

Tanners Wood JMI School

Be the Best You Can!



**Meet the Teacher
September 2020**

Welcome to Year 5

Introductions

Pine Class

Mrs Craggs

Mrs Turone

Ms Brady

Mrs Vassiliou

Teacher

Trainee Teacher

Teaching Assistant

PPA cover

Rowan Class

Mr Biswell

Miss Wilson

Mrs Vassiliou

Teacher

Teaching Assistant

PPA Cover

What my child needs

- Small bottle of hand sanitiser
- Healthy snack for break time - fruit or vegetables only please
- Packed lunch if not having a school dinner – cleaned daily at home
- Water bottle provided - washed and kept at school - not to be taken home
- Small school bag as there is not much space in the cloakroom
- Full PE kit including plain black or white trainers to be worn into school on PE days
 - **Pine Class has PE on Monday and Wednesday**
 - **Rowan Class has PE on Monday and Thursday**
- Uniform - named - **sensible black shoes - no trainers**
- Waterproof coat/jacket - we will still be going outside for breaks even when wet - doors and windows will be open throughout the day for ventilation
- Stationery - children must bring in the following: pen, pencil, rubber, pencil sharpener, ruler and coloured pencils - must be left in school in their tray and not taken home. No pencil cases in school please
- Children can wear a face mask in school if they wish, however they must be shown how to take it off and dispose of it safely

Expectations

- Children work to full potential/taking pride in their learning
- Correct uniform worn at all times including black shoes – full PE kit and trainers to be worn on PE days (Pine class – Monday and Wednesday; Rowan Class – Monday and Thursdays)
- Behaviour policy remains the same; if a child reaches a level 4 or 5, they will complete a reflection sheet in the hall
- Children are expected to present work neatly in a cursive handwriting style
- Organisation - children are expected to come to school ready to learn with the correct equipment and in full school uniform
- Punctuality and attendance is extremely important – **Year 5 children must arrive 8.50 (Rowan) and 8.55 (Pine) via Gate 6 (near the bike sheds) and leave via this gate at 3.20 (Rowan) and 3.25 (Pine)**
- We strongly encourage children who are being collected to meet their adult outside the school premises where possible. Children can only walk home on their own if parents have completed the ParentMail permission form
- Expectations will be different in Year 5 - children will learn how to become more independent in both their learning and organisational skills.
- All home learning will be available online via Google Classroom - please support your child with their learning at home

Our Behaviour System

Our Behaviour Policy is based on our school rules:

Everyone has the right to be respected
Everyone has the right to be safe
Everyone has the right to learn

	Class time	Lunchtime
Level 5	Head /Deputy Teacher Award-sticker and message home	Head /Deputy Teacher Award-sticker and message home
Level 4	Celebration - child shares their good news/learning with the Key Stage Leader	Celebration - child shares their good news/learning with the Key Stage Leader
Level 3	Merit	Positive behaviour slip – teacher to decide if a merit is awarded
Level 2	Verbal praise - name on happy face	Verbal praise - shared with teacher
Level 1	Verbal praise	Verbal praise
Rewards		
<ul style="list-style-type: none"> • Everyone has the right to be respected • Everyone has the right to be safe • Everyone has the right to learn 		
Consequences		
Level 1	Verbal reminder	Verbal reminder
Level 2	Verbal and written warning - name displayed on sad face	Verbal and recorded warning Lunch time behaviour slip completed and passed to the class teacher
Level 3	Time out in the class Miss 5 minutes of Golden Time- reflection sheet (completed during Golden Time)	Time out - in the playground Teacher will inform parents
Level 4	Sent to Key Stage Leader Miss 10 minutes of Golden Time- reflection sheet (completed during Golden Time) Parents informed	Sent to Key Stage Leader Miss part of lunchtime/ playtime the next day Reflection sheet completed. Parents informed
Level 5	Sent to the Head / Deputy Head Teacher Parents informed	Sent to the Head / Deputy Head Teacher Parents informed

We always encourage the children to make good choices.

