



## **Year 5 Information**

We welcome you and your child to Year 5 and look forward to a rewarding and productive year.

Many of our school routines will be familiar to the pupils from their time in Years 3 and 4. However, they will now be expected to take more responsibility for organising themselves and their belongings. The pupils will need to take their planners, homework, reading books and any letters to and from school everyday. To assist with this, many children have found a sturdy plastic folder with dividers very useful as it enables them to see easily whether they have remembered these items. We would ask you to check the contents on a weekly basis.

In addition to these items, we ask that the children be provided with a healthy snack for break time and a bottle of water to drink during lessons. Maintaining levels of energy and hydration have both been shown to have a significant impact on academic achievement.

A named art overall is required for art and DT lessons and may occasionally be required at other times therefore this needs to be in school every day and it should be kept on your child's named peg.

Your child's school planner will be an extremely important document this year, both for organisation and communication. We would ask you to sign the planner on a weekly basis. There is also space for you to write notes to your child's class teacher. We check each planner weekly, but ask the pupils to present any notes from parents as soon as they arrive at school.

Should your child be absent from school for any reason, we would ask you to telephone the office as early as possible on the day and to follow it up with a note on the day your child returns to school. The planner can also be used for this purpose. Any requests regarding a planned absence should be discussed with Mr Harrison.

We are confident that your child will have a rewarding year in Year 5. However, there are likely to be worries and concerns from time to time. We would urge you to come and discuss these with the teacher concerned as soon as possible. We are very willing to talk anything over with you. For small queries, we are often around before and after school, but can make a mutually convenient appointment if you wish to discuss an issue in greater detail.

## **Games**

Games lessons take place on Wednesday and Friday afternoons. Matches are mostly played on Wednesdays and the school calendar gives the proposed schedule. The pupils will be expected to check the appropriate notice boards outside the hall for team sheets and more detailed information. They will be advised to record the relevant information in their planners.

## **After School Activities**

A varied programme of clubs and activities is available after school, as well as supervised prep. If your child wishes to attend any of these or take tea, they need to inform their class teacher at registration. If your child is staying at school beyond 5.00pm, they will need to report to the Late Stay Room (5L classroom), where a member of staff will oversee them.

## **Homework**

Homework is given each evening to reinforce work covered in class. This should take 30-45 minutes. Longer homework may be given over the weekend and as the year progresses.

Your child will record the task in their planner along with the date it is due in, which will normally be the following day.

We expect homework to be completed to the same standard we expect in class. We urge you to support us in this by signing against the homework note in the planner to acknowledge each piece as it is completed.

## **Mr Stephen Lemmon and Mrs Lydia Wallis teach the following subjects in Year 5:**

- English (literacy)
- maths
- science
- geography
- history
- RE

Additional information on maths and English teaching strategies and information from other members of staff on the subjects that they teach follows on the next few pages.

## Year 5 Mathematics

The teaching of maths in Year 5 follows the outline provided by the New National Curriculum and the Common Entrance syllabus. The skills and methods of Singapore Maths are combined with traditional maths at this stage.

Below is a broad outline of some of the key areas that the pupils will cover during the year:

- They will extend and deepen their knowledge of the number system, practising both mental and formal written calculation strategies in addition, subtraction, multiplication and division. Negative numbers and decimals are explored in more detail.
- Fractions, decimals and percentages will be taught and the pupils will begin to look at the relationships between these.
- They will also study measures, including weight, length, time and capacity.
- Shape and space is also explored. They will look at properties of shapes, including their angles. They will also extend their previous work on symmetry, rotation and reflection.
- Across all areas of Maths, the pupils will be challenged to use their skills in practical contexts and make decisions about when to apply their knowledge.

In addition, the pupils will be expected to develop a sound knowledge of their tables up to  $12 \times 12$ . Having this knowledge at their fingertips will be of greater and greater use as new concepts and skills are introduced and more complex calculations are presented. We would ask that you support your child in learning and rehearsing these key facts regularly.

### **Sets – Why and How...**

Children's grasp of mathematical concepts varies widely, as does their confidence. In order that we can direct our teaching more effectively, we group the pupils into sets for maths. There are three maths groups in Year 5, taught by the form teachers and Mr Stein. This will firstly enable the pupils to experience smaller group sizes, allowing them much more opportunity for one-to-one interaction with a teacher. Secondly, it will enable us to target the needs of the pupils more accurately.

