

READY  
RESPECTFUL  
RESPONSIBLE



Ashley Junior School



Welcome to  
the  
Year 5  
Curriculum  
Meeting



# Who's Who...

## **Simmonds Class**

Miss Brooker - Teacher

Mrs Andress - LSA

Mrs Pollard - LSA

Mrs Lansbury - LSA

## **Zephaniah Class**

Miss Stern - Teacher

Mrs Hebbert - Teacher

Mr Millward - LSA

Miss Richards - LSA

Mrs Bowdidge - LSA



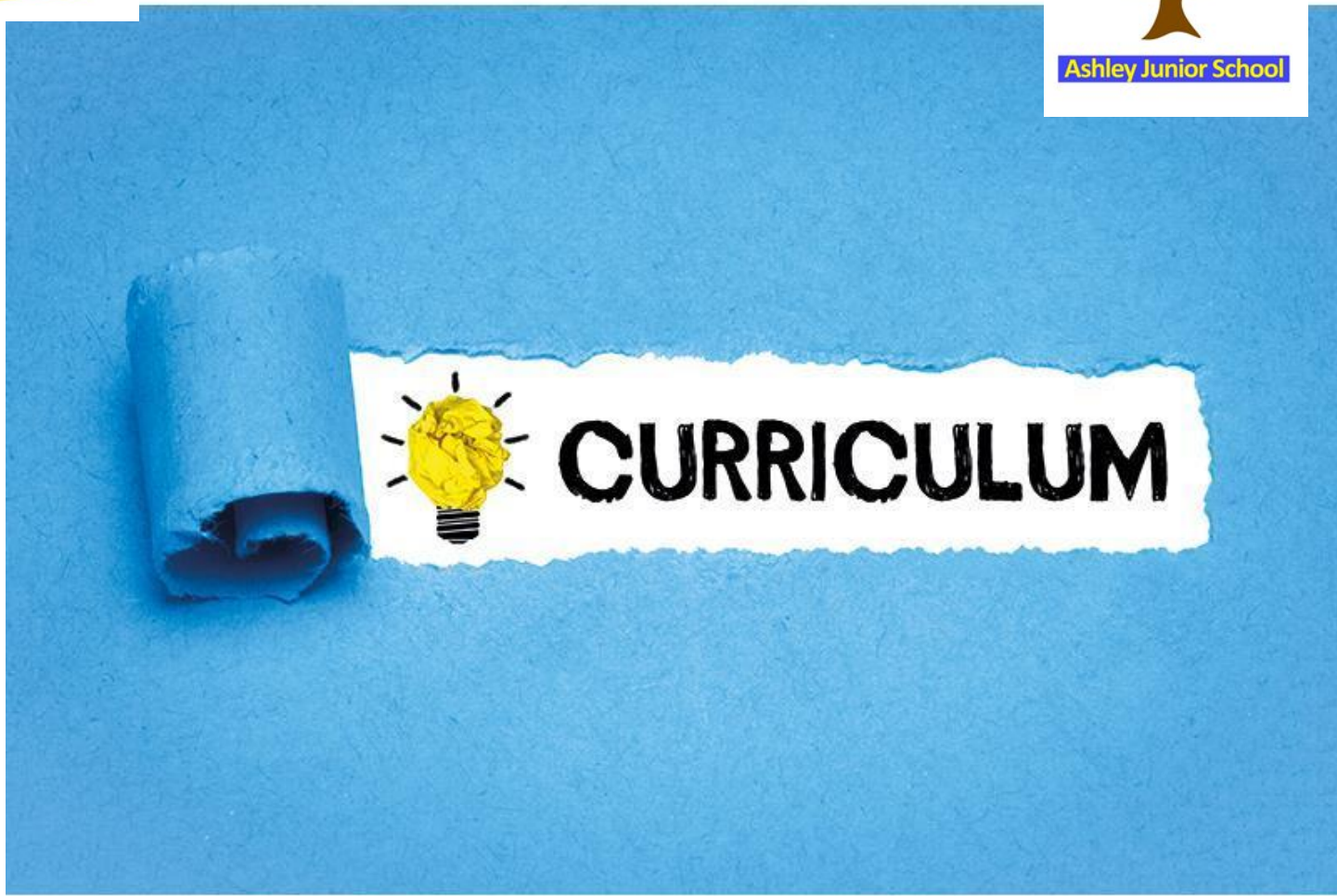
# Welcome...

