wednesday



Mrs Welch
Cedar Class
Teaching Wednesday –
Friday



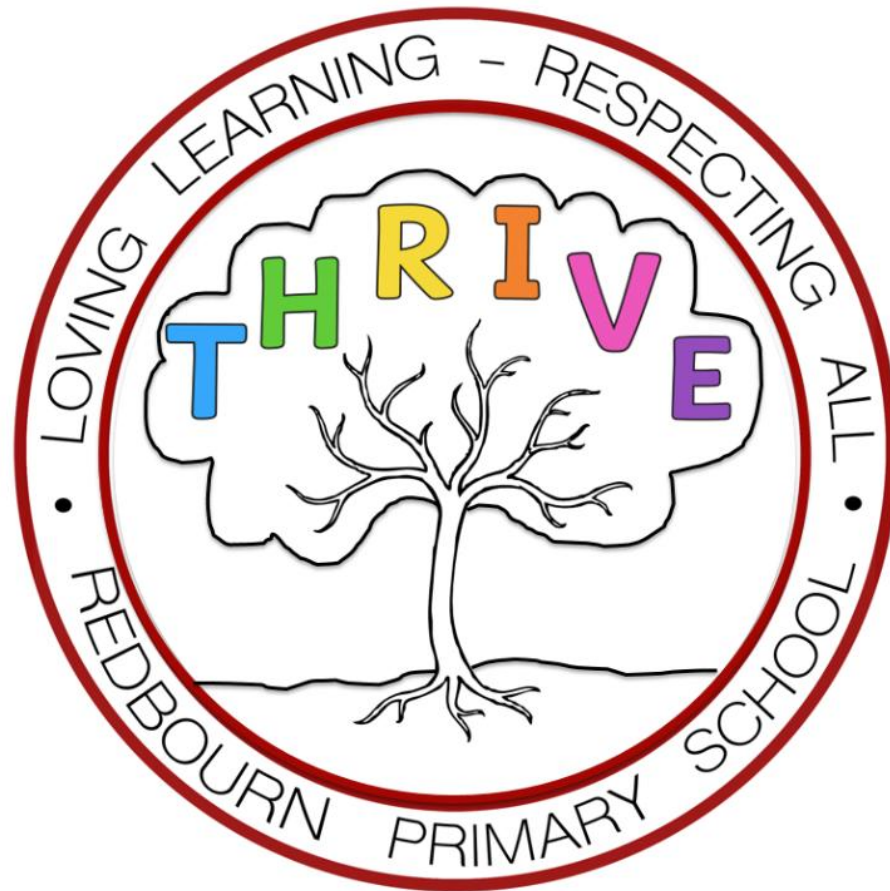
Mrs Cherry
Year 5 and 6 Teaching
Assistant



Mrs Smith
Hazel Class



Mrs Charlotte Toms
Music and French Teacher



T - Team

H - Healthy

R - Responsible

I - Innovative

V - Valued

E - Empathetic

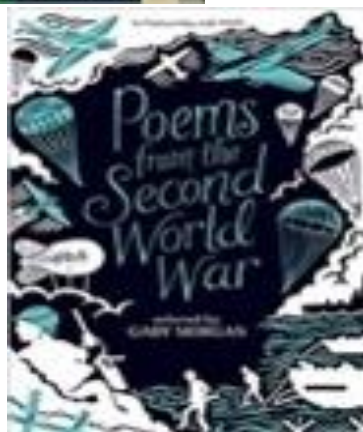
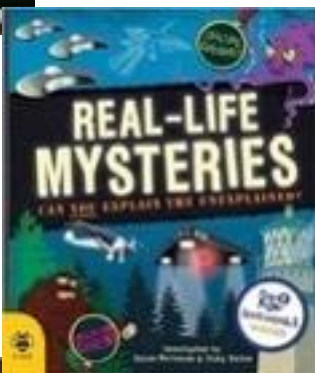
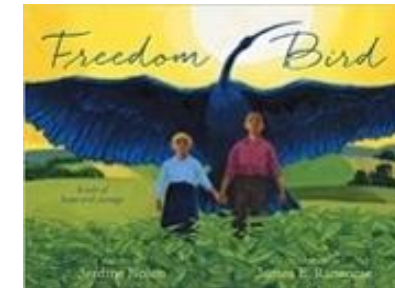
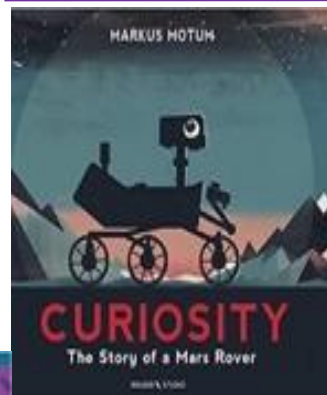
Timetable for Cedar

