

Meet the Teacher 2019/20



Year: 5

Teacher: Miss Bright

Teaching Assistants: Kathie Whiteley



Holy Trinity's Christian Vision

Our vision is to create a family rooted in love for one another where children and adults can flourish and achieve their potential to reach their own spiritual, academic and personal goals.

“Love one another. As I have loved you, so you must love one another” John 13v34



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School Values

Associated with our Christian Vision

Autumn term - Koinonia (fellowship)

Jesus and his disciples gathered in fellowship the night before Jesus died.

Spring term – Forgiveness

In predicting Judas' betrayal and Peter's denial, Jesus demonstrated forgiveness for all mankind to be fulfilled the following day.

Summer term – Compassion

Christ set an example of service to all as he washed his disciples' feet.

General Timetable



Event	Days
PE Days	Thursday and Friday
Homework out	Friday
Homework returned	Tuesday
Spelling Test	Tuesday
PPA Day	Specialist Computing, PE and Music Teachers cover Thursday mornings.

English - writing

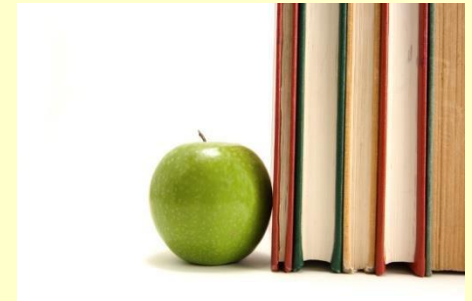


- Children will have the opportunity to read and ‘unpack’ different written genres e.g. narratives, poetry, factual writing including recounts, reports, diary entries etc.
- Children will plan, write and review and improve their writing individually, with a partner (peer marking), as a class and with an adult
- Writing objectives are shared with children so they will understand what they will need to achieve
- The Power of Reading – a book focussed approach
- Drama – e.g. hot seating, conscience alley, role play
- Writing across the curriculum.

English - Reading



- What is Guided Reading?
 - ❖ Teacher reading group – objectives shared with children
 - ❖ Grammar practice/comprehension task
 - ❖ Maths skills practice
 - ❖ Spelling practice
 - ❖ Free reading/topic books



- How should I help my child with their reading?
- How often should I read with my child?
- Reading for pleasure and across the curriculum - libraries

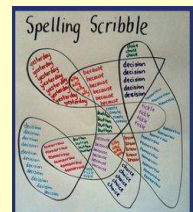


What is No Nonsense Spelling?

A comprehensive scheme which is in line with the expectations for the National Curriculum. Taught weekly.

What do we do?

- 5 spellings per week
- children learn spelling rules and patterns in order apply their knowledge to spell unfamiliar words in independent writing
- children have practised strategies to help learn spellings
e.g. rainbow words, pyramid, Quick write, segmentation etc.
- spelling journals at school – personal log



Maths

1691 1112 1112 1112



- Concrete Pictorial Abstract (CPA) approach still very relevant for Y5 children, e.g. place value counters, bar models etc.
- Fluency – practice skills
- We are continuing to provide children with opportunities to develop reasoning and problem solving skills
- Explaining their thinking
- Making connections

Write an explanation of how you decide which number is the greater of two numbers.

Say 2999 - 2199 I would see the first number and they are the same so I check the next one and 2999 is higher because it has a nine and 2199 has a one.

- Find the missing numbers in these calculations.

$$\begin{array}{r} 3 \quad 4 \quad \square \quad 1 \quad \square \\ - \quad \square \quad 4 \quad 8 \quad 2 \\ \hline 2 \quad 9 \quad 2 \quad \square \quad 4 \end{array}$$

$$\begin{array}{r} 6 \quad \square \quad 0 \quad 2 \quad \square \\ + \quad \square \quad 5 \quad \square \quad 5 \quad 1 \\ \hline \square \quad 9 \quad 1 \quad 8 \quad 0 \end{array}$$

- My answer is 5398, what's the question?
 - Create of 3 addition calculations.
 - Create 3 subtraction questions.
 - Did you use a strategy? Explain it.

Maths on our website



The screenshot shows the website for Holy Trinity C of E Primary School, East Finchley. The URL is www.holytrinityceschool.org/maths. The page features a navigation bar with links: HOME, ABOUT US, ADMISSIONS, CHILDREN'S PAGE, COMMUNITY, CURRICULUM, GOVERNORS, HTSA, PARENTS, PREMIUM FUNDING, and POLICIES. The 'CURRICULUM' link is highlighted, and a dropdown menu is open, showing options: EYFS, Maths, RE and Collective Worship, Music, Results, and Special Needs. The 'Maths' option is selected. Below the navigation bar, there is a large banner with the text 'Maths is fun' and illustrations of two children. To the right of the banner, there is a quote: 'Holy Trinity we believe all children can believe in Maths. We don't believe there are people who "just can't do maths".' Below the banner, there is a section titled 'National Curriculum Aims for Maths' with the text 'All children should develop:' and a list of bullet points: 'Fluency - quick and accurate recall of key facts like times tables and number bonds, choosing appropriate strategies to solve a calculation' and 'Reasoning - noticing the structure of numbers, making connections between different areas of mathematics'. To the right of this section, there is a green box titled 'Our Approach' with the text 'To help everyone understand new ideas in Maths, we use the Concrete Pictorial Abstract (CPA) approach:' and a list of bullet points: 'Concrete - we use physical resources to bring the maths to life e.g. Numicon, blocks, counters'.

www.holytrinityceschool.org/maths

School PUPIL TRACKER

Holy Trinity C of E Primary School East Finchley

HOME ABOUT US ADMISSIONS CHILDREN'S PAGE COMMUNITY CURRICULUM GOVERNORS HTSA PARENTS PREMIUM FUNDING POLICIES

Maths is fun

Holy Trinity we believe all children can believe in Maths. We don't believe there are people who "just can't do maths".