- Curriculum
- AJS behaviour for Learning
- House Points, Golden Brush & High Flyers
- Key dates
- Summary
- Any questions?

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Science:



Children will investigate, explore and consider the function of pulleys and levers. They will also investigate the effect of friction and water resistance on objects.

Learning for life:



The children will explore:

- What makes up a person's identity.
- Making decisions with money.

Computing:



The children will be exploring internet safety and robotic Lego coding.

RE:

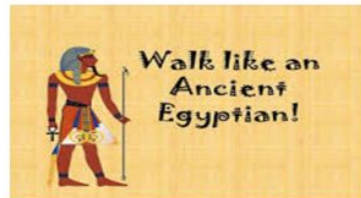


- **Key concept – Ceremony**  
The children will explore the meaning of 'ceremony' and evaluate the importance of death ceremonies for Christians.
- **Key concept – Warning**  
The children will explore the meaning of 'warning' and evaluate its importance in the Christmas story.

Art:



Children will be developing various techniques, including drawing, painting and sculpture with a range of materials and will create self portraits and a Egyptian style headdress.



**Year 5  
Autumn Term**

PE:



Through the 'Getset4PE' scheme the children will be focusing on:

- Rugby Skills and yoga techniques

Maths:

**12345  
67890**

The children will read and write numbers into the thousands and beyond! They will learn the value of digits in larger numbers and learn how to manipulate the value of any digit by moving its position within numbers. They will practice reciting times tables and challenging number sequences

History and Geography

Children will study the Ancient Egyptians and their way of life. They will compare different continents to Africa and develop their understanding of longitude and latitude.

French:



Children will learn how to use appropriate language to describe people, places and things.

English:

The children will explore a variety of texts and will write diary extracts, character descriptions, non-fiction and persuasive texts. They will make predictions, explore a character's emotions, write in the first person and summarise a narrative account when looking at '**Survivors**' and '**The Man who walked between the Towers.**'



'I have a spelling checker  
It came with my PC  
It plainly marks for my revue  
Mistakes I cannot sea  
I've run this poem threw it  
I'm sure your please to no,  
It's letter perfect in it's weigh  
My checker tolled me sew!'

Anonymous



# Spellings



# Spellings

- Increased focus on accuracy of spelling
- National Curriculum spellings: Year 5 and 6 spelling list.
- Home learning:  
Spelling words to practice and complete a test

**Spellingframe**

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# Reading



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Reading  
IS A  
**PASSPORT**  
TO  
COUNTLESS  
adventures

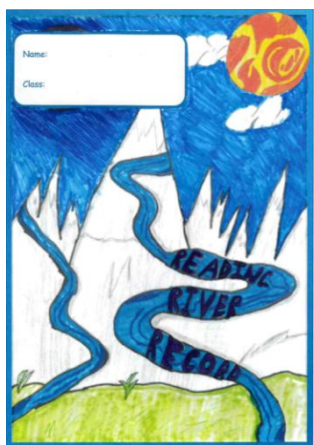


# Reading

- Children require reading skills to access the whole curriculum
- We encourage children to read a wide range of literature to develop their understanding and vocabulary
- Reading River – 3 or 4 entries a week, including at least one longer 'tree' or 'fruit' entry.



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Use these sentence openers to help you with your 'Thinking Hat' reflections in your Journal.

!

**White Hat**  
Information thinking

- A new fact I learnt was...
- One fact that interested me was...
- The main highlights were...

**Yellow hat**  
Positive thinking

- This is useful because...
- A good part of the story was...
- I enjoyed...

