

Supporting Transition into Year 5





Welcome to Year 5!

We have an exciting year ahead, filled with incredible learning opportunities, adventures and interesting challenges.

Personal goals will guide our learning and behaviours in Year 5, whilst aiming for a personal best in everything they undertake.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum, the children will develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, French, Computing, Music and PE.



Miss C Michiels, Year 5 Teaching Assistant

Throughout the year, students will hopefully be involved in a variety of activities designed to explore their creativity, resilience and

perseverance, and challenge them in new and dynamic ways such as Themed Learning Days and School Trips.

It is our priority to ensure that each and every student feels happy, confident and engaged in their learning, so as to reach their full potential both academically and socially. To achieve this we believe that a strong partnership between the teachers, the parents and the students is integral.

It is going to be an exciting year and we are really happy to have you joining us for the journey.



Mrs R McDonald, Year 5 Teacher

MATHEMATICS IN YEAR 5

ADDITION &	NUMBER & PLACE	FRACTIONS, DECIMALS &	MULTIPLICATION &	MEASURES	CEOMOSTERY	
SUBTRACTION	VALUE	PERCENTAGES	DIVISION	MEASURES	GEOMOETTRY	STATISTICS
Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	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 power of 10 for any given number up to 1,000,000. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths. Compare and order fractions whose denominators are all multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other. Add and subtract fractions with the same denominator. Multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Read, write, order and compare numbers with up to 3 decimal places. Round decimals with 2 decimal places. Know percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 1/5	Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two- digit numbers. Multiply and divide numbers mentally, drawing upon known facts. Divide numbers up to 4 digits by a one digit number using the formal written method. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Recognise and use square numbers and cube numbers.	Convert between different units of metric measure: kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles and estimate the area of irregular shapes. Estimate volume and capacity	Identify 3D shapes, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees. identify: angles at a point and one whole turn-360°; angles at a point on a straight line and ½ a turn; Other multiples of 90°. Identify, describe and represent the position of a shape following a reflection or translation.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.

ENGLISH IN YEAR 5

RECOVERY CURRICULUM

Last year in Year 4 you have spent nearly half of your time learning at home. We know that many of you have done a fantastic job and we are thankful for this. Some of this class have been to school as children of key workers but now as we look to return as a class and as a school we must make sure our recovery curriculum helps the children to succeed. They must achieve mental health and well-being before we can tackle the academic world.

At Marton Manor we have put the child's well-being at the centre of our thinking. As we begin to return to school we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is it?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back in o school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life.





Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and coconstructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

<u>School Hours— don't be late!</u>

Your child should be at school promptly to organise their school bags have a few minutes to greet their friends and prepare themselves for learning.

In Year 5, students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

	Start of day			Home time		
Nursery	8.30 – 11.30	Front gate (EYFS door)		12.30 – 3.30	Front gate (EYFS door)	
Reception	8.40	Front gate (EYFS playground)		3.05	Front gate (EYFS playground)	
Y1	8.45	Front gate (Y1 door)		3.10	Front gate (Y1 door)	
Y2	8.40	KS1 yard (KS1 door)		3.05	KS1 yard (KS1 door)	
Y3	8.50	KS2 yard (KS2 door)		3.15	KS2 yard (KS2 door)	
Y4	8.50	KS1 yard (Y4 door)		3.15	KS1 yard (Y4 door)	
Y5	8.45	KS2 yard (Y5 door)		3.10	KS2 yard (Y5 door)	
Y6	8.40	KS2 yard (KS2 door)		3.05	KS2 yard (KS2 door)	
S.B.	8.50	Front gate (Front entrance)		3.15	Front gate (Front entrance)	

UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click http://www.martonmanorprimary.co.uk/school-uniform/

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours.



PE KIT

Correct uniform must be worn for physical education sessions. Students should bring their P.E. kit at the beginning of each week and take it home at the end of the week for cleaning. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn/ early Spring.

EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. Students should be encouraged to be responsible for their own belongings and to pack their own school bag. They must bring their reading book to school every day. Please ensure all items are clearly labelled.

COMMUNICATION

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.

School Gateway: This online communication tool can be used to pay for KS2 school d inners or educational visits your child may take part in during their time at Marton Manor.

Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.

Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.





PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time.



Please complete the survey to give us some important feedback on your experience with the home learning we have provided during. Click the link below or scan the QR Code above.

https://www.surveymonkey.co.uk/r/KHR3WKF