



Welcome to Year 5 Hazel 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



Miss Quinn
Hazel Class

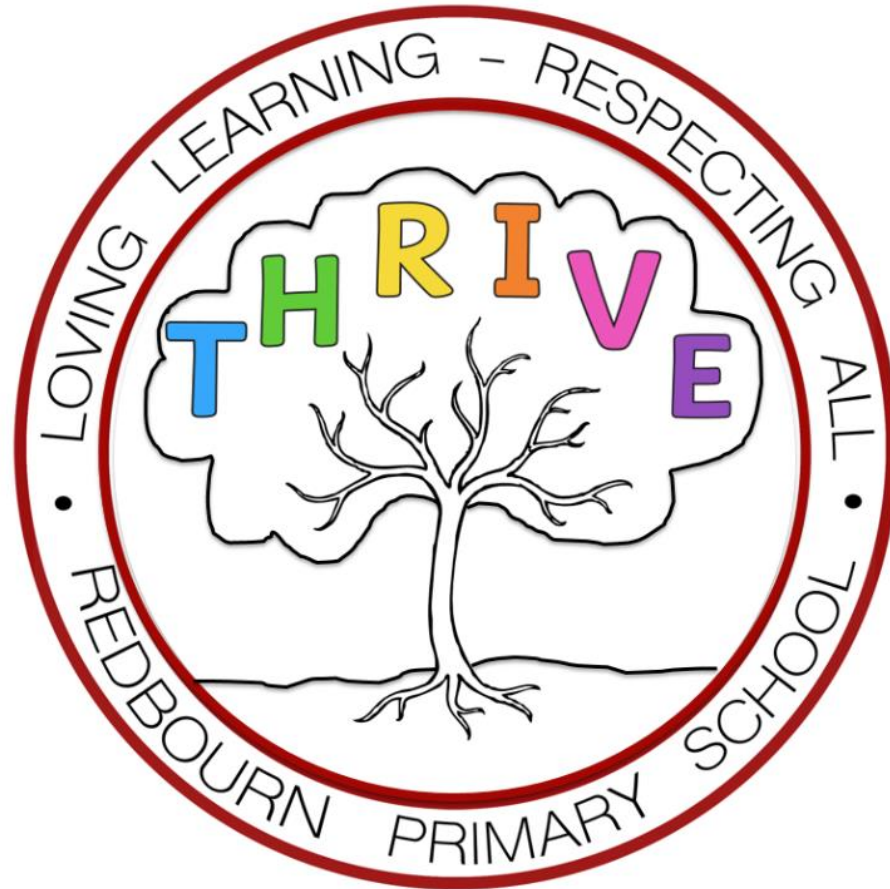
Teaching Monday – Friday



Mrs Cherry
Year 5 and 6 Teaching
Assistant



Mrs Charlotte Toms
Music and French Teacher



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

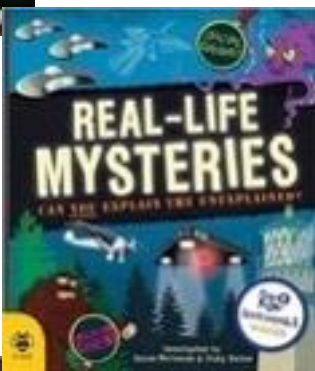
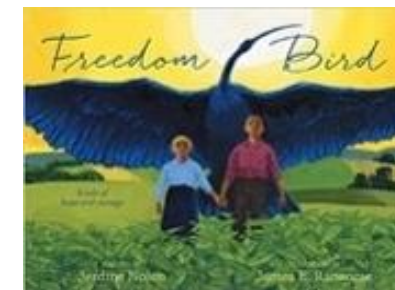
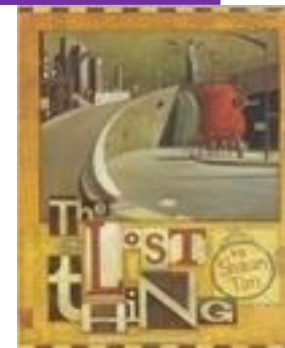
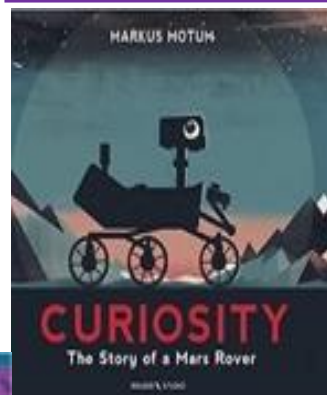
Timetable for Hazel

		8.40		8:55		9.05		9:05-9:30		9:30		10:30		10:45		11:00		12:00		1.00		1:30 – 3:00			3.00		3:20
Mon	Early Morning Activity or Feedback	Register	Daily Fluency	Guided Reading	Maths		BREAK	Spelling/Handwriting	English	LUNCH	TTRS 1-1:15pm Assembly 1:15-1:30	Spelling	PE Hazel (Gymnastics in the Hall)		Class Reader/ Story time	HOME TIME											
Tues				Guided Reading	Maths				English			PSHE	DT/Art														
Wed				SQ (8:30-9:30)		PPA 9:30-10:30am RE			PPA French / Music			Geography/History															
Thurs				Guided Reading	Maths				English			PE Netball 1:30 – 2:15	Library lesson 2:15-2:45 & Computing														
Fri				Guided Reading	Maths				English			Home Learning	Science/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			
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:			
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	

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

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



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 ____.

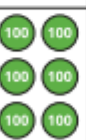
1 Complete the calculations.

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



Home Learning

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



Year 5 Educational Visits and French Festival

November - 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.



shutterstock.com - 2385573115

- Young Mariners Photos

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?