Home Learning

- Reading each night – please sign and comment on your child’s reading record at least once a week. **Children to write a daily comment about what they have read – this will be checked weekly**
- Punctuation/grammar – set weekly on SPAG.com
- Spellings – set weekly on Google Classroom
- Maths – set weekly, usually on MyMaths website or uploaded to Google Classroom. Additionally, children should practise their times tables on Times Tables Rock Stars for 15 minutes per day.
- All home learning **must be completed online and submitted via Google Classroom** in the same way as it was during school closure. If you do not have access to the internet, please make the school aware by sending an email to the school office. **Do not bring any home learning into school please**
- In the event of a child having to isolate due to COVID-19, learning will be posted onto Google Classroom for the child to access whilst they are unable to attend

How we Teach and Challenge

- Encourage
- Careful planning of learning
- Consistent high expectations
- Use time well
- Differentiation
- Assessment for learning
- Questioning- develop deep thinking
- Mastery of methods
- Marking- direct verbal feedback, written feedback, children to edit and improve

Reading and Spelling

- Daily reading is important – strong indicator of success
- Vary text types, authors and genres
- Be positive about reading- show interest and reward
- Discussion and talk about the text is key
- Children to read an age appropriate book from home every evening and write their comments in their green reading diary – if you do not have any suitable books, please inform the class teacher.
- Diaries must be signed by a parent once per week.
- In Key Stage 2 spelling is taught every day through a structured programme
- Additionally, children need to practise common exception words which do not follow rules.

Maths

- Fluency of methods is essential
- Times tables should be learnt by the end of Year 4
- Number bonds
- Mastery of arithmetic methods
- 100 Club weekly
- Times Table Rock Stars – children to practice for 15 minutes a day to improve fluency
- Daily real life maths skills- telling the time, cooking

Year 5 – Key Facts

Number and Place Value

(National Curriculum 2014))

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Communication

- Read newsletters - sent out weekly via ParentMail
- Open door policy - talk to teachers if your query can be answered quickly or send an email or call the school office. If you need to speak to the class teacher urgently, please adhere to social distancing and do not enter the classroom
- Class teacher is the first point of contact
- ParentMail - please contact the office if you are not connected
- Reading records/planners
- Write a note in the green reading diary
- Make an appointment via an email to: admin@tannerswood.herts.sch.uk
- The Head Teacher/Deputy Head are usually available on the playground at the start and end of the day

Other information

- Class trips - not being arranged for the autumn term. This will be re-assessed for spring/summer terms in line with government guidelines
- Clubs - no internal or external clubs will run during the autumn term. This will be re-assessed for spring/summer terms in line with government guidelines
- Parent consultations - these will take place via a phone call during the autumn term - further information to follow via ParentMail
- Class assembly - no face to face assemblies will take place during the autumn term. Children will have daily assemblies in their classes
- Support school with Friends of Tanners Wood events when they resume

The curriculum

Science - Earth and Space

Children will be able to describe the movement of the Earth (and other planets, relative to the Sun in the solar system.

They will describe the movement of the Moon relative to the Earth.

Children will understand and describe the Sun, Earth and Moon as approximately spherical bodies.

Children will be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

They will be introduced to a model of the Sun and Earth that enables them to explain day and night.

Children will understand that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).

They will also understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).

Working Scientifically

Children will identify scientific evidence that has been used to support or refute ideas or arguments.

Computing - Data Matters

Children will investigate the concept of "big data" and its use in the world.

They will review file types and Information Models

Children will develop expertise in spreadsheets, using both formulae and functions.

They will import Morphing Image.

Children will use 3D graphical modelling to create and explore objects.

They will review operating protection.

They will explore binary form and develop understanding of computer networks.

They will search more efficiently and investigate their digital footprints (or 'digital tattoos'), building safe and responsible use of online spaces.

They will create and search file-databases, developing accuracy and efficiency.

French

Quelle est la date Aujourd'hui?

Children will repeat and recognise the months of the year in French.

They will ask when somebody has a birthday and say when they have their birthday.

