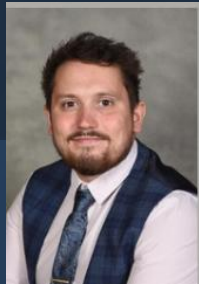


Welcome to our
Information Evening

Fantastic Foxes



Introductions



Mr Hawkins



Mrs Bagguley



Mrs Lovatt



Mr Kirkham

**St Luke's CE
Primary School**



End of Year
Expectations

**End of Year Expectations
for Year 5**

Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/ 2-digit
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.



THE GRAMMARSAURUS CURRICULUM

AUTUMN

YEAR 5

Recommended Texts

<p>Margot Lee Shetterly - Hidden Figures</p> <p>Helaine Becker - Counting on Katherine</p>	<p>Frank Cottrell Boyce - Cosmic</p>	<p>Cressida Cowell - The Wizards of Once</p> <p>or</p> <p>Ross MacKenzie - The Nowhere Emporium</p>
--	---	---

Recommended Writing Units

<p>Expectations</p> <p>The Place Value of Punctuation and Grammar</p>	<p>Non-chronological report - Planets of the solar system</p> <p>or</p> <p>Luminara (fictional planet)</p>	<p>Recount - Letter - The Wizards of Once</p> <p>or</p> <p>Samuel and the Anywhere Arcade (The Nowhere Emporium)</p>	<p>Setting description - Magical description (The Wizards of Once)</p> <p>or</p> <p>Setting description - The Anywhere Arcade (The Nowhere Emporium)</p>
---	--	--	--

The Place Value of SPELLING

<p>Assessments</p>	<p>Vowels and Consonants</p>	<p>Compound Words</p>	<p>Introduction to morphology</p> <p>-s Y2, -es Y2, -y Y2, -ous Y3, -ous Y4</p> <p>-ed Y2, -ing Y2 (verbs)</p> <p>-ed Y2, -ing Y2, -ness Y2 (adjectives)</p>
<p>Year Group Standard Spelling</p>			<p>semi, bi, quadr, quant, hexa, oct, octa, dece, deca, decem</p> <p>une, tri, -ate</p> <p>fact, feet, face, face</p> <p>Buffer Weeks</p>

Science, History, Geography, Art, or DT block

<p>Expectations - letter formation</p>	<p>Science - Earth and Space - How does the Earth fit into our solar system?</p>	<p>Geography fieldwork - Rivers - What are the features of my local river?</p>	<p>Art - Chromatic - How realistic do portraits need to be?</p>	<p>DT - Textiles - Moonlit Magic - How can fabric and stitching create atmosphere?</p>	<p>Science - Living things and their habitats - How do living things reproduce, and why is this important in a life cycle?</p>	<p>Art - Monochromatic - How can we find our own style of drawing?</p>	<p>Consolidation</p>
--	--	--	---	--	--	--	----------------------

Comprehension Units

<p>Expectations</p>	<p>2b, 2d Narrative - Flamma: The Gladiator</p>	<p>2b, 2d Unseen text - The Legend of Boudicca</p>	<p>2a, 2b, 2c Non-chronological report (infographic) - Teeth</p>	<p>2a, 2b, 2c Unseen text - The Digestive System</p>	<p>2a, 2b, 2d Poetry - Jabberwocky</p>	<p>2a, 2b, 2d Unseen text - The Walrus and the Carpenter</p>	<p>2b, 2d Narrative - Pandora's Box</p>	<p>2b, 2d Unseen text - King Midas and the Golden Touch</p>	<p>2a, 2b, 2c Non-chronological report - River Trent</p>	<p>2a, 2b, 2c Unseen text - River Thames</p>	<p>2b, 2d Narrative - The Good Ferryman and the Water Nymphs</p>	<p>2b, 2d Unseen text - An old dog's trick</p>	<p>Comprehension Worksheets</p>
---------------------	---	--	--	--	--	--	---	---	--	--	--	--	---------------------------------



