

Year 5

Parent Meeting

Mrs Ridley

@HolyTrinity_yr5

Spelling

- Daily spelling lesson
- Spelling Shed is assigned and rewarded with tokens
- Tokens given for class work
- Approach is as follows...

Monday: Highlight sound and sort into grid

- Children introduced to sound of the week
- Give list of words containing that sound
- Identify the sound of the week and highlight it
- Sort the words into the correct grapheme
- Draw attention to any patterns that occur

Possible extension: Children could find their own words to add to the grid

Tuesday: Test current knowledge

- Test the list of words after exploring yesterday
- Highlight words they cannot yet spell
- Through direct instruction, the children learn how to analyse those words and identify 'tricky parts'
- Children then generate a new list of words that they focus on (the words they do not know how to spell yet)
- Suggested that this is capped at 5 words per child

ee	ea	e_e	ie	y
proceed	steal	precede	piece	forty
steel	peace	complete	achieve	identity
committee	breathe	extreme	mischievous	variety
guarantee	heal	scene	believe	opportunity
	meat			community
				accompany

ey	ei	i	e	i_e
monkey	receive	serial	cereal	machine
chimney	ceiling	curiosity	vehicle	magazine
	deceive	familiar	frequently	
	conceive	immediately	appreciate	
	perceive	pronunciation	convenience	
		convenience	immediately	

Wednesday: Sound analysis

- Use phonic knowledge to identify individual phonemes in each word
- Model as whole class, then children can apply this independently to their word list
- Generate discussion

This is also a good opportunity to link to etymology for specific words if relevant

Thursday: Sound-sort grid

- Children given a grid showing the different graphemes which represent the sound of the week
- No spelling words present
- Read the words aloud and the children write them into the correct section on the grid
- Children encouraged to discuss with a partner

committee = 6

ceiling = 5

forty = 4

Friday: Revisit Spelling Words

- Standard spelling test
- Read words aloud and give example of word in sentence

e.g. The word is astronaut. The astronaut enjoyed his mission to space. The word is astronaut.

This is useful as the children are recording the words in context.

Do encourage celebration of correct grapheme being selected if whole word is not correct.

This could be integrated into handwriting session.

Communication

- Email: hhtyear5@hpoolholytrinity.org.uk
- Twitter: @HolyTrinity_yr5
- Communication books

Uniform

- Hair: For ALL pupils. If hair is worn long (below shoulder length), it must be tied up or back, for hygiene reasons.
- Jewellery: School operates a NO jewellery policy
- Red jumper/cardigan, white shirt, grey trousers/skirt/pinafores, summer gingham dresses, black shoes

P.E. Kit

Indoor PE Kit (to be kept in drawstring bag)	Outdoor PE Kit (to be kept in drawstring bag)
Black Short	Black long jogging pants
Red T- Shirt	Black jogging top (not hoodie)
Black plimsolls	Red T- shirt
	Plain, Black or white trainers
	Please no Lycra leggings or branded sportswear (e.g. Adidas stripes)

Please make sure all clothing is clearly marked with your child's name

Bike and Scooter Contracts

- Helmet
- Bike/scooter lock
- Signed contract

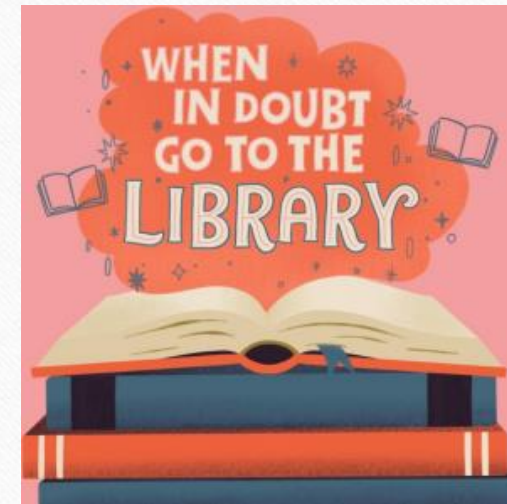


Homework

- **Maths**: Weekly TTRS homework (set on a Tuesday, running until Monday)
- **Spelling**: **Children will no longer be tested on weekly spellings on a Monday**, as progress will be measured across spelling lessons in school. We will continue to allocate weekly spellings on Spelling Shed and encourage children to complete weekly spelling practise to support recall and remembering. Children who complete games for weekly spellings on Spelling Shed will be awarded tokens that go into our half termly token draw. Ensure your child has their login.

