



Welcome to Year 5 Cedar Class



Safeguarding and Prevent Leads



Emma Fenn
Designated
Safeguarding
Lead



Tracey Couch
Deputy DSL



Louise McLellan
Deputy DSL
Prevent Lead



Jenny North
Deputy DSL
SENCo
Mental Health Lead



Daisy Ambler
Designated Teacher for Children Looked After



Georgia McNamara
Online Safety Lead (Maternity Leave)

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 Grabowska
Cedar Class
Teaching Monday - Wednesday



Mrs Smith
Cedar Class
Teaching Wednesday – Friday

Writing Lead



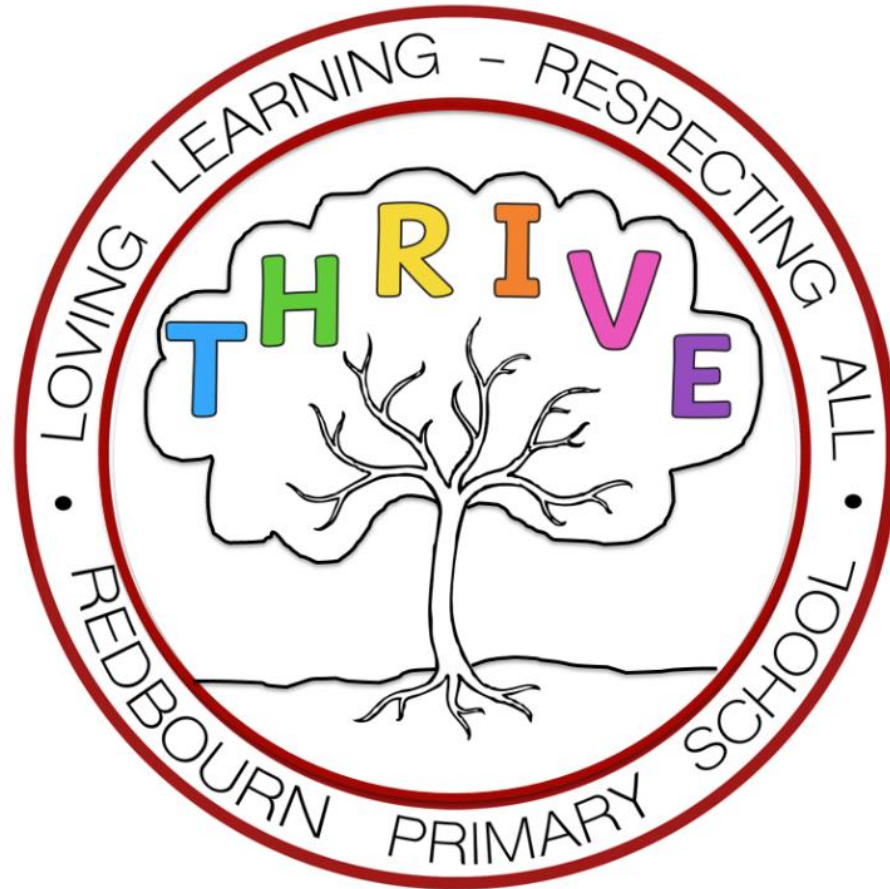
Mrs Cherry
Year 5 and 6 Teaching
Assistant



Mrs Quinn
Hazel Class



Mrs Charlotte Toms
Music and French Teacher



- T** - Team
- H** - Healthy
- R** - Responsible
- I** - Innovative
- V** - Valued
- E** - Empathetic