THE GRAMMARSAURUS CURRICULUM

SPRING

YEAR 5

Recommended Texts 	 Radiya Hafiza - Rumaysa 	 Michael Morpurgo (Beowulf) 	 Joe Todd Stanton (Arthur and the Golden Rope) 	 						
Recommended Writing Units 	Recount - Diary - Raysha's escape 	Narrative - Characterising speech - Raysha vs Aashman 	Instructions - How to raid an Anglo-Saxon settlement 	Narrative - Artura and the silver lasso 						
The Place Value of SPELLING 	dis- Y3 dif- di- in- Y3 im- in- in-	inter- Y3 ject Y3	ful Y2 -ly -er -or -al Y4 -ise -ise -ise	en- em- -hood -ship Y4						
Year Group Standard Spelling 	-ant -ance -ent -ence	pro-	form	cess cess cess cess cess	-dom	Buffer Weeks				
Science, History, Geography, Art, or DT block 	Science - Forces - Are there different types of forces? 	DT - Construction - Fairytale Engineering - How can we use pulleys and levers to solve a problem? 	Geography fieldwork - Biomes and ecosystems - What trees, plants and animals are in our local ecosystems? 	History - How did England change during the settlement of the Anglo-Saxons? 	Art - Sculpture - How can flowers inspire artists? 					
Comprehension Units 	2a, 2b, 2c Explanation - How are volcanoes formed? 	2a, 2b, 2c Unseen text - How are rivers formed? 	2a, 2b, 2d Poetry - The Car Trip 	2a, 2b, 2d Unseen text - Chocolate Cake 	COMPREHENSION CRUSHERS 	2b, 2d Narrative - The Legend of Ragnar Lothbrok 	2b, 2d Unseen text - The Blood in the Snow 	2b, 2d Play script - Romeo and Juliet (Act 1, Scene 4) 	2b, 2d Unseen text - Romeo and Juliet (Act 1, Scene 5) 	COMPREHENSION CRUSHERS



www.grammarsaurus.co.uk

KEY



Themes of **gender stereotyping**



Number of **lessons**



Number of **hours**



THE GRAMMARS SAURUS CURRICULUM

SUMMER

YEAR 5

Recommended Texts

Onjali Rauf - The Boy at the Back of the Class
 Michael Rosen - On the Move

Maz Evans - Oh Maya Gods

Recommended Writing Units

Poetry

Science experiment - Does the size of sugar affect how quickly it dissolves in water?

Narrative - Setting description - Lost Jungle City

Plot weave

Persuasive advert - Visit Mexico

The Place Value of SPELLING

ment, ly, ful (Y2), pre- (Y3), kilo, gram, mill, cent (Y4), fact, ject, face, jace (Y5), -ous (Y3), -ous (Y4), -able (Y4), -ive, -ty (Y4)

Year Group Standard Spelling

duct, duce, temp, tempore, tempore, therm, -ary, -ery, ab-, a-, ad-, a-, -tude, vert, verse, -ably, -ibly, Buffer Weeks

Science, History, Geography, Art, or DT block

Science - Properties and changes of materials - How do materials change?

Geography - The United States - What are the similarities and differences between my region and the Western United States?

Consolidation

History - What differences were there between the Maya Civilisation and England during the 10th and 11th Centuries?

Science - Animals including humans - How do we change as we grow old?

DT - Food & Nutrition - Central America on a Plate - How can we cook a dish that celebrates its cultural flavours?

Comprehension Units

2a, 2b, 2d Narrative - The Tell-Tale Heart

2a, 2b, 2d Unseen text - Frankenstein

2a, 2b Non-chronological report - Physical features of North America

2a, 2b Unseen text - Biomes of North America

2a, 2b, 2c Non-chronological report - Tertiary activity of US economy - Apple, Tesla, Microsoft

2a, 2b, 2c Unseen text - Primary resources in US economy - oil, gas, fishing

COMPREHENSION CRUSHERS

2a, 2b, 2d Persuasive advert - Visit Chichen Itza

2a, 2b, 2d Unseen text - Visit the Acropolis

2a, 2d Poetry - Benjamin Zephaniah - No Problem

2a, 2d Unseen text - Poetry - Benjamin Zephaniah - The British

2a, 2b, 2d Non-chronological report - Space tourism

2a, 2b, 2d Unseen text - Astronauts

COMPREHENSION CRUSHERS





Behaviour - Behaviour policy:
Time outs, instant
consequence, restorative
conversations



Expectations - High self expectations:
Staying seated, leaving
and entering, toilet and
drinks