As maths is a very wide-ranging subject, children very often have differing levels of understanding in different areas. In recognition of this, we feel it is very important that our setting is flexible. We will begin a new topic by assessing each child's existing knowledge, allowing us to see which concepts have been solidly retained since the last time the topic was encountered. This assessment will inform the allocation of pupils to sets. Therefore, pupils may very well move sets throughout the year, in response to their knowledge of and confidence in the various aspects of maths.

### **Prep (homework)**

Prep based on our maths programme will be given once a week and should take 30-45 minutes. The pupils should also be practising times tables on a regular basis.

**Taught by: Mr Lemmon, Mrs Wallis and Mr Stein**

## **Year 5 English**

The teaching of English in Year 5 follows the outline provided by the National Literacy Strategy. This continues their studies of a variety of fiction, poetry and non-fiction texts, spelling, punctuation and grammar.

### **Text types**

They will extend their knowledge of the conventions of various types of texts through reading and analysing examples. This may be done through both whole class and group teaching. They will use this knowledge to compose versions of their own.

### **Grammar**

Aspects of grammar are taught alongside work on particular texts and the opportunity to see them used by authors is used to show how grammar is vital to communicating meaning. Our aim is for the pupils to develop a confident grasp of grammar in order that they may use it when writing their own compositions.

### **Spelling**

Spelling rules are also revised and further ones introduced. The weekly spelling tests will reflect our focus in class and provide examples to reinforce the rule being investigated. The pupils will be tested on a weekly basis and be given spellings in advance. Pupils will be expected to have a routine of proof-reading and editing their work to ensure that they have applied their knowledge of spelling and grammar to their compositions.

Pupils will also be given the opportunity to practise comprehension skills. This will happen orally, in class discussion of texts, in reading groups and as independent written work.

From time to time, pupils will also be given the opportunity to write short essays in response to a title. These will be more in the style of questioning found at Common Entrance. These essays will give the pupils the opportunity to respond creatively to a prompt and display their control of grammar, sentence structure and spelling.

Pupils will be encouraged to use blue ink pens when they display a neat and joined handwriting style.

### **Prep (homework)**

Prep based on our English programme will be given once a week and should take 30-45 minutes. The pupils also have their weekly spellings to practise. In addition, they are expected to maintain a habit of regular reading. This should be recorded in their reading records. Whilst many children are more than confident reading to themselves at this age, reading aloud to an adult is still tremendously important. In particular, discussing the questions and ideas that arise in their books is an extremely effective way of developing their own thinking and understanding and is essential to support the continued development of comprehension skills.

## Year 5 French

Sevenoaks Preparatory School's French syllabus is based on the National Curriculum and the Common Entrance Syllabus. Key Stage 2 is covered by the curriculum.

### Attainment targets (aims and objectives)

**AT1 Listening and Responding:** To listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness.

**AT2 Speaking:** To use language precisely and cogently using appropriate vocabulary, grammar and pronunciation. To initiate and develop conversations.

**AT3 Reading and Responding:** To understand short texts and dialogues made up of familiar language. To identify and note main points and personal responses. To learn to use context and other clues to interpret meaning.

**AT4 Writing:** To encourage pupils to recognise the advantages of planning, and organising their material. To start writing (postcard / short paragraph...) to develop an awareness of sentence structure, punctuation and grammar.

### Lessons

2 x 30 minutes

### Preps (homework)

30-45 minutes on alternate weeks (although significantly shorter at the beginning of term, length will increase as we gather more material to work on).

The primary purpose of prep is to develop in pupils the self-confidence and self-discipline to become independent learners.

Please refer to your child's planner and French homework folder for details about the prep.

Also remember that *when learning French vocab, it is imperative to focus on gender as well as spelling. If your child experiences spelling difficulties in English, she / he will still sit the written test, allowances will be made (oral test to check she/he knows the words).*

***Please note that on occasions, the prep will consist of revision, work on [languagesonline.org.uk](http://languagesonline.org.uk). or simply research on line.***

**Dictionaries** are not needed in Year 5 as we have a set of them in class. However, should you want to acquire one, please buy *THE OXFORD COLOUR FRENCH DICTIONARY* or *THE COLLINS COLOUR FRENCH DICTIONARY*, as they are the only two accepted by both the CE and GCSE boards.

## **Use of ICT for homework**

If your child does not have access to the Internet at home, she / he are welcome to stay in school for prep and use the facilities we have. (Some notice will be given to help.)