Timetable for Cedar



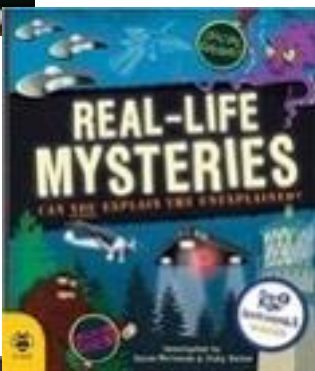
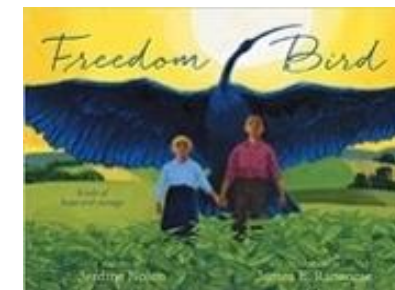
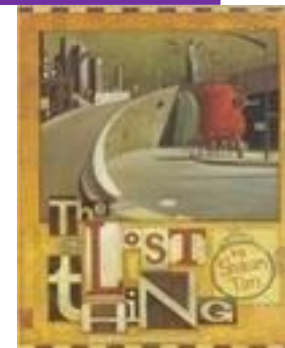
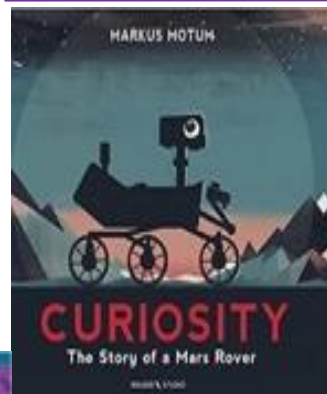
	8.40	8.55	9.05		10:00	10:30	10:45	11:00	12:00	1.00	1:30	2.15	3.00	3:20		
Mon	Early Morning Activity or Feedback	Register	Morning task	Maths	Guided Reading	BREAK	Spelling/Handwriting	English	LUNCH	TTRS 1-1:15pm Assembly 1:15-1:30	Spelling	History/DT	Class Reader/ Story time	HOME TIME		
Tues				Maths				PE			PSHE	English				
Wed				PPA rotation Cedar - French and RE 8:30-10:30 - CT				Hazel – French Cedar – English AG			Science					
Thurs				Maths	Guided Reading			English			1:30-2:15 Art/Geography				PE 2:15-3:00pm	
Fri				Maths				Art/Geography			11:30 Library	Home Learning			Computing	





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																			
in narratives, describe settings, characters and atmosphere																			
using a variety of expanded noun phrases to describe and specify																			
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>																			
selecting some vocabulary that reflects the level of formality required																			
selecting some grammatical structures that reflect the level of formality required																			
using different verb forms correctly and consistently																			
using modal verbs mostly appropriately to indicate degrees of possibility e.g. <i>might, should, would</i>																			
using adverbs mostly appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i>																			
using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately																			
using subordinate clauses, including relative clauses, sometimes varying their position within the sentence																			
using cohesive devices, including adverbials, within and across sentences and paragraphs																			
using the full range of punctuation taught at key stage 1																			
using correctly: <table border="1"> <tr> <td>inverted commas to punctuate direct speech</td> <td></td> <td></td> <td></td> </tr> <tr> <td>apostrophes to mark plural possession</td> <td></td> <td></td> <td></td> </tr> <tr> <td>commas for fronted adverbials</td> <td></td> <td></td> <td></td> </tr> <tr> <td>punctuation within direct speech</td> <td></td> <td></td> <td></td> </tr> </table>	inverted commas to punctuate direct speech				apostrophes to mark plural possession				commas for fronted adverbials				punctuation within direct speech						
inverted commas to punctuate direct speech																			
apostrophes to mark plural possession																			
commas for fronted adverbials																			
punctuation within direct speech																			

using mostly correctly:	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	

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-only school. Instead she got permission from a Judge Wilkerson 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 NACA.



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. Her work left a lasting impact on the field of engineering and mathematics. 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 Margot (she cut!).

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 have 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 - Mootie. 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 a house - when Father explained a plan. We each carried a bag full of things. We were each given a key.

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

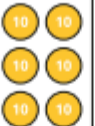
3) What number is shown?

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

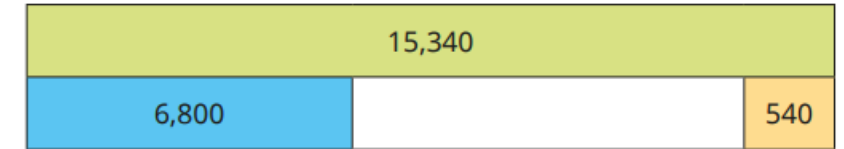
2 Complete the column additions.

	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.

 +  = 1,100

 +  +  = 1,700

 +  +  =

2 marks

- 5 Complete the number sentences.

$10,700 + 3,680 = 11,700 +$

$10,700 + 3,680 = 10,500 +$

2 marks

1 mark

1 mark



Home Learning

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



Year 5 Educational Visits and French Festival

Spring Term - Hendon

Tuesday 20th January - Three Faith Tour

Wednesday 3rd June 2:30pm – French Festival



Young Mariners.

Year Five will be visiting Young Mariners Wednesday 6th – Friday 8th May.

Two night residential – team building. Activities such as paddle boarding, rock climbing and kayaking.



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?