Children will say the date in French.

They will create a French calendar.

Children will recognise key dates in the French calendar.

AUTUMN 1 Year 5



English

Sentence Structure and Organisation.

Children will begin refreshing their knowledge of basic grammar and writing expectations.

They will use single clause sentences and multi-clause sentences (and multi-clause sentences more accurately).

They will use expanded noun phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair.'

Children will learn how to reorganise clauses in sentences to engage the reader including using fronted adverbials e.g. 'Later that day, I heard the bad news.'

They will use inverted commas and other punctuation to indicate direct speech use apostrophes to mark plural possession e.g. 'the girl's name, the girls' names'

Writing across a range of texts.

They will then focus on developing their narrative story writing by producing their own version of a traditional tale.

Children will reflect on the main character of the legend from different viewpoints and retell the story from several different perspectives.

They will also write a biography about a famous explorer that they have researched which links to this half term's geography topic.

Geography - Explorers

Children will identify the position and significance of latitude and longitude, the equator, the Northern Hemisphere, the tropics of Cancer and Capricorn, the Arctic and Antarctic poles, the Prime / Greenwich meridian and other time zones.

Children will be able to recognise the features of global warming.

Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

They will compare geographical elements between a region of England to one in North or South America.

PSHE & Citizenship

Mental Health, Wellbeing and Valuing Difference

Children will be able to recognise and express a variety of emotions, including jealousy, anger, excitement and worry.

They will develop strategies and skills to cope with such feelings and with their own changing moods.

Year 5 children will be able to recognise their strengths and weaknesses.

They will cope with their successes and understand the importance of making mistakes to deepen their learning.

Children will identify their special people and describe how their networks have changed and developed.

Children will be able to describe their personal effectiveness and set realistic goals. They will understand school expectations and understand why school rules are needed.

Children will understand why and how rules and expectations have changed in light of Covid-19 and social distancing.

Children will understand the importance of the different types of community that they are part of and recognise the roles of other people in them.

Children will understand the different meanings of the word 'loss'; talk sensitively about loss; and develop strategies to cope with loss in different contexts.

Maths

Children will explore, understand and apply the number system.

They will be able to count in whole numbers, in multiples and use negative numbers.

Children will read, write, order and compare whole numbers and fractions.

They will explore place value using whole numbers and fractions and read roman numerals.

Children will round whole numbers and decimals.

They will be able to solve mathematical problems using all four operations.

They will be able to add, subtract, multiply and divide whole numbers and decimals mentally using know facts.

Children will estimate and use inverses to check calculations.

Physical Education

Building Stamina and Developing Skills

Children will use running, jumping, throwing and catching in isolation and in combination. They will develop the attacking and defending skills needed to participate in competitive games through organised activities that promote social distancing.

Through our Silent Movie Dance Tropic, the children will develop flexibility, strength, technique, control and balance.

They will respond to a range of stimuli, particularly musical accompaniment.

Children will use exaggerated gestures to perform as characters and communicate a range of emotions and movements e.g. humour, horror, suspense etc.

They will use simple choreographic devices e.g. unison, canon, repetition, question and answer, to communicate narrative

Religious Education

Christianity and Judaism

Children will develop religious vocabulary to describe some key features of religions such as Judaism and Christianity. They will learn about key religious beliefs, ideas and teachings. Children will be able to identify the significance of objects and people within religious practices and lifestyles.

Music

Children will develop their understanding of guise and beat through a popular song.

They will use instruments to both accompany the music and to improvise along with it.

They will learn about the instruments used within the song.

Art

Emma Bridgewater - Designer

Children will use their sketchbooks to record observations and use them to review and revisit ideas.

Children will be able to improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques.

Children will learn about Emma Bridgewater in History.

Finally

- We are excited to be back at school and are looking forward to the coming year!
- If you have any questions or queries, we are here to help
- We always aim to work in partnership with parents
- Please be patient with us! The current pandemic means that we are having to adjust many of our normal procedures. There are many systems we are having to adapt
- Thank you for your ongoing support