Using Maths is like playing a musical instrument - it takes practice. Your Maths brain is like any other muscle that gets better the more you use it.

National Curriculum Aims for Maths
All children should develop:

- Fluency - quick and accurate recall of key facts like times tables and number bonds, choosing appropriate strategies to solve a calculation
- Reasoning - noticing the structure of numbers, making connections between different areas of mathematics

Our Approach
To help everyone understand new ideas in Maths, we use the Concrete Pictorial Abstract (CPA) approach:

Concrete - we use physical resources to bring the maths to life e.g. Numicon, blocks, counters

The school website has calculation guidance, videos, helpful apps and useful website links

Curriculum Maps and Topics

This year our topics will include...



Science:

- Properties and changes of materials
- Earth and Space
- Forces: gravity, resistance and mechanisms
- Living Things: life cycles
- Animals and humans

Geography:

- Physical Geography: Explorers and mountains
- Human Geography: Europe and refugees
- North and South America

History:

- The Roman Empire
- Black History Month
- World War 2
- Mayans (South America) c. AD 900

Trips

- Museum of London – The Romans
- Tolmers - Cuffley
- Other trips to be confirmed

Learn by Heart



- The children also need to know key number facts
e.g. number bonds and times tables
- Number sense – manipulating numbers in the mind
e.g. partitioning to make calculations simpler
 $137+8 \rightarrow 137+3+5=145$,
rounding and adjusting $5000-1998 \rightarrow$
 $5000-(2000+2)=3002$
- Daily practice is important
- Look on our website for ideas to help
- If your child does not know their times tables, some of the objectives in Year 5 cannot be achieved

Homework



- Regular reading
- Up to 75 minutes learning activity
- Spellings and optional spelling sentences
- Occasional long term humanities project
- My Maths

**WANT TO HELP WITH
MATH HOMEWORK?
ASK THESE QUESTIONS!**

Getting Started

What do you know?
What do you need to find out?
How will you begin?
Are there words you do not understand?

Comprehension

What is the problem asking?
Can you reword that in simpler terms?
What should you do next?
What do you know about this part?

Promoting Reasoning

How can you organise the information?
Can you make a prediction?
Does that always work?
If you broke this into parts what would the parts be?

Restarting

How can you make a diagram of the problem?
Is there anything you have overlooked?
Where can you find the information you need?
Did your teacher give you an example?

Persevering

Is there another way you could try this?
Do you see any patterns or relationships you can use?

Reflecting

Has the question been answered?
Can you convince me the answer is correct?
What strategy did you try that did not work?

Behaviour



- Behaviour Policy is available on the school website.
- Focus on positive reinforcement;
“Catch children in, not out!”
- Year 5 have established their own positive classroom rules which reflect the School’s Golden Rules
- Class Dojo is our reward system in year 5. They have rewards/ prizes at different point milestones and we reward group collaboration.

Dates for the diary



- **Monday 30th September – Individual photos**
- **Tuesday 17th September – Year trip to the Museum of London.**
- **ROALD DAHL DAY** for Year 5 we will be on **Wednesday 18th September.** The children can come dressed as their favourite Roald Dahl character. During the day the children will take part in a variety of Roald Dahl based activities.
- **Friday 11th October Harvest Festival 2pm @ HT Church (P)**
- **Wednesday 16th October Parents Evening 4:00-7:30pm (P)**
- **Thursday 17th October Parents Evening 4:00-6:30pm (P)**

<http://www.holytrinityceschool.org/>



Tolmers Residential – Cuffley



- This is a fantastic opportunity for children to develop different aspects of their personality outside of the classroom
- Once the deposit is paid you will receive a payment card to record the instalments paid towards the full cost of the trip.

[The cost in 2016 was around £75, the cost of living has increased therefore we are expecting this year's figure to be more]



Fruits and Snacks



Children in KS2 may bring in a piece of fruit to eat during their morning and/or afternoon break.



This can be fruit or vegetables, please do not bring biscuits, chocolate, fruitie sweets etc



Uniform



Winter Uniform

*School badge

Junior Boys

Grey trousers

White shirt/school tie*

Jumper *

Plain grey socks

Black/navy shoes (no open toes or logo'd shoes)

Junior Girls

Navy pinafore/ skirt/trousers

White shirt/school tie*

Jumper*/Navy cardigan

White/navy socks/ navy or red tights

Black/navy shoes (no open toes or logo'd shoes)

Summer Uniform

Junior Boys

White polo shirt *

Grey shorts

Grey trousers (*year 6 only*)

Jumper *

Plain grey socks

Black/navy shoes (no open toes or logo'd shoes) shoes)

Junior Girls

Blue checked dress/Navy pinafore

White polo shirt

Tailored navy blue skirt or Navy/grey tailored knee length shorts

Jumper*/Navy cardigan

White/navy socks

Black/navy shoes (no open toes or logos)



PE Kit (all pupils)

Navy blue shorts

Red T-shirt *

Plimsolls

Y3 – Y6 Trainers for outdoor sports (no bright logos –plain)

Y3 – Y6 Black or blue track suit bottoms for outdoor sports

Sports bag* Navy or Red

School Bags (all pupils)

Rec – Y2 (Juniors optional) Book Bags* Navy or Red

Y3 – Y6 School Back Pack with Logo

Uniform Reminder



- Please make sure ALL clothes are named
- No Jewellery except for studs and watches
- Long hair should be tied back (boys and girls)
- No trainers, school shoes only
- No nail varnish



Any Questions?

