

Hurworth
Primary School

Consider. Create. Contribute

Year 5

Information Evening

Staff

Miss Randall
Class Teacher



Mrs Williams-Keers
Teaching Assistant



Mrs Maddison
Head Teacher



Mrs Lennon
Deputy Head Teacher



The School Day

The gates open at 8:45 and the children can come straight to the Year 5 classroom. They will store their bags in lockers and coats inside, like they have done this year. Packed lunches will be stored on the trolley in the hall. Children will need to bring a water bottle to school each day. **Please note we are asking that no Air Up bottles are brought into school.**

The school day ends at 3:20. Children should be collected from the school gate.

Daily Routines

Mornings

- Reading and class novel
- English
- Maths
- Times tables and arithmetic

Afternoons

- The afternoons will cover the foundation subjects, including Science, PE, Art, Music, PSHE, RE, Geography, History, Computing, French and DT.

Playtimes

- Playtime is 10:45-11:00.
- KS2 all use the new playground. Year 5 use the MUGA once a week.
- Children are welcome to bring a snack of a piece of fruit or vegetable.

Lunchtimes

- Lunch break is shared with Year 6.
- The children go outside from 12:30-1:00, then eat from 1:00-1:30.

PE

- PE sessions will be once a week. The day will be confirmed later in the term.
- Children should come to school in their PE kit.
- They will need appropriate clothing for the weather (sunhats for warm weather, waterproof coats and hats for cold weather).
- All jewellery must be removed before PE. If your child is wearing earrings, please ensure that they can remove their own or you provide plasters to cover them.
- **Please make sure that all hoodies are labelled with your child's name.**



White T-shirt
(available with school logo)



Royal blue shorts



Royal blue hooded sweatshirt (available with school logo)



Long, plain jogging bottoms or leggings



Trainers

Writing Expectations

- Link ideas across paragraphs using a wide range of cohesive devices.
- Secure use of complex sentences and position of clauses and commas, which show an understanding of how to achieve different effects.
- Identify the audience for and purpose of the writing selecting the appropriate form.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Use modal verbs and adverbials for possibility.
- Add parenthesis using brackets, dashes and commas.
- Add extra information using relative clauses using the relative pronouns (who, which, that, whose).
- Use expressive and figurative language to describe.
- Use dialogue to move action along, punctuating direct and reported speech correctly.
- Use perfect tense to mark relationship between time and cause.
- Select appropriate form or style for a piece of writing.
- Perform own compositions to a group.

Reading Expectations

- Make inferences and justify with evidence from more than one point in the text.
- Modify predictions in light of new information.
- Summarise a text within a given word count, linking the main ideas and points.
- Knows the difference between literal and figurative language and can discuss the effect
- Can locate and retrieve relevant information from different points in a text
- Recommends books to their peers
- Can identify narrative themes and recognise features of certain genres
- Can distinguish between fact and opinion using evidence from the text
- Compare and contrast given aspects, or versions of texts
- Justify opinions and present their thoughts and ideas to others
- Read stories, plays and poems aloud, controlling tone and volume for effect

Reading Expectations

These skills will be honed in our whole class reading sessions. The children will explore both an ongoing class novel, and other texts that are linked to our English or foundation topics. Within these sessions there are opportunities for both partner discussion and individual tasks.

Some example questions could include:

- How do you think Via feels about her brother? Make at least three points with evidence from the text.
- What is the effect of having more than one narrator?
- Compare the characters of Esther and Olive.
 - a. How are they similar?
 - b. How are they different?Give evidence for your answers.
- Identify what you think is the main theme of this text. Explain using quotes and evidence.

