



# Dream, Believe, Achieve

*"All things are possible." Mark 9:23*

## Meet the Teacher

Welcome to Year 5

Mr Baykaa-Murray & Miss McKenzie



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# Questions

Welcome to year 5!

If you have any questions, jot them down and we will answer them at the end of the session.





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Year 5 Class Timetable										
	08:50	09:10	10:10	10:25	10:40	11:10	12:10	13:00	13:30	15:20
Mon Mr BM	Registration/bell work/Pre-teach	Maths	Worship	Break	Guided Reading	English	Lunch	Science		
Tues Mr BM		Maths	Worship		Guided Reading	English		Computing	RE	
Wed Mr BM		Maths	Singing		Guided Reading	English		PPA PE/French/Music		
Thur Miss Mc		Maths	Class Worship		Guided Reading	English		PE	Art	
Fri Miss Mc		Maths	Celebration Service		Guided Reading	English		Jigsaw	Topic	



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## Class Teachers:

Mr BM (M, T, W (am))

Mrs Lewis/Bristol Sports (W (pm))

Miss McKenzie (W & F)

## Teaching Assistant:

Mrs Lewis (T (am))

Miss Welsh (W (am) & F)



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## **PE**

Wednesday & Thursday for term 1 and 2.

Children must wear their PE kits to  
school on PE days.

We will be outside, so make sure they  
have appropriate kit on.



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## **Homework**

Homework will be given out every Friday on Google Classroom and is expected to be handed in the following Thursday.

The homework given will alternate between English and Maths.

If you need paper copies, please let us know!

**Home work will start from Week 3.**

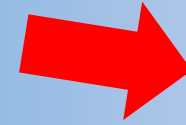




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## School News App



### Website and School News App

Please regularly check our class page on the school website for any important information and news. Most information is also available through the School News app which can be downloaded onto both Apple and Android phones. This is linked to our website.





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## Spelling

# Spelling patterns for each week will be on our class page.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again; if not, start again - look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelled correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelled it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

totally

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i> : f _ _ ld
Pyramid words	This method of learning words forces you to think of each letter separately. f ff fff ffff pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: <ul style="list-style-type: none"><li>• Rainbow writing: Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the 'tricky' part of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li><li>• Making up memorable 'silly sentences' containing the word</li><li>• Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word</li><li>• Clapping and counting to identify the syllables in a word.</li></ul>

Term 1 Spelling			
Week	Date	Grammar Coverage	Spelling Based on Essential Spelling
1	04/09/23	Basic punctuation: full stops, capital letters, questions marks and exclamation marks. (Y4)	Review frequently misspelt words including some homophones and near homophones
2	11/09/23		Review plurals – adding –s, -es, -ies, -ves
3	18/09/23	Co-ordinating and Subordinating conjunctions (FANBOYS and ISAWAWUBUBS) (Y4)	Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly
4	25/09/23	Expanded noun phrases	Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly
5	02/10/23		Review suffixes beginning with vowel letters to words
6	09/10/23	Subordinate clauses: start, middle and end of sentences.	Focus on morphology
7	16/10/23	Basic tenses: simple, progressive and perfect	Review suffixes beginning with vowel letters to words with unstressed syllables

Classroom > Year 5

Home

Calendar

Teaching

To review

Year 5

Archived classes

Settings

Stream

Classwork

People

Grades

Year 5

Customize







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# **Online safety is a shared responsibility!**

## **At School:**

We teach the children how to be safe online, how to use the internet responsibly and closely monitor their use.

## **At home:**

We need you to reinforce what is being taught at school, know what applications are age appropriate and closely monitor your child's use of the internet.



**Instagram**



**Tik Tok**



**Snapchat**

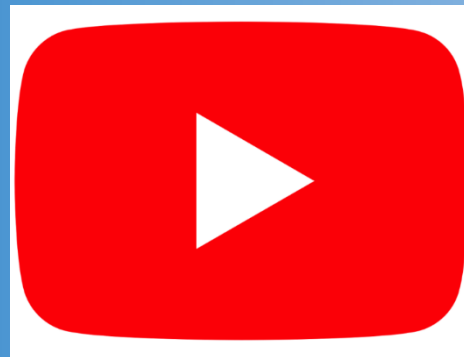


**Musical.ly**

**All of these applications have age limits!  
Children must be 13 years old to use them!**



**WhatsApp**



**YouTube**



**Fortnite**



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## USE OF THE INTERNET

Children get the opportunity to develop their internet skills in all subject areas. They are taught how to use the internet safely and how some information found on the internet can be unreliable. During computing lessons children have specific E-safety lessons. They are taught the SMART e-safety rules as well as being taught online research and note taking skills.

As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing Team or SLT will follow this up with both the child and parent and report the child to the company concerned.

Many websites have an age restriction of 13 and over, and are therefore not suitable for any Primary aged children.

The following applications/sites are examples and are not an exhaustive list.

Application/Site	Age Restriction
Musical.ly	age limit 13+
Fortnite	age limit 12+
Instagram	age limit 13+
Facebook	age limit 13+
WhatsApp	age limit 13+
Snapchat	age limit 13+
YouTube channel	age limit 13+
Minecraft	has two age limit settings 7+ & 13+

### School Policy

There is a clear section in our Computing policy that addresses use of the internet.





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