



**OLD BEXLEY CE PRIMARY SCHOOL**

Love God ♦ Love Each Other ♦ Love Learning

# Years 5 and 6

**Head of Year 5**

**Mrs T Sanderson**

**Head of Year 6**

**Mrs N Carter**

# Year 5 teachers

Head of Year - Mrs Sanderson



Miss Catton



Mrs Collett



Mrs Algin (Mixed 5/6)



# Year 6 teachers

Head of Year - Mrs Carter



Miss Atkins



Miss Carr



Mrs Algin (Mixed 5/6)



## Classrooms

- 5TS will be situated in the room which has been 4JM this year.
- 5AC & 5JC will be situated in the two classrooms opposite to 5TS.
- 5/6EA will be next to us, situated in the year 6 block.
- Year 6 classrooms remain in the same location directly off of the KS2 hall.

# Arrangements/timings

Year 5 and 6 children will enter school via the KS2 playground in the morning and walk around to their classrooms.

Children are welcome into their classrooms from 8.30am. The gate will be locked promptly at 8.50am and the register will be taken shortly afterwards. Anybody arriving after this time will need to report to the office and a late mark will be recorded.

Playtimes are 10.50-11.05am and 2.20-2.30pm

Lunchtimes are slightly later than in year four, 12.15pm-1.15pm.

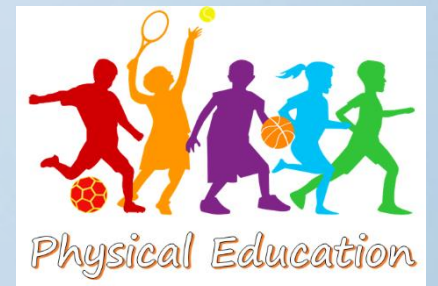


Year 5 children will need to be collected from the milling area outside the KS2 playground at the end of the school day. Your child can walk down to the KS1 area, home or to another arranged meeting place, if permission is received in September.

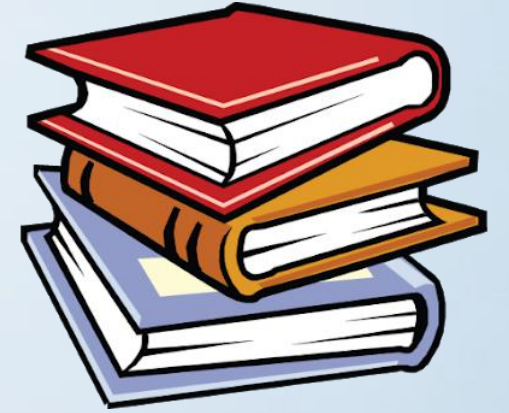
Year 6 children leave from the classroom and can walk home independently or meet an adult at an arranged place. Again, permission will be needed for those travelling on their own.

# PPA (Planning, Preparation and Assessment)

- All teachers are entitled to PPA time away from class.
- PPA will be on a Tuesday.
- Children will rotate between four lessons that morning which include; PE, Music, French and Computing.
- Children are required to wear their PE kits on this day.
- Your child's class teacher will advise you of the additional PE day so that children can wear PE kits to school for this day too.