Maths Expectations

- Read, write, order, compare and know place value of numbers to 1,000,000
- Add and subtract numbers mentally and using formal written methods
- Multiply / divide numbers mentally using known facts and use formal written methods
- Compare and order, add and subtract fractions
- Convert between and compare fractions, decimals and percentages
- To find the perimeter and area of rectilinear shapes
- To round to a given value
- To translate and reflect points/shapes on a grid
- To measure, draw, and calculate angles on a straight line and around a point
- To identify factors, multiples, prime, square, and cube numbers

Maths Expectations

1 Use the place value counters to complete the calculations.

a)

H	T	O
100 100	10 10 10 10	1
100 100	10 10 10 10	1
100 100	10 10 10 10	1

	2	4	1
x			3

b)

H	T	O
100 100	10 10 10 10	1 1
100 100 100 100	10 10	10 10
100 100 100 100	10 10	10 10
100 100 100 100	10 10	10 10
1 1 1 1	10 10 10 10	1 1 1 1
1 1 1 1	10 10 10 10	1 1 1 1
1 1 1 1	10 10 10 10	1 1 1 1

		4	2
x		3	3

c)

H	T	O
100 100	10 10	1 1
100 100		1 1
		1 1

	3	4	2
			6

7 Here are the ingredients for making a large cake.



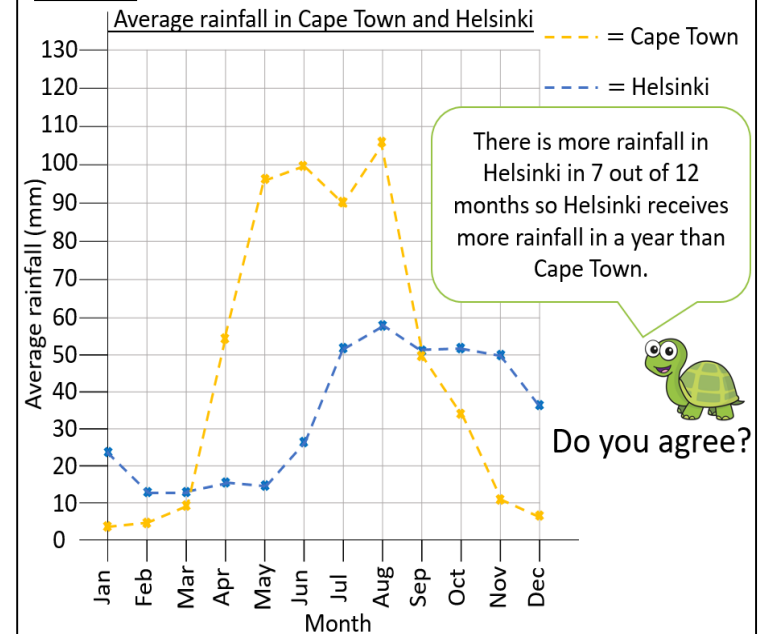
Butter $1\frac{3}{8}$ kg
 Sugar $1\frac{5}{16}$ kg
 Self-raising flour $2\frac{1}{4}$ kg
 6 eggs

a) How much flour is needed for three cakes?

kg

b) Dora makes four cakes.
 How much more butter does she use than sugar?

Reasoning



The Wider Curriculum

Swimming

Space

Rock n roll dance

Map Skills

Singing in harmony

Rounders

Coasts

Life Cycles

Word processing

North and Central America, including similarities and differences

Ancient Egypt

Observational Drawing

Hockey

Playing and composing

Ancient Maya

Changes in materials

Forces

A more detailed overview will be added to the school website and emailed each term.

Homework

- Homework will be issued on a Monday.
- This will consist of a spelling task, which they can practise however they choose.
- Homework should be returned on the Friday of that week.
- Spellings will be practised daily in school, and a quiz will be held on a Friday. This will include 4 words from that week's list, 2 using the same spelling pattern, 2 of the year group words and 2 revision words from previous weeks.
- The children may use Spelling Shed and Times Tables Rock Stars for additional practice. If they don't know their login, they are very welcome to come and ask and we can make a note of it for them.
- Children should be able to do their homework independently, but can ask an adult for help practising spellings, or to read with them.