	8.40	8.55	9.05		10:00	10:30	10:45	11:00	12.00	1.00	1:30	2.15	3.00	3:20	
Mon	Early Morning Activity or Feedback	Register	Morning task	Maths	Guided Reading	BREAK	Spelling/Handwriting	English	LUNCH	TTRS 1-1:00pm Assembly 1:15-1:30	Geography		Class Reader/ Story time	HOME TIME	
Tues				Maths				English			PE	Library			
Wed				PPA 8:40-10:10am French/Music PE				RE			PSHE	Computing			
Thurs				Maths	Guided Reading			English			Science				
Fri				Maths				English			Home Learning	Art			



English Year 5

- Diary entries
- Reports and informal letters
- Speeches and persuasive articles
- Biographies
- Historical recounts
- Adverts
- Instructions
- Poetry
- Letter writing
- Narrative – fantasy, legends
- Epic tales



End of year 5 assessment – Working at the expected standard (EX)

Name:	A	B
The pupil can:		
• write for a range of purposes and audiences, selecting language that shows good awareness of the reader		
• using paragraphs and some other <u>organisational</u> and presentational devices to structure their writing		• using most
• in narratives, describe settings, characters and atmosphere		• spelling m
• using a variety of expanded noun phrases to describe and specify		• spelling so
• use of expanded noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest the extreme weather across the globe</i>		• spelling m
• selecting some vocabulary that reflects the level of formality required		• spelling m
• selecting some grammatical structures that reflect the level of formality required		• spell many
• using different verb forms correctly and consistently		• spelling m <i>plough</i>
• using modal verbs mostly appropriately to indicate degrees of possibility e.g. <i>might, should, would</i>		• spelling m
• using adverbs mostly appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i>		• use of the their/there
• using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately		• use of furt
• using subordinate clauses, including relative clauses, sometimes varying their position within the sentence		• some corre and 6
• using cohesive devices, including adverbials, within and across sentences and paragraphs		• maintain j
• using the full range of punctuation taught at key stage 1		
• using correctly:	• inverted commas to punctuate direct spe	
	• apostrophes to mark plural possession	
	• commas for fronted adverbials	
	• punctuation within direct speech	

As a school there v

More details for p

using mostly correctly:	<table><tr><td>commas for clarity</td></tr><tr><td>punctuation for parenthesis (brackets/dashes/commas)</td></tr></table>	commas for clarity	punctuation for parenthesis (brackets/dashes/commas)
commas for clarity			
punctuation for parenthesis (brackets/dashes/commas)			
spelling most words correctly from year 3 and 4 statutory word list			
spelling some words correctly from year 5 and 6 statutory word list			
spelling many words correctly with <u>-cious, -tious, -tial or -cial</u> ending			
spelling many words correctly with <u>-ant, -ance/-ancy, -ent, -ence/-ency</u>			
spelling many words correctly with <u>-able, -ible, -ably and -ibly</u>			
spell many words correctly with <u>ei</u> after <u>c</u> e.g. <i>deceive, ceiling, perceive</i>			
spelling many words correctly with <u>ough</u> letter string e.g. <i>thorough, thought, rough, plough</i>			
spelling many words with silent letters e.g. <i>island, doubt, climb</i>			
use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too			
use of further homophones from the year 3 and 4 mostly correctly			
some correct use of the homophones and other words that are confused from year 5 and 6			
maintain joined legible handwriting in most of their writing			

As a school there will be a greater focus on spelling this year
More details for parents will follow soon.