- Internet research will involve the use of recommended sites as well as individual initiative. Information should not be systematically downloaded, but it should be carefully edited and selected to fit the task set.
- Word processing will be required. If your child does not have access to a printer at home, please make sure that the work is saved on to a memory stick or CD to be printed at school the next morning. Please also make sure that your child systematically saves her / his work on the hard disk for reference or future use.
- Please note that some homework might consist in playing revision games on line in preparation for a test or as consolidation work. The website chosen to that purpose will be noted in the homework section of your child's planner.

## **Stationery**

A green and a red biro are requested in addition to the "basic" equipment (ink pen / ruler / pencil / eraser) please.

**Assessments** *will take the following forms:*

Conversations / Rôle-plays / Listening comprehensions / Reading comprehensions / Vocabulary tests / Grammatical exercises / Worksheets / Formal end of topic assessments ... etc. *Allowances WILL BE MADE for children with learning difficulties and different tasks set when appropriate.*

## **Examinations**

There will be an exam at the end of Year 5 which focusses on work covered throughout the academic year.

## **Textbook**

*Tricolore 1 - 5<sup>th</sup> edition (Nelson Thornes)*

Should you wish to buy a textbook: ISBN 978 1 4085 24183

## Programme of Study

This involves a “reprise” of some of the work covered in Year 4, with constant updating of vocabulary and structures, putting *more emphasis on self-management and written work. This is the first stage of the syllabus / preparation for 13+ exams taken in Year 8.*

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<u>Language:</u> Unité 1: Bonjour	<u>Language:</u> Unité 2: J'habite ici	<u>Language:</u> Unité 3: Chez moi
Geography of France	<u>Les Sciences:</u> Marie Curie	<u>Culture</u> Famous French

You will find further details about each Unit in the “Table des matières” in the early pages of the Tricolore Total 1 textbook.

Thank you in advance for your support. Please remember your child should not panic. Should the work set prove to be beyond her / his capability, please simply write a note in her / his planner, the work will be further explained then re-set to make sure that it is fully understood. However, please bear in mind that the preps are explained when given out and that a positive attitude and perseverance can achieve miracles! Attention during lessons, REGULAR learning of vocabulary and structures and STEADY efforts really are the ingredients to real and durable success.

**Teacher: Mme Amanda Clark**

## Year 5 Art

Pupils in Year 5 will be offered experiences drawn from the following aspects of art: drawing, colour and working with pigments, printing, working with textiles, 3D - including plaster, clay and cardboard, learning from other artists and cultures.

**Work will be chosen from the following:**

### Autumn Term

#### 1. Line and Pattern

*'Piet Mondrian'*

- working in pencil, felt tip pen and paint
- 3D Mondrian-inspired board

#### 2. Design

*Illumination*

- seasonal posters, cards and gifts

### Spring Term

#### 1. Colours and Shape, Pattern and Printing

- using scrap objects to print

#### 2. 'Who am I?'

- 2D, digital and 3D self- portraits

### Summer

#### 1. Sculptures

- exploring mobiles

#### 2. 'What is a building?'

- drawing and perspective

Art lessons will be designed to foster among other personal qualities, encouragement, confidence, pleasure, fulfilment, curiosity, creativity, enterprise, energy, fascination, appreciation, consideration, co-operation and challenge.

**Teacher: Mrs Jacqueline Baldwin**

Year 5 Computing and Digital Creativity

<b>Theme</b>	<b>Software/App or Hardware</b>	<b>Skills and concepts</b>
TERM 1		
Image Editing	Digital Cameras Picture Manager	Capture images Crop and rotate Apply filters
Programming/Coding	Scratch	Variables Lists
Online Safety	Childnet	Digital netiquette
TERM 2		
Computational Thinking	Code.org Course E	Solving problems using functions and conditionals
Stop Frame Animation	Animation app	Storyboard scenes Capture frames Add a narration
TERM 3		
Internet Reliability	Kidrex/Google	Identifying reliable information Bias and opinion
Touch Typing	Type to Learn	Typing exercises to increase speed and accuracy

**Teacher: Mr Ronan McNicholl**

## Year 5 Physical Education

### *Multi-sports*

Pupils will work as individuals, in groups and in teams, when developing their knowledge of different physical activities. These will include dodge-ball, bench-ball, basketball, table tennis, football, lacrosse, volleyball and badminton. Through the range of these experiences, it is hoped that pupils will become aware of and prepared for new PE lessons in their next schools and for life after Sevenoaks Prep.

