



Radipole Primary School

An introduction to your child's year



The Team

Phase Leader

Mrs House

Teacher

Ms Probert

Teacher

Miss Steele

Teaching Assistant

Mrs Hunter

Teaching Assistant

Mrs Tilsed

PPA cover

Mrs Bond and Mrs Teversham



Topics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn	Delicious Dorset			Space		Castles		Castles		Forces		Titanic		
Spring	The Mayans				Living Things		Thieves and Rogues			Properties of Materials			Choose own topic	
Summer	Hinduism	SATs	Habitats	Human Development	Arts Week	London vs Paris		London	Book Study					



Trips and Visits

Weymouth trip: 5P Wednesday 21st September
5S Friday 23rd September

WOEC: Wednesday 28th September 5S
Thursday 29th September 5P

There may be other trips that are planned throughout the year, you will be given notice about these.





Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00- 10.00	English	English	English	English	English
Session 2 10.00- 10.20	Assembly Whole School / Intervention Groups	SPaG	SPaG	Assembly Singing / Intervention Groups	Assembly Key Stage 2 / Intervention Groups
Break 10.20 – 10.35	Break	Break	Guided Reading 10.20 – 10.50	Break	Break
Session 3 10.35 – 11.30	Maths	Maths	Late Break 10.50 – 11.05	Maths	Maths
Session 4 11.30 – 12.05	Guided Reading	Guided Reading	Maths 11.05 – 12.05	Guided Reading	Guided Reading
Lunch 12.05 – 1.00					
Session 5 1.00- 1.20	Change for PE	Silent Reading / Targets / Edit and Improve	Silent Reading / Targets / Edit and Improve	Silent Reading / Targets / Edit and Improve	Change for PE
1.20 – 2.10	ICT / PE	TOPIC/JIGSAW/RE/FRENCH	TOPIC/JIGSAW/RE/FRENCH	TOPIC/JIGSAW/RE/FRENCH	PE (Hall)
2.10 – 3.00	ICT / PE	TOPIC/JIGSAW/RE/FRENCH	TOPIC/JIGSAW/RE/FRENCH	TOPIC/JIGSAW/RE/FRENCH	PE (Hall)
3.00 – 3.15	Change for PE	News / Story / Reflection	News / Story / Reflection	News / Story / Reflection	Change for PE

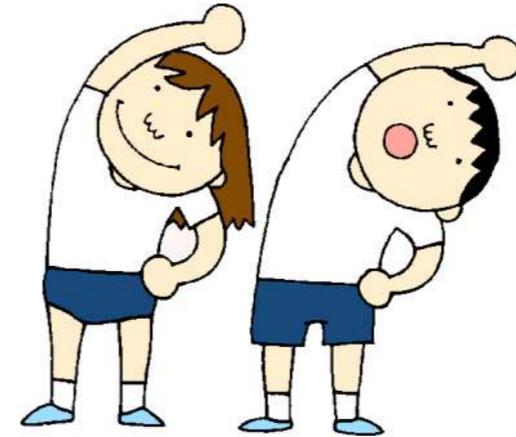


Routines

Picking up and collecting

PE: Monday outdoor PE

Friday indoor PE



Mathletics will be set from Wednesday to Wednesday

Pupils must bring their reading record book and reading book with them every day

Please ensure your child has a drink of water with them for each day.



Please ensure that all of your child's property is clearly labelled.



Interventions

Throughout the year, teachers and teaching assistants will be working with individual pupils. These sessions will target specific learning needs or areas for development.

This will typically happen during topic time and assembly time. Although they will miss these sessions, it is important to prioritise a key understanding of the core subjects.

We endeavour to rotate these sessions to ensure a pupil does not regularly miss one activity.



Home Learning

Daily reading

Times tables

Mathletics

Topic task: one task per topic, notified via Edmodo and in the classroom

Home learning club- finishing work, quiet area or completing home learning tasks



Edmodo

Edmodo will be used to communicate home learning and information about topics.

This is to help them organise themselves and to encourage independence.





Spellings

Spelling test: Friday

A new spelling rule is studied each week, the pupils are encouraged to practise and apply this rule.

Words will be selected weekly from the National Curriculum Year 5/6 word bank.

The spelling test will be based on words that apply the rule, along with the words from the NC word bank.

These are outlined in the target booklet.





Reading



Reading Record Books collected in: Friday

We expect the pupils to have read 5 times per week and have this signed by an adult.

Ideally we would like you to hear your child read at least twice a week, to develop their comprehension and discussion skills.

Any pupil who either has not read 5 times or has not had their book signed, will be expected to stay in during Friday home learning club to catch up with their reading

50 reads = a prize!

Accelerated Reader
Library books
Guided Reading



Times Tables

The National Curriculum expectation is that pupils will know all of their times tables by Year 4.

We will continue to practise and revise these, extending those pupils that are already confident e.g. applying their knowledge to decimal numbers.

Speed tables tests on Wednesdays

Times Tables

1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12	1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24	1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36	1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48	1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72
1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84	1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96	1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108	1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120	1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132	1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144

Using the inverse operations
to check answers



Targets



Target booklets



Target testing

Target pots



Maths Objectives

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Compare and order fractions whose denominators are all multiples of the same number.

Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].

- Read, write, order and compare numbers with up to three decimal places.



Maths Objectives

- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Draw given angles, and measure them in degrees ($^\circ$).
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Complete, read and interpret information in tables, including timetables.



Reading Objectives

- Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Beginning to retrieve, record and present information from non-fiction.
- Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Beginning to provide reasoned justifications for their views.



Writing Objectives

- Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.
- Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].
- Evaluate and edit by beginning to use the correct tense throughout a piece of writing.



SPaG Objectives

- Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.
- Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].
- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.





IEPs

If your child has an Individual Education Plan we will contact you to discuss their individual needs.