Friday 8th November

L.O. I can use long questions to create a tone of uncertainty.

Dear Kittay,
It's Anne, and I miss home already! We moved to the 'secret' Annex today. I have to live with 2 other families too, one of them is called Peter - and he is a sporty rodder. He has a bike and the room that leads to the attic (where I say have some peace and quiet after the warehouse workers have gone). He also has 1 x bathroom - which I have to share with 7 other people.

I also miss Moortie (the cat). He couldn't come with us since he might blow our cover, and we no might might run out of cat food.

The 'secret' Annex was built by my dad. He got one of our helpers to install a working bathroom with a shower and a sink - we can only use it from 6.0am - 8.30am. He also has a backdoor for a door, so no workers will suspect a thing.

As I mentioned before, the attic is deadley quiet, that is why I love the attic. It also has the only lightness and nature in my life, because it has a small triangular window. But I want

But I want to go home sweet home so for sure I will go back some time, and I

HIDDEN FIGURES, HIDDEN STORIES

Why should we remember the achievements of these 'Hidden Figures'?



Everyone is very aware of the amazing NASA and how they sent Neil Armstrong to the moon and how they make rockets and send them to space like Apollo 11. But how did NASA get this far? The people behind all this aren't just white men. In NASA there are black men and women, who are very important in this!

Since ~~everything~~ ^{these} are recognised as great triumphs, it is of the utmost importance to recognise and celebrate the world-changing efforts of the women working behind the scenes to get their rights appreciated by all.

Mary Jackson was an amazing mathematician who worked as a computer, but she wanted to be an engineer. In NASA, to be an engineer, you had to take high-level math classes in an all-white college. So, Mary Jackson took it up in court, and won the case!

There were four women who were all black and African-American, were NASA computers. At the time NASA was segregated so black and white people were separated into different areas. They all were fighting for equality and started to become more and more appreciated.

The women are a very big part of the space race as they programmed computers and built rockets.

Mary Jackson biography

NACA

Introduction

Have you ever heard about the amazing African American Engineer Mary Jackson? She was a phenomenal mathematician and engineer for the National Aeronautics and Space Administration (NASA). Mary was well known for her volunteer work at NASA for the African American community. Read on to find out more about this incredible woman!

Early life and education

Mary was born 9th June 1921 in Hampton, Virginia. From an early age she showed a high level of mathematical ability. Unfortunately, she grew up in a time of racial segregation in Virginia which meant she wasn't allowed to go to her local white school. Instead, she got permission from Judge Williams to attend high classes at Hampton High School.

After graduating from high school with highest honors, she earned a degree in mathematics and physical science at the Hampton Institute in 1943. Immediately after college she went to work for the Navy as a clerk. She then

Career

In 1951 Jackson began to work at the West Area Computing Unit at the National Advisory Committee for Aeronautics (NACA) in Hampton, Virginia. This Unit was made up of African American female engineers and mathematicians. The women in the Computing group were elevated in 1955 when NACA became NASA.

Legacy

Mary died 11 February 1992 in Hampton, Virginia. Her work and life were celebrated by colleagues. Katherine Johnson and Dorothy Vaughan were named to the Smithsonian with medals as pioneers in space. The book was made into a film. She is remembered as a pioneer in the field of engineering and mathematics.