**Red hat**  
Feelings thinking

- I feel...
- The character feels...
- I have a feeling that...
- It was funny when...

**Black hat**  
Negative thinking

- It was difficult when...
- They took too much of a risk when...
- I didn't like the part when...
- It was wrong when...

**Green hat**  
Creative thinking






- I suggest that...
- I predict that...
- An alternative ending could be...
- The characters could be...

**Blue hat**  
Planning thinking

- I can summarise this by...
- The next book I read, I would like it to...

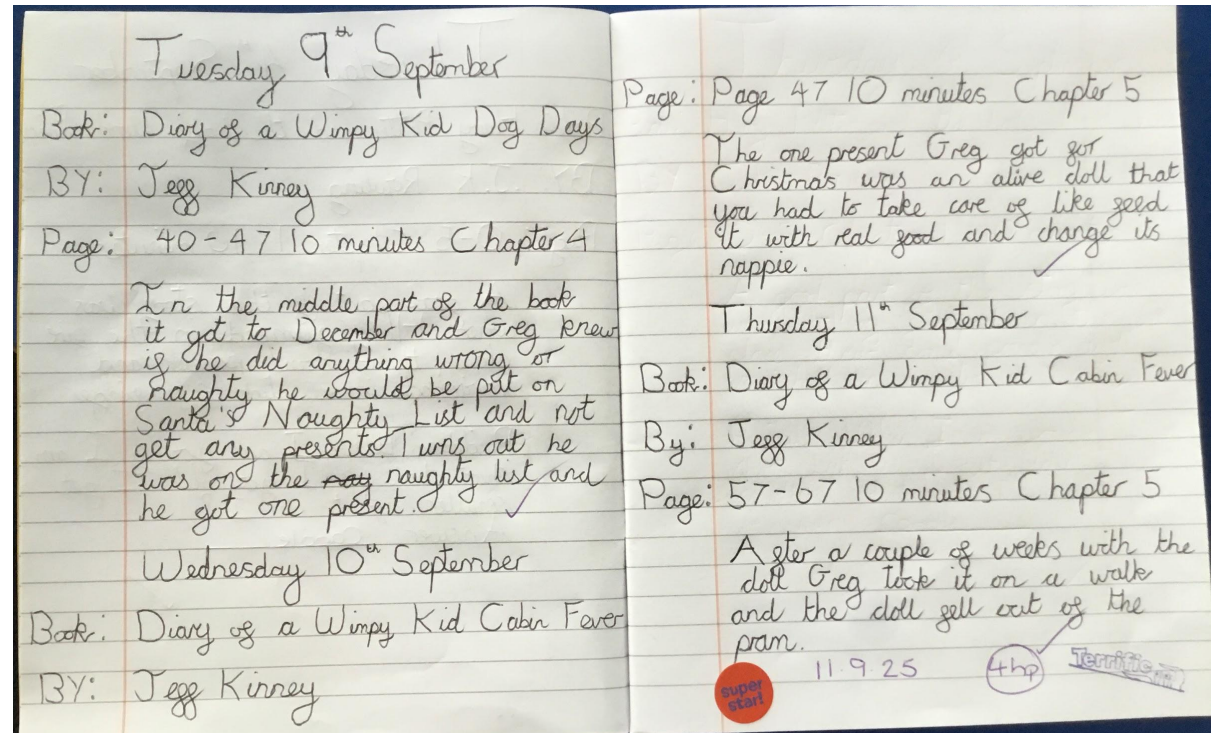


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Date	Title of book/Author/number of minutes read/pages read/S or I
12/12/19 pips (seeds) 	Alex Rider / Anthony Harowitz / 12 mins / Pages 12-22 / S  This is an example of a 'Seed Choice.' They have recorded what they have read and reflected on their reading using an emoji.
12/12/19 sapling 	Alex Rider / Anthony Harowitz / 12 mins / Pages 12-22 / S Exciting and surprising This is an example of a 'Sapling Choice.' They have recorded what they have read and reflected on their reading by using a couple of words to describe how they felt about.
12/12/19 tree 	Alex Rider / Anthony Harowitz / 12 mins / Pages 12-22 / S This is a 'Tree Choice.' They have recorded what they have read and reflected on their reading by using 'Thinking Hat' sentence openers- a sheet of openers has been stuck into your Reading Record to help you.
12/12/19 fruit 	Alex Rider / Anthony Harowitz / 12 mins / Pages 12-22 / S This is a 'Fruit Choice.' Independently create a response to a text you have read this week. Use one or two pages of your reading journal to demonstrate what you have learnt, how you feel, how the characters feel etc. You could write a diary, letter, newspaper article, re-write the story from a different perspective-let your imagination run wild!



## Year 5 Reading Journal example-



Don't forget!

The children have access to the amazing SORA  
online library at home

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Writing is the  
painting of the voice

Voltaire

240 x 2160



# Writing

- Handwriting needs to be consistent across all books
- All of our writing is linked to a text driver
- The children are provided with a variety of supportive materials to use independently



Purpose: To inform

Audience: Parents

Form: A Blog

Edit and reflect on your blog.

Write a convincing blog.

Plan a blog.

**WALT: spell homophones & near homophones**

Recognise features of a newspaper report.