# Reading



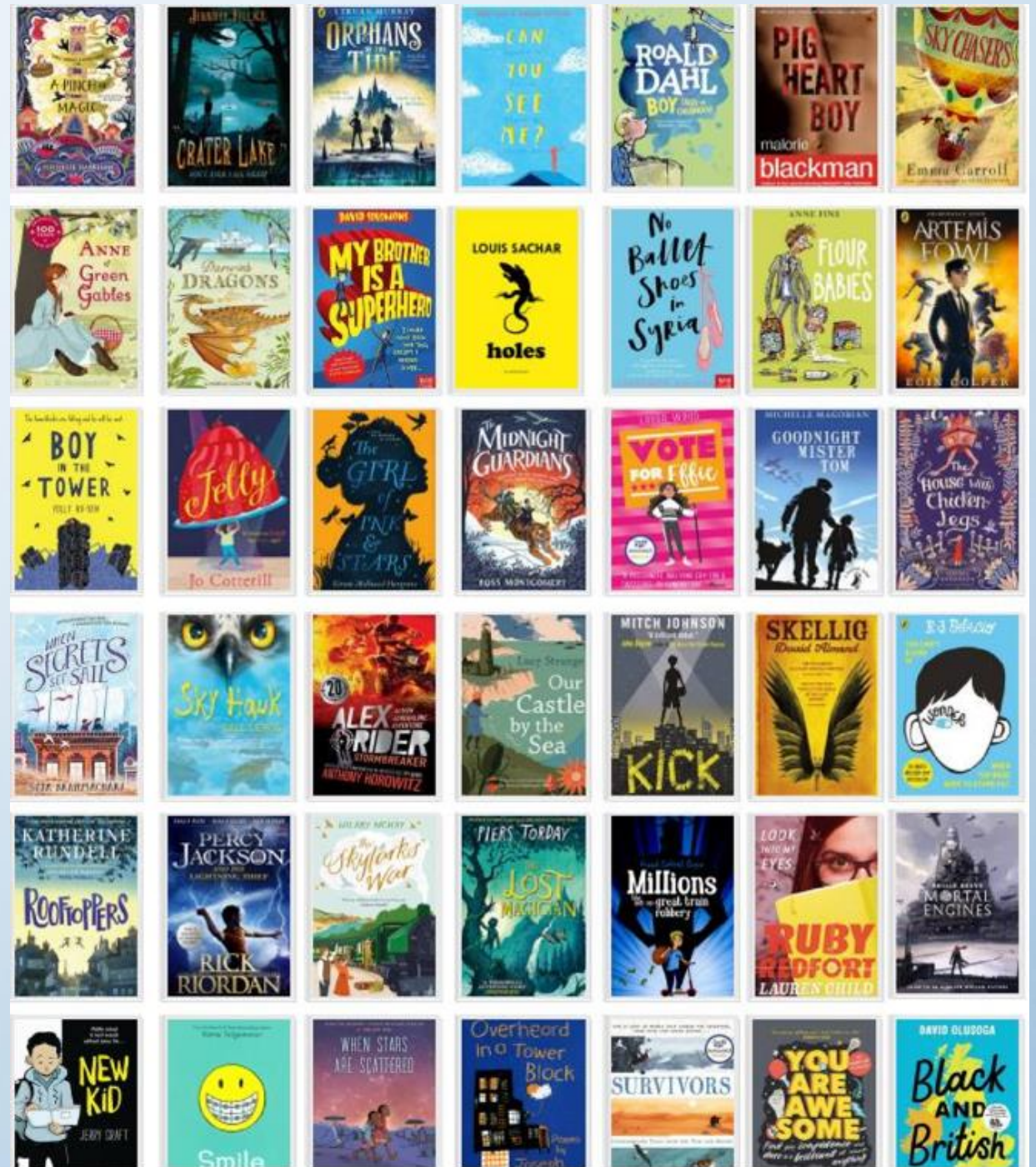
Reading continues to be really important in year 5 and 6.

Although by this stage, most children are competent readers, they should still aim to read with an adult at home as often as they can.

It is important to discuss the text that you are reading and it can be really beneficial to ask your children questions related to the text or to research and discuss the definitions of unfamiliar words.

Children will continue to have reading records to write in entries as they read. This can be done by the adult or the child, or ideally, a mixture of the both. Contact books should be brought into school and taken home on a daily basis.

Some great examples of year 5/6 reading books.





# Homework

Homework will build on skills already learnt in the classroom that week so children should be able to access all tasks and choose from different levels of difficulty.

## **Google Classroom**

All tasks will be placed on Google Classroom on a Friday and will be expected in on a Thursday. Only in exceptional circumstances will homework be printed off.

## **Weekly**

- English task
- Maths task
- Multiplication practise
- Reading at least 3x a week
- Weekly spellings

## **Half Termly Chilli Challenge Menu**

There will be a range of additional activities for children to choose from each half term. At least 3 homework tasks need to be completed from the chilli challenge menu each half term. One of these challenges should be a 'hot' harder task. All activities will be based upon the learning from that half term – often Topic or Science. Children are invited to bring in anything they do and celebrate it within class.