Thursday 9th July 1942

Dearest Kitty,

This morning, we had to leave our house in a hurry - according to Mum - and nobody told Margot or me why I had to pack my small suitcase with my schoolbag with only valuable belongings so I decided to layer my clothes. I wore 2 vests, 2 socks, a t-shirt, a jumper, jappies, nighties and a skirt. I took my luggage downstairs and had to say goodbye to my baby, Marge (the cat).

While we were walking to the annex, Father gave us hints of what we were going. An unexpected visit of saying to me when I heard Father say secret room. As we were getting close to our destination, we walked in the rain, 2 people stood at us with some in they looked at the photos and realised they could be. After a while of talking, we got to the secret annex. We had to stay very quiet so nobody can hear us but that is fine because we will have more time to write in my diary Kitty - my diary - and sleep.

Thursday 9th July 1942

Dearest Kitty,

We have been very busy packing all morning. Unfortunately, I had to say goodbye to my dearest cat - Marge. I will miss him but we don't really have another option, we have to move away. It is no longer safe here. We are moving slightly early as Margot is now sixteen and got called to work (I can't possibly imagine Margot going away).

I only actually realised where we were going - to a secret annex behind the house - when Father explained a plan. We each carried a bag full of things. We were each given a key to the annex.



Use your spelling voice to pronounce all the letters in the word.

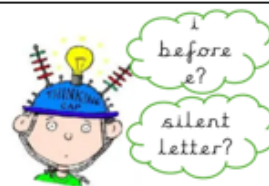


Use mnemonics to help you remember common tricky words.



ba-na-na

Break up the word into chunks that you can remember.



Think about the tricky part of the word. What makes it tricky? Rules?



Take off the suffix and prefix and just focus on the root word.

carful
careful
carefull



Try out different possibilities. Have you seen the word before?

hear

I hear with my ear!



Look for words within words or words in a spelling that help you remember.



Sound buttons-think of the more common digraphs

Meaningful Writing Marking and Feedback

- **All lessons are marked to show the pupils the errors that they are making.**
- **Punctuation is always corrected i.e. a missing punctuation added. Incorrect punctuation circled.**
- **Parts of the writing that do not make sense have a wavy line underneath.**
- **Errors in letter formation are always corrected.**
- **Note common errors and reteach as a warmup the next day.**
- **VF for repeated errors.**
- **All incorrect spellings (up to 6) are underlined.**



Last night, I walked in the woods. I heard a strange noyse behind me. I turnt around, there was nothing their. I ran as farst as I can, my hert was beating quick. I shouted, "Who are you?" but noone was there. I didn't look back, as I was to scared! When we got home, I went to bed (at night).

sp: too



Reading

Year 5 Targets:

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
to maintain positive attitudes to reading and understanding of what they 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 for pleasure, identifying themes and conventions between text types.	
to 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.	
to distinguish independently between statements of fact and opinion.	
to retrieve, record and present information from texts to other readers in informal notes and formal presentations.	
to participate in discussions about books that are read to them and those they can read for themselves.	

4

Look at page 6.

What was the Colosseum used for?

Tick **one**.

prayer

☐

entertainment

☐

defence

☐

trade

☐

☐

1 mark

5

Pause, step back and take in this truly colossal emblem of ambition.

What does *Pause, step back* suggest about the Colosseum?

☐

1 mark

6

Look at page 7.

Give **two** pieces of evidence which show that the Nabataeans were experts.

1.

2.

☐

2 marks

12

Look at the paragraph beginning: *Another influential event...*

Find and copy one word that means the same as 'endless'.

☐

1 mark

38

Look at the whole text.

What do you learn about Andrene's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence

☐

3 marks



13

Add a **suffix** to the underlined words to complete each sentence.

It was a delight evening.

The choir sang beautiful in the concert.

☐

1 mark

14

Tick one box in each row to show whether the apostrophe is used for a **contraction** or **possession**.

Sentence	Apostrophe for a contraction	Apostrophe for possession
Can you find the baby's blanket?		
This kitten's playful.		
Who is Liza's partner?		
Neil's ready to go.		