Reading

- All children are expected to read at least **three** times per week at home.
- Children are welcome to choose their own books from our bookshelf or from the library, and can change it whenever they finish.
- Children can record their own reading. Please can an adult check this and sign it off before reading records are checked each week.
- Children will also read in school throughout the week so please ensure their reading book and record are in their bags each day.
- Children who have read **three** times will receive a bookworm treat and their names will be entered into our half-termly raffle to receive a book token.

Independence

In order for children to develop our core values of resilience and ambition, we have certain expectations of what they should be able to do independently by the end of the year. We appreciate your ongoing support of these skills outside of school.

Year Four	<ul style="list-style-type: none">• Try a solution before giving up. 'I can't' is not used.	<ul style="list-style-type: none">• Use a range of strategies before asking teacher for help, e.g. peer support	<ul style="list-style-type: none">• Follow multistep instructions given by teacher without the need to 'double check'	<ul style="list-style-type: none">• Bring homework back on time and completed	<ul style="list-style-type: none">• Check through answers to assessments thoroughly.
Year Five	<ul style="list-style-type: none">• Take responsibility and have pride in their own appearance, including their work	<ul style="list-style-type: none">• Support others when the need arises, using own initiative	<ul style="list-style-type: none">• Keep classroom resources ready to use and ensure that they are tidied away afterwards	<ul style="list-style-type: none">• Hand in homework which may have different deadlines during the week.• Ensure they collect their own homework if they were absent on day it was issued	

Trips and Experiences

- To help to encourage the children to become independent, we are going to be providing a variety of clubs and experiences.
- In Year 5, some of our trips will include:
 - Visit to a lighthouse as part of our Coasts topic
 - An overnight stay in a local city

Our 'Independence Away From Home' Progression

Reception and Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
An extended day experience	An after-school club	An evening in school	An overnight stay off-site	A multi-day residential (activity centre)	An overnight stay (in a city close to Darlington)	A multi-day residential (in a city further afield)

Trips and Experiences

- Following a review of our Team Hurworth stickers, we have decided to change our half-termly 'Treat' to an enrichment opportunity for all children, not linked to their behaviour.
- Linking to our wider curriculum, we are aiming to give the children a range of experiences across their school career that will help them to gain a knowledge of the world.
- As part of our PSHE curriculum, we will be learning about careers, money and enterprise. The children will be running their own enterprise activities to fundraise for one of their experiences in each year group.

ENRICHMENT

PSHE & RSE

AS A SCHOOL, WE PROMOTE THE DEVELOPMENT OF THE 'WHOLE CHILD' THROUGH CAREFULLY PLANNED ENRICHMENT OPPORTUNITIES.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Teddy Bears' Picnic	Indoor Fort Building	Enterprise	Theatre Experience	Dance	Trip to the Beach
Year 1	Cheerleading	Lego Building	Arts and Crafts	Enterprise	Trip to the Aquarium	Visit to the Grange
Year 2	Visit to South Park	Hula Hooping	Following a recipe	Science Experiments	Enterprise	Trip to Saltholme
Year 3	Visit to Preston Park	Enterprise	Trip to the Life Centre	Zumba	Orienteering	Music Workshop
Year 4	Trip to Roseberry Topping	Mindfulness Colouring	STEM challenge	Mixed Martial Arts	Enterprise	Trip to Hardwick Park
Year 5	Enterprise	Ice Skating	Pilates/Yoga	Printing	First Aid	Trip to Durham on the train
Year 6	Swimming	Cross-stitch	Board Games	Enterprise	Escape Room	Den Building at Hamsterley Forest

Rewards

- Children receive stamps for positive behaviour, behaviour for learning, good manners and good work.
- When they receive 10 stamps, they get a Steps to Success.
- Steps to Success are also given for big achievements, such as a fantastic piece of work or putting a lot of effort into learning.
- 20 Steps to Success = a certificate
- Certificates are awarded in order of the colours of the rainbow, metallics, gemstones and planets.