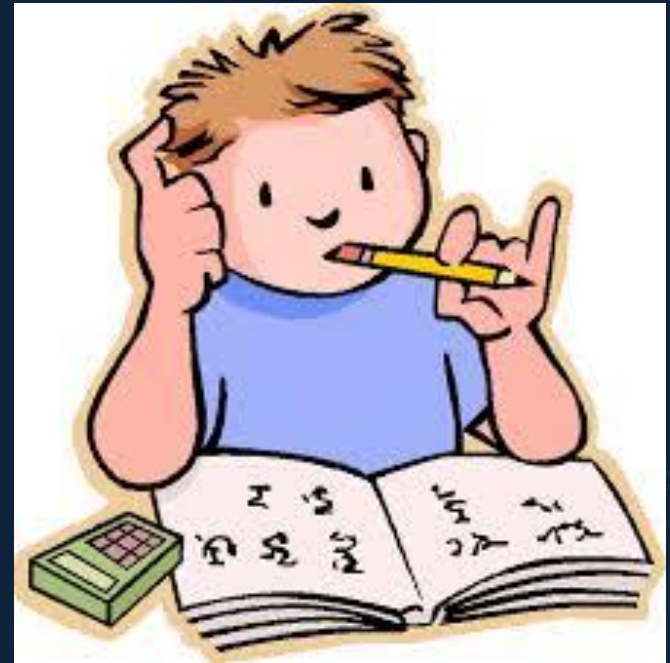


Behaviour - Rewards

- Dojos & rewards
- Certificates/celebration
- Worship

Homework

- Reading - at least 4 times a week (diaries and books need to be in school everyday)
- Homework books - Given out on Friday (returned on Wednesday)
- Weekly spelling sheets
- Homework expectations



Extra Information

All children should have a water bottle in school everyday.



Outdoor learning:
All children need to come to school in a waterproof coat for break times and outdoor learning.



Trips

Children will attend at least one trip this year. Details of these trips along with the amount payable will be sent out at a later date.

Payment arrangements - Trips should be paid for online. If you wish to pay weekly, please speak to the office staff.



Lunches

The school menus provided are nutritionally balanced and offer a variety of options each day.

If you are entitled to Free School Meals (FSM) funding you must complete the appropriate forms at the school office.

PE



PE kit

- Dark jogging bottoms*
- Plain dark hooded jumper*
- White t-shirt*
- Trainers*
- Dark shorts may be worn in warmer weather*

*Come to school in these on PE days (Monday and Wednesday)

School Rules

Be Ready

Be Respectful

Be Safe



Dojo Characters based on School Values

Respectful Robin



Wisdom Walter



Loving Lucy



Compassionate Colin



Persevering Polly



Strength Sally



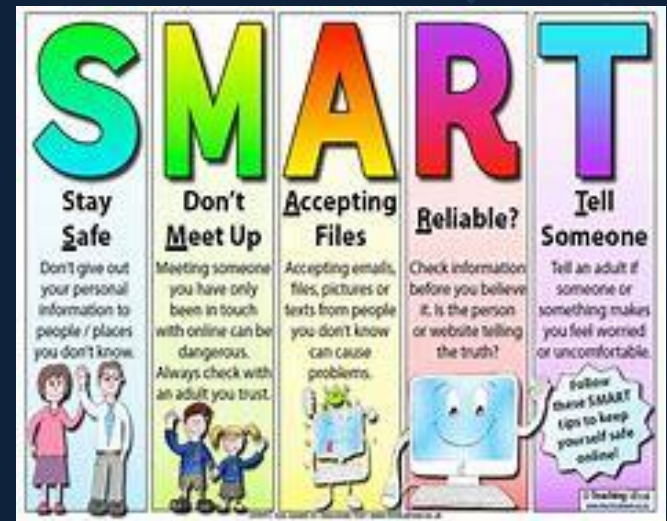
Online Safety

St Luke's takes the online safety of children very seriously. Our school systems have children are taught about the importance of Online Safety. We share an online newsletter each week.

Please ensure that you are monitoring your child's access to the internet for their safety.

This includes the following:

- Use of social media sites (Twitter, Facebook, Snapchat, Whatsapp, etc)
- Suitability of games children are playing (their ratings)
- Engagement with strangers via games (x box live etc)



Pupil involvement

School council:

2 representatives from each class are elected by their peers to represent their class on the school council. The children attend meetings and meet with visitors (e.g. chair of governors) to ensure the opinions and the voice of our children in school is heard.