### *Health-Related Fitness*

Pupils will be taking part in health-related exercise to increase their knowledge and understanding of fitness and health. By the end of Years 3-6, pupils will understand how exercise affects the body and how to warm up and prepare for different activities. By the end of Years 7 and 8, pupils will be able to prepare for and recover from specific activities such as agility sprints or circuit training. They will also be able to relate how different types of activity affect specific aspects of their fitness (i.e. flexibility/strength and cardiovascular endurance).

### *Athletics*

Pupils will be participating in a range of athletic activities, including both track and field events. These will include being taught specific running, jumping and throwing techniques. They will be taught how to set and meet targets, pace themselves in competitions and will understand the need for precision, speed, power and stamina in most events. Everything learnt in their PE lessons will also contribute to possible success in the end of term Sports Day event.

### **Games Kit / Uniform**

Autumn Term	School PE kit
Spring Term	School PE kit
Summer Term	School PE kit and trainers or running spikes

### **Off-Games / PE**

Parents should write a note of explanation to their form teacher or Miss Lovegrove in their child's planner.

- those off-games within PE lessons will be given written activities to do, relating to the topic that they are covering (e.g. a child may be asked to give definitions for key words)
- those off-games may also take part in peer assessment and feedback relating to the task that is being covered within the lesson

**Teacher: Miss Hazel Lovegrove**

## **Games**

### **Autumn Term**

Girls: Hockey  
Boys: Football

School games kit as indicated on the uniform list  
School football kit as indicated on the uniform list

### **Spring Term**

Girls: Netball  
Boys: Rugby

School games kit as indicated on the uniform list  
School rugby kit as indicated on the uniform list

### **Summer Term**

Girls: Rounders  
Boys: Cricket

School games kit as indicated on the uniform list  
School cricket kit as indicated on the uniform list

**Games Co-ordinators: Mr Aaron Bailey and Miss Hazel Lovegrove**

For school information please go to:

Website: [www.theprep.org.uk](http://www.theprep.org.uk)

Parent Portal: <https://theprep.myschoolportal.co.uk>

### Schedule for Assessing and Reporting Years 3, 4 & 5

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 3 First Half</b>	Parents' Information Evening		
<b>Second Half</b>	Progress Review with Targets and Form Teacher's comments Parents' Evening Games Report	Full Subject Reports effort grades and comments from Subject Teachers, Form Teacher and Headmaster  Games Report	Internal end of year tests  Assessment Results Report with Form Teacher comment  Parents' Evening  Games Report
<b>Year 4 First Half</b>	Parents' Information Evening  Cognitive Ability Tests		
<b>Second Half</b>	Progress Review with Targets and Form Teacher's comments Parents' Evening Games Report	Full Subject Reports effort grades and comments from Subject Teachers, Form Teacher and Headmaster  Games Report	Internal end of year exams  Assessment Results Report with Form Teacher comment  Parents' Evening  Games Report
<b>Year 5 First Half</b>	Parents' Information Evening	Parents' Evening	Cognitive Ability Tests, Online Maths & English tests with Results Sheet for 11+ Advice
<b>Second Half</b>	Form Teacher's Progress Report  Games Report	Progress Review with Targets and Form Teacher's comments  Games Report	Internal end of year exams  Meetings with teachers may be arranged by appointment  Report summarising the year with effort grades and comments from Subject Teachers, Form Teacher and Headmaster  Games Report

Please feel free to contact the teaching staff to arrange a convenient time to discuss any concerns that you may have. If the member of staff to whom you wish to speak is unavailable (this is often the case at the beginning of the day as their class arrives) then please ask the administration staff to relay your concerns and an appointment can be organised.

### **Procedure for Secondary School Entry**

#### **Year 3 and Year 4:**

At this point of your child's education there is no need to begin the process for entry to secondary schools.

#### **Year 5:**

At the beginning of the year parents should make an appointment with the Headmaster to discuss their child's future education.

There will be an 11+ information meeting with Mr. Collings in the Spring Term, in which we will present the format for the 11+ Kent Test that takes place at the beginning of Year 6 along with test registration information which takes place in the month of June in Year 5.

If you would like to discuss any aspect of the process into secondary school, including scholarship applications, or discuss a particular school, then please make an appointment to see one of the following: Mr. Harrison, Mr. Ashcroft, Mrs Harrison or Mr. Collings.

Updated: 18.9.18