Sequence the events in a story.

**WALT: spell homophones & near homophones**

Punctuate speech.

Write an interview transcript.

Use hot seating to create questions.

**WALT: spell words with the long vowel sound /i:/ spelt with y**

Write similes and metaphors.

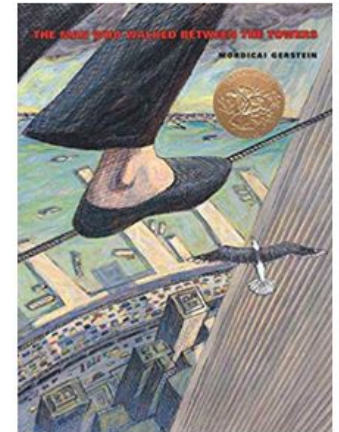
Write a letter to a character (Apprentice write).

Use inference to reason and explain opinions.

Start

Text Driver

The man who walked between the towers





# Mathematics

- The expectations placed on children have increased greatly in recent years
- Required to draw on many different branches of Mathematics and use high-level reasoning skills

10 minutes, 3 times a week





# Assessments

- JYL-Speech and language assessment
- Lexia and Reading Plus
- HFW-spelling
- Reading assessments online
- Writing –teacher assessments
- Maths

# Behaviour for Learning



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# BEHAVIOUR FOR LEARNING



Ready - on time equipped and eager to learn

Respectful - in all our actions and interactions with each other

Responsible - working together and keeping each other safe

## WHAT DOES READY, RESPECTFUL AND RESPONSIBLE LOOK LIKE?

<b>READY</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
I am aspirational	I listen	I follow instructions
I get to school on time	I am kind and helpful	I stand up to bullying and show empathy
I wear the correct uniform	I respect difference	I walk sensibly around the school
I am eager to learn	I look after equipment	I know who to go to for help and support
I am resilient	I look after our environment	I stay safe online
I take part in lessons	I am polite	I am honest
I reflect & improve	I collaborate	I can be independent

Coming soon...

**Supercharge praise with parent-pride.**



# House points, Golden Brush & Role Model of the Week



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# HOUSE POINTS



**Role Model of  
the Week**



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Dates for your diary...

*Parents Evening- 23<sup>rd</sup> and 24<sup>th</sup> September*

*\*\* Osmington Bay residential – week commencing Monday 2<sup>nd</sup> March*

*Parent meeting date to be confirmed*



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**In summary:**

**Please encourage your child to...**

- **Practise their times tables**
- **Use the Times Table Rockstars and Spelling Frame App**
- **Complete their Reading Rivers each week**
- **Be engaged, get involved, do their best and have fun!**



Thank  
you