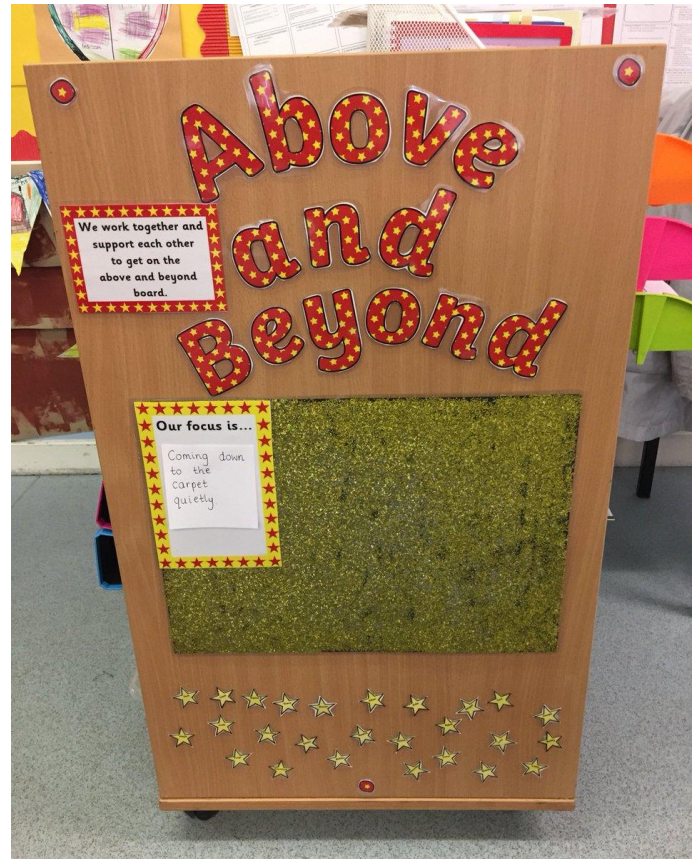
Rewards

- For children who go 'Above and Beyond' the school expectations and do more than simply follow the rules of the school. Children who stand out at a particular time for doing something special will receive recognition for this in the form of a 'Wow'.
- A Wow text will be sent home with information about what the Wow was for.
- Individual children should not receive several of these each week; they are special and highly regarded.
- These can also be sent to groups of children or whole classes if they have gone 'Above and Beyond'!



Rewards

- Each class has a recognition board to promote our school motto: 'Consider, Create, Contribute'.
- Each class will have a current focus linked to the needs of the class. It may be an improvement in lining up, transitioning to independent work more quickly, taking responsibility for tidying up their resources etc. We decide on these together.
- When we catch a child doing the right thing, their name is added to the recognition board. Once it is on, it cannot be removed. When all the names are on the board, the class have proven that they can all do it and if they are not, they are choosing not to. There should be a celebratory 'Hip Hip Hooray'. It is a big deal and should be made to feel as such.



Rewards

- Each week, teachers nominate a Pupil of the Week for demonstrating excellence in relation to any of the school's six core values. This award is earned and given on merit and a child may be awarded it more than once during the year.
- In our weekly celebration assembly, each class teacher gives a small speech explaining why the child has achieved the nomination in relation to one of our six core values or sub-traits. They then receive a certificate and small prize.

Kindness



Respect



Resilience



Fairness



Teamwork



Ambition



Consequences

- We aim to promote positive behaviour through praise, recognition and rewards.
- Unacceptable behaviour choices are dealt with through our behaviour pathway. Incidents will be recorded on CPOMs if deemed appropriate by the adult dealing with the behaviour.
- More serious behaviour issues, or persistent poor behaviour, will result in SLT being notified, the incident being recorded on CPOMs and parents being informed by an issue slip as well as in person or via a phone call.
- More information about rewards and consequences can be found in our behaviour policy.

Behaviour Pathway

1. Reminder
2. Final warning
3. Time out and Repair



Keep Up to Date

- You can find out more information about what the children are up to in school through our social media accounts.
- We also add termly information about the children's learning on the class pages on our school website:
www.hurworthprimary.com



Hurworth Primary School

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Curriculum by Year Group

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Hurworth
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Any questions?