☐

1 mark

45

Write a sentence using the word lock as a **noun**.
Remember to punctuate your answer correctly.

☐

1 mark

Write a sentence using the word lock as a **verb**.
Remember to punctuate your answer correctly.

☐

1 mark

49

Insert **full stops** and **capital letters** in the passage below so that it is punctuated correctly.

If we go to the park, you should bring your coat the weather
forecast says it may become cold later on sometimes the
predictions are wrong, however

☐

1 mark

Maths

Flashback 4

Year 5 | Week 4 | Day 2

White Rose
MATHS

CXL

1) $18,570 + 420 = \boxed{}$

2) Complete the bar model.

489,756			
400,000		700	56

3) What number is shown?

Thousands	Hundreds	Tens	Ones
			

4) When multiplying number by 10, each of the digits moves ____ place to the ____.

1 Complete the calculations.

a)

Th	H	T	O
			
+			

	2	1	6	4	
	+	3	2	1	3

b)

Th	H	T	O
			
+			

	4	2	7	5	
	+	2	6	4	3

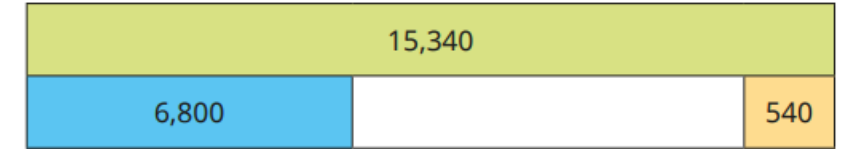
2 Complete the column additions.

	7	4	3	5	
	+	2	4	5	6

	7	4	3	5	
	+	2	4	6	6

End of unit assessment

- 2 Mr Khan's car costs £1,963
Mrs Trent's car costs £2,200
What is the difference between the cost of the two cars?



- 10 Fill in the missing digits.

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

2 marks

- 11 Find the missing total.

$$\triangle + \bigcirc = 1,100$$

$$\triangle + \bigcirc + \bigcirc = 1,700$$

$$\bigcirc + \triangle + \triangle = \boxed{}$$

2 marks

- 5 Complete the number sentences.

$$10,700 + 3,680 = 11,700 + \boxed{}$$

$$10,700 + 3,680 = 10,500 + \boxed{}$$

2 marks

1 mark

1 mark



Home Learning - Friday

- White Rose Maths Books
- Spelling book – Weekly Spelling Test

Reading Book Bingo

Task	Award
One square	A stamp on your Reading Bingo Card
One Row (Horizontal, vertical or diagonal)	A bookmark
Complete Grid	A reading certificate presented in celebration assembly

1. A book by Katherine Rundell. For example, 	2. A book by Anthony Horowitz from the Alex Ryder collection 	3. A book by the author Eva Ibbotson 	4. A historical fiction book. 
5. A non-fiction book on a topic of your choice. 	6. A poem of your choice that you must be able to either recite or perform to your teacher or whole class if you wish to do so. 	7. Kensuke's Kingdom by Michael Morpurgo 	8. A picture book 
9. A funny fiction book 	10. A biography (This could be a book, or an online fact file you read about an individual) 	11. A classic book. 	12. Free Square – any book of your choice
13. A magazine of your choice 	14. A book by Onjali Q. Rauf 	15. A fable, myth or legend 	16. A comic or graphic novel 



Year 5 Educational Visits and French Festival

Pantomime

Three Faith Tour

French Festival



Residential .



Meeting nearer the time with all the details.



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Online Safety

EYFS

KS1 / 2

- ➡ Only use a computer when an adult is nearby.
- ➡ Tell an adult straight away if you see something that upsets you.
- ➡ Never talk to anyone online without an adult with you.
- ➡ Never send anyone your picture.
- ➡ Never tell anyone personal information about yourself, like your address or school name.
- ➡ Never tell anyone your password.



Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person



Thank you for coming!

Any questions?