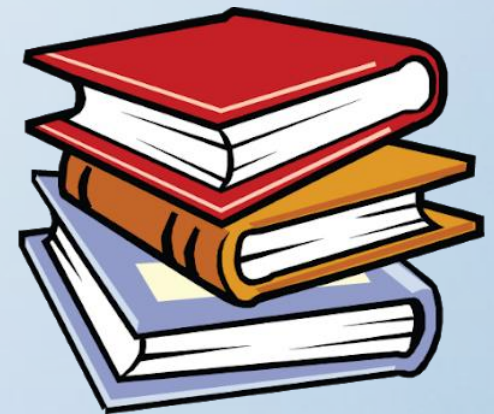
# Personal Belongings



- Coats and bags will be stored on pegs in the designated cloakrooms.
- As you can appreciate, space is restricted so we please ask for no large rucksacks. Please only use the OB bag or a small rucksack of the same size.
- Please label everything, particularly jumpers, coats and lunchboxes.
- Children are permitted to bring in their own pencil cases and stationary, should they wish to.

# Setting

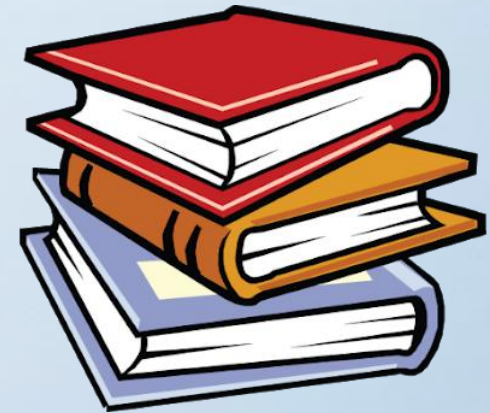
Children will be set for both Maths and English.



# How can I help my child?

In Reading, we continue to focus on the below 5 skills:

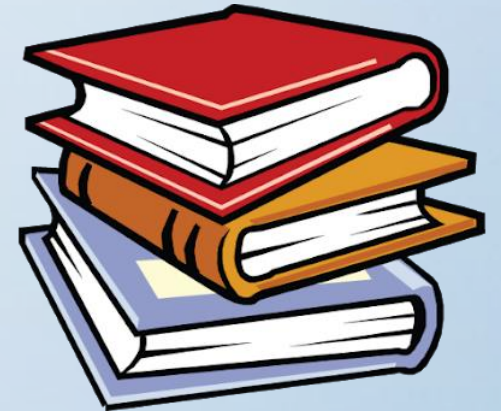
- Retrieval
- Prediction
- Inference
- Vocabulary
- Summary



# How can I help my child?

In English, we continue to build upon the following...

- Handwriting
- Presentation
- Spelling
- Description
- Grammar & Punctuation
- Proof Reading & Editing



# How can I help my child?

In Maths, we continue to build upon the following...

- Place Value
- Formal column methods
- Times Tables with their matching inverse calculations
- Shape & Measuring skills



Other areas...

Although we continue to look at these areas in Year 5 and 6, these are two areas which children often struggle with this year.

- Cash is being used less and less often so identifying coins and discussing money and change whenever possible outside of school is really important.
- Telling the time and calculating durations between two times.

# Mountain Climber Passports



At Old Bexley, we believe that every child has their own personal learning journey to make and mountain to climb. In addition to the National Curriculum, each year group have selected activities that children may not have the opportunity to do outside of school and which link to the Christian Fruits of the Spirit. Once the children have completed the activities, they will receive a little passport to acknowledge this.

# Not that we want to wish the year away already..

## End of Year Expectations Year 5

Friday 27<sup>th</sup> January 2023  
 WALT with a balanced argument  
 WALT include a metaphor in your writing

Those who have read *Flotsand* will be familiar with the difficult sea situation Main character, Zoe. In chapter 9. The book environment in Fole word is getting so much for Zoe and is trying to escape the miserable, deserted island as a result of the But will she go alone or escape with Dobby, the intimidating, menacing leader of the eels?

