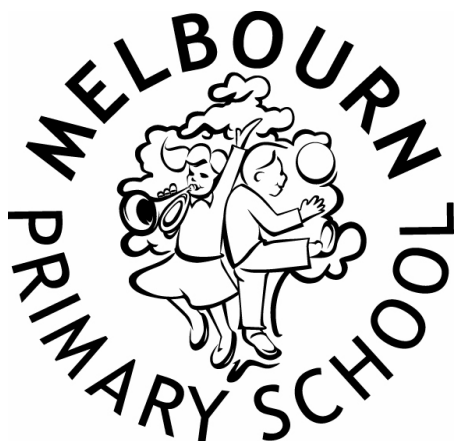


Moving to...



Years 5 & 6

Welcome to the new school year; we hope you have had a lovely break and are ready to embark on this year's exciting learning journey.

Topics

We thought you might like to know the topics ahead so that you can share your child's interest.

| | AUTUMN | SPRING | SUMMER |
|--|------------------------------|-------------------|---|
| Theme | The Ship of the Fens | Coasts and Rivers | The Olympics |
| Subject focus | Science Geography | Geography | History |
| Trip/ Visitors/ Special activities | Ely Cathedral and Wicken Fen | | Year 6 residential trip to Conwy, Wales |

Homework

Your child will still be **expected** to take a reading book home each night and will receive a spelling investigation and times table practice sheet on a Monday which will be tested on the Friday of that week

There are 2 pieces of homework set each week.

Tuesday - Numeracy 45 minutes handed in on Friday of that week

Friday - Literacy - 45 minutes handed in on the following Tuesday

Unless there is a valid excuse for homework not being completed your child will be expected to complete any homework that has not been handed in during a lunchtime. For children who want to get a head start with their homework or

want to check they understand what they are being asked to do there are 2 homework clubs a week on Tuesday and Friday lunchtimes. This gives them the opportunity to discuss their homework with a teacher. Useful equipment to have for homework would include a dictionary, thesaurus, protractor, ruler and simple calculator. We will loan out any specific equipment such as protractors if they are not available at home.

Pencil Cases

We provide all the equipment the children need in lessons, however some children do like to bring their own. This can be brought to school in a **small** pencil case which has been named and can include the following items pencil, blue pen (not biro) 15cm ruler, rubber, pencil sharpener and some coloured pencils there is no need for calculators, felt tip pens, glue, scissors or a pair of compasses.

School Rules

School rules were created by the School Council and your child will be working towards a bronze, silver and gold behaviour certificate based on these rules. They are given a school rule number which is entered on individual school rule sheets for a number of reasons including consistent good behaviour, good manners, high quality work, effort, maturity and for showing a responsible or caring attitude towards other children in the school.

Presentation of Work

We expect that all children will present their written work neatly and to the best of their ability in all subjects and that pictures and diagrams will also look neat and tidy. Your child may be asked to **repeat work** if it is poorly presented or not up to their normal standard.

Behaviour

It is expected that the children in Years 5 & 6 will set a high standard of good behaviour while they are in the classroom and in the playground. However increasingly the children's behaviour on the way to and from school is under scrutiny and it is essential that the good behaviour is shown at these times.

PE Kit

We expect all children to participate in PE lessons unless there is a specific medical reason for not doing so, which should be explained in a letter to the class teacher. We will contact parents of children who consistently "forget" their PE kit. Your child will have two PE lessons a week and will need to bring PE kit suitable for indoor and outdoor wear on the following days:

Brunel Class - Wednesday and Friday

Curie Class - Wednesday and Friday

Hawking Class - Tuesday and Wednesday

Key Learning

In this booklet, we have included the key learning objectives for literacy and numeracy for your child's year groups. These are the 'key' objectives that a child should be able to achieve *by the end* of the appropriate year and are taken from the Primary Framework for literacy and numeracy. Please bear in mind that some children do achieve them early and work towards objectives from the year above and likewise some children will take longer to achieve them.

Year 5 Literacy Key Objectives

Reading

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| To know the difference between everyday use of words and their subject-specific use. |
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| To reflect on reading habits and preferences and plan personal reading goals. |
| To understand what lies beneath the text. |
| To make notes on and use evidence from a text to explain events or ideas. |
| To be able to visualise, predict and empathise with a text. |

Writing

| |
|--|
| To change the order of a sentence to suit different text-types, purposes and readers. |
| To use adventurous vocabulary (similes and alliteration) to describe the setting, mood and characters in narrative writing e.g. As white as snow. The raging roar of the river pounded in my ears. |
| To organise ideas into clear sections/paragraphs with an appropriate opening and closing. |
| To punctuate sentences accurately, including the use of speech marks and apostrophes. |
| To use direct and reported speech, to describe action in the right amount of detail. |
| To adapt handwriting for specific purposes, for example printing, use of italics. |

Year 5 Maths Key Objectives

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| To know all times tables to 10. |
| To know decimals with a total of 1 e.g. $0.4 + 0.6 = 1$. |
| To explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers. |
| To use knowledge of place value and addition and subtraction of 2-digit numbers to derive sums and differences, doubles and halves of decimals, e.g. $6.5 + 2.7$, |

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|---|
| 6.5 - 2.7, halve 5.6, double 0.34. |
| To use suitable written methods to add and subtract whole numbers and decimals with up to two places. |
| To read and plot coordinates in the first quadrant; recognise parallel and perpendicular lines in grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides. |
| To construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time. |
| To draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate its area. |

Year 6 Literacy Key Objectives

Reading

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|--|
| To appraise a text quickly, deciding on its value, quality or usefulness. |
| To read extensively and discuss personal reading with others, as well as in reading groups. |
| To concentrate when reading longer texts, using different expressions to make the text come alive. |
| To recognise the right language that argues, persuades, misleads and sways the reader. |
| To explore how word meanings change when used in different contexts. |

Writing

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|---|
| To construct sentences in a variety of ways to show more subtleties of meaning. |
| To use the appropriate language/words for non-fiction and |

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|--|
| fiction writing. |
| To use paragraphs to achieve pace and emphasis. |
| To use punctuation (semi-colon, colon, dash and brackets) to explain the meaning in complex sentences. |
| To use different narrative techniques to engage and entertain the reader. |
| To be able to present a balanced argument in writing, giving different points of view. |

Year 6 Maths Key Objectives

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|--|
| Recall quickly all the multiplication and division facts for the tables up to 10x10 |
| To know decimals with a total of 10 e.g. 3.7 + 6.3. |
| Be able to find percentages, fractions and decimals of a number and to know equivalent ways of saying them e.g. 50%, 0.5 and $\frac{1}{2}$. |
| Use known facts to make related multiplication and division facts involving decimal numbers, e.g. 0.8×7 , $4.8 \div 6$ |
| Use suitable written methods to add and subtract whole numbers and decimals, to multiply whole numbers and decimals by a 1-digit number, and to multiply 2- and 3-digit numbers by a 2-digit number. |
| Imagine and draw on different kinds of grids where a shape will be after reflection, translations or rotation through 90 degrees about its centre or one of its 180 degree vertices |
| Choose and use standard units of measure and convert between units using decimals to two places. |
| Solve problems by collecting, choosing, processing, presenting and interpreting data, using ICT if appropriate; draw conclusions and think of further questions which could be asked. |

And finally...

Thank you for your continued support and we look forward to working with you and your child throughout the year.