Reading: 3 reading comments a week








- Reading for purpose
 - Accelerated Reading (children complete quizzes to assess comprehension)
 - Reading curriculum books
- Reading for pleasure
 - Access to our class library
- Reading tokens awarded
- Reading bag per half term



Maths

- Marvellous Maths challenges
- TTRS (ensure your child has their login)



	HAWK-GIRL 4x, 8x 4÷, 8÷					
	THOR 3 x, 6 x 3 ÷, 6 ÷					
	BLACK WIDOW 9X, 7X, 9÷, 7÷,					
	BLACK PANTHER 11X, 12X 11÷, 12÷					
	SUPERMAN 12X12 with corresponding division knowledge					
	CATWOMAN Multiply and divide by 10/100 and 1000					
	IRONMAN 4 digits X 1 digit and 4 digits x 2 digits					

Arithmetic and Flashback 4

- Building scores with arithmetic
- Flashback 4 (retrieval)
- Beginning of maths lessons 'board work'

1) Write 5,402 in words.

Five thousand, four hundred and two

2) $3,485 - 3,000 = 485$

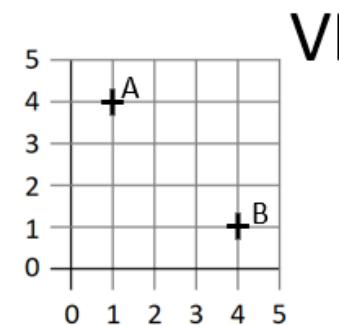
3) What is 10 more than 8,439? $8,449$

4) $4,539 + 200 = 4,739$

Flashback 4

Year 5 | Week 1 | Day 1

1) Write the coordinates of points A and B.



2) Describe the movement from point A to B.

3) In a pictogram, if  is equal to 20 children then  is equal to children.

4) $6,485 - 3 \text{ thousands, } 4 \text{ tens and } 5 \text{ ones} = \text{ }$

Swimming

- Monday 4th November 2024 – Friday 15th November 2024
- 10 daily sessions
- Swimphony
- Consent Form – sent home 16.9.24

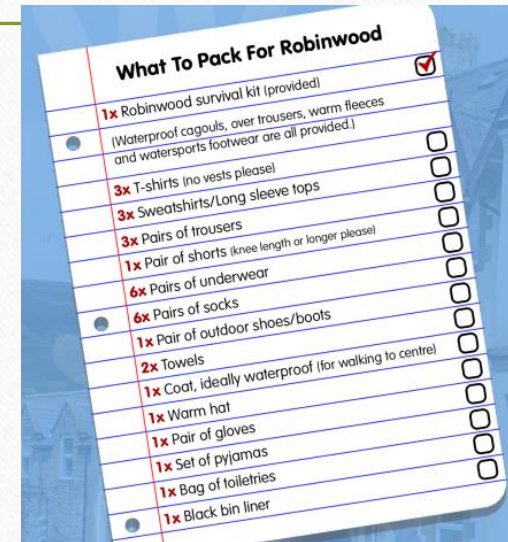
Robinwood

Wednesday 27th – Friday 29th November

- Reminder to pay balance before 4th October 2024
- Menu has been emailed home
- Information packs have been sent home
- Depart from clock tower – 8.40am
- Arrive back to clock tower – 2.45pm

Please stay updated via X (Twitter)

- Any questions?



Curriculum




<p><u>What are the different areas of our world?</u> World geography, changes over time</p>	<p><u>Were the Anglo-Saxons and Scots significant?</u> Britain's settlement by Anglo-Saxons and Scots (410-1066AD)</p>	<p><u>'The lungs of our earth'. Do we really need to protect our rainforests?</u> Planning and decision making, cause and effect</p>	<p><u>Who were the Vikings?</u> The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor (793-1066AD)</p>
--	---	---	--

Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Physics</p> <p>Forces</p> <p>VIEW</p> <p><i>Free trial</i></p>					<p>Physics</p> <p>Space</p> <p>VIEW</p>					<p>Sustainability</p> <p>Global warming</p> <p>VIEW</p>	<p>Consolidation</p>
Spring term	<p>Chemistry</p> <p>Properties of materials</p> <p>VIEW</p>				<p>Biology</p> <p>Animals including humans</p> <p>VIEW</p>				<p>Biology</p> <p>Life cycles</p> <p>VIEW</p>			
Summer term	<p>Biology</p> <p>Reproduction A</p> <p>VIEW</p>			<p>Chemistry</p> <p>Reversible and irreversible changes</p> <p>VIEW</p>				<p>Sustainability</p> <p>Plastic pollution</p> <p>VIEW</p>	<p>Biology</p> <p>Reproduction B</p> <p>VIEW</p>			

Curriculum

Year 5

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>God</i>	<i>Islam</i>	<i>Judaism</i>	<i>Creation/Fall</i>	<i>People of God</i>	<i>Thematic</i>
	Natre	Natre			Natre
What does it mean if Christians believe God is Holy and loving?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	Creation and science, conflicting or complimentary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?

Thank you for coming