Firstly, Zoe endeavours to find her parents. What if we know Zoe got separated with them in the Pacific and consequence of leaving Norwich. If she continues her quest without Dobby, she can go straight to her parents and not. If she brings Dobby along he may have other plans and Zoe might not never see her Parents again. We know Dobby can't be trusted but should Zoe take the risk?

On the flip side, Zoe may if Zoe goes with Dobby, a motor to power the boat will be installed by Dobby himself. This will ensure that they can't have to like themselves out rowing the boat and they will get to Zoe's Parents about faster. Dobby promised he would do so but that doesn't mean he can be trusted and that doesn't mean he will install it. Therefore, should Zoe leave alone?

On the other hand, Zoe could be betrayed by Dobby. You never know what Dobby has planned. He could throw her overboard or leave without her etc. Through his actions, he has demonstrated his evil and cunning ways like when he killed all the intruders on eel island and how he laughs at William's things on the ring sea level. Dobby isn't trustworthy on any scale, but does that mean Zoe should leave alone?

Despite this, Dobby may have some tricks for survival up his sleeve. We know from past chapters that Dobby

has led the eels to survival. In the unlikely event of attack while at sea, Dobby can fend off danger and Zoe will be in safe hands. But even though we know Dobby is a bold warrior, he can still be a multi-tasker. Does that affect Zoe's decision on whether or not to escape with Dobby?

On balance, Zoe knows how to row a boat while Dobby doesn't. Zoe has rowed to Cel's island before, this displays her knowledge on the subject. Dobby said before he was needed brains on the island. This goes to show he isn't very knowledgeable.

Although he isn't very knowledgeable on rowing a boat, he knows the surrounding area. If Zoe brings him along he can be a big help with navigating and defending him and Zoe. But does that mean Dobby should bring him along?

In conclusion, eel island is hell and I know Zoe wants to find her Parents. Having said all this, I think Zoe should leave alone as she can't know what is best for her. For this reason, I believe Zoe shall leave without Dobby.

Assessed

	Yes
Capital letters to begin sentences.	✓
Full stops to end sentences.	✓
Commas to separate clauses.	✓
Expanded noun phrases.	✓
Each sentence makes sense.	✓
Semi colons used to separate clauses.	
Brackets, dashes and commas used for parenthesis.	✓
I have used figurative language effectively.	✓
I have varied my language.	✓
I have completed my second WALT	✓



## End of year 6 expectations.

One of the most debated and problematic issues of this century, deforestation is the process of clearing away huge amounts of rainforest at a time. It is estimated that, per minute, a patch of rainforest equivalent to that of 60 full-sized football pitches or, in other words, a chunk of rainforest the size of Switzerland is being demolished every year, and experts predict that, in 30-50 years time, all rainforests will be gone.

For the less economically developed countries, the citizens see deforestation not as a hazard to our planet, but as an opportunity to earn money and make a living. Stopping the deforestation business would prevent them from making any money. People also argue that it would be extremely difficult to extract the coffee beans, cocoa beans and the plants we need for medicines without cutting down forest.

However, deforestation can also cause a number of disastrous consequences, perhaps the most detrimental of them being its contribution to global warming. All the machinery used to cut down and transport the wood releases huge amounts of carbon dioxide into the atmosphere, making the air we breathe lethal for humans and animals. As trees take in carbon dioxide and give out oxygen, less gas can be taken in and less oxygen is being given. Animals that are arboreal (live in trees) and other animals may lose their food source. To make it easier to get through the rainforest, the workers build roads which could crush ground-dwelling animals.

After much consideration, it has been deemed that the process of deforestation should be reduced to the minimum, or that the effects must be contradicted by planting more trees: some people still believe though that the destruction of the rainforest is good practice. Local farmers say they have no land to grow crops and that they do not cut down the trees on purpose - they have no choice. However, most people believe that planting more trees is the right thing to do.

- Write effectively for a range of audiences and purposes.
- Select vocabulary and grammatical structures that reflect what the writing requires, drawing independently on what they have read.
- Use a range of devices to build cohesion.
- Exercise an assured and conscious control over levels of formality.
- Use the full range of punctuation precisely to enhance meaning.

Another busy year ahead!



Enjoy the Summer!

See you in September! 😊

# Questions

