



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Upper Key Stage 2 Years 5 & 6

Phase Leaders

Miss E Carr (Mon-Tue)

Miss T Sanderson (Wed-Fri)

Year 5 teachers

Mrs Taylor (Mon&Tu) & Miss Sanderson (W-F)



Miss Catton



Mrs Collett(5/6)



Year 6 teachers

Miss Carr



Mrs Hill (Mon) & Mrs Algin (Tu-F)



Mrs Carter



Mrs Collett(5/6)



Classrooms

- 5TS & 5AC will be situated next to the school office.
- Year 6 classrooms remain in the same location directly off of the KS2 hall.
- 5/6JC will be situated in the middle of the two year groups, also next to 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-1.10pm.



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.

Attendance

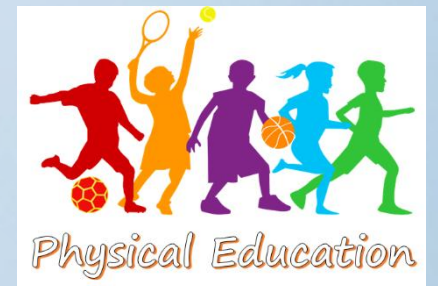
Days off of school = learning lost.

Please aim for your child to have 95% attendance or above.

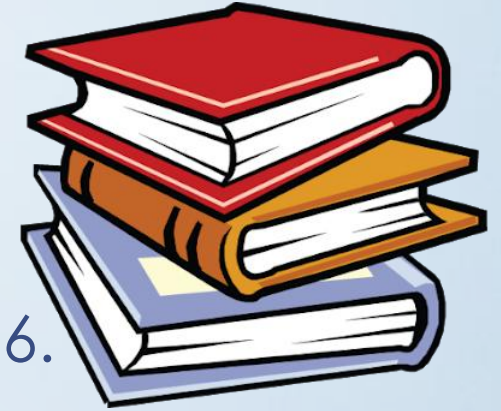


PPA (Planning, Preparation and Assessment)

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



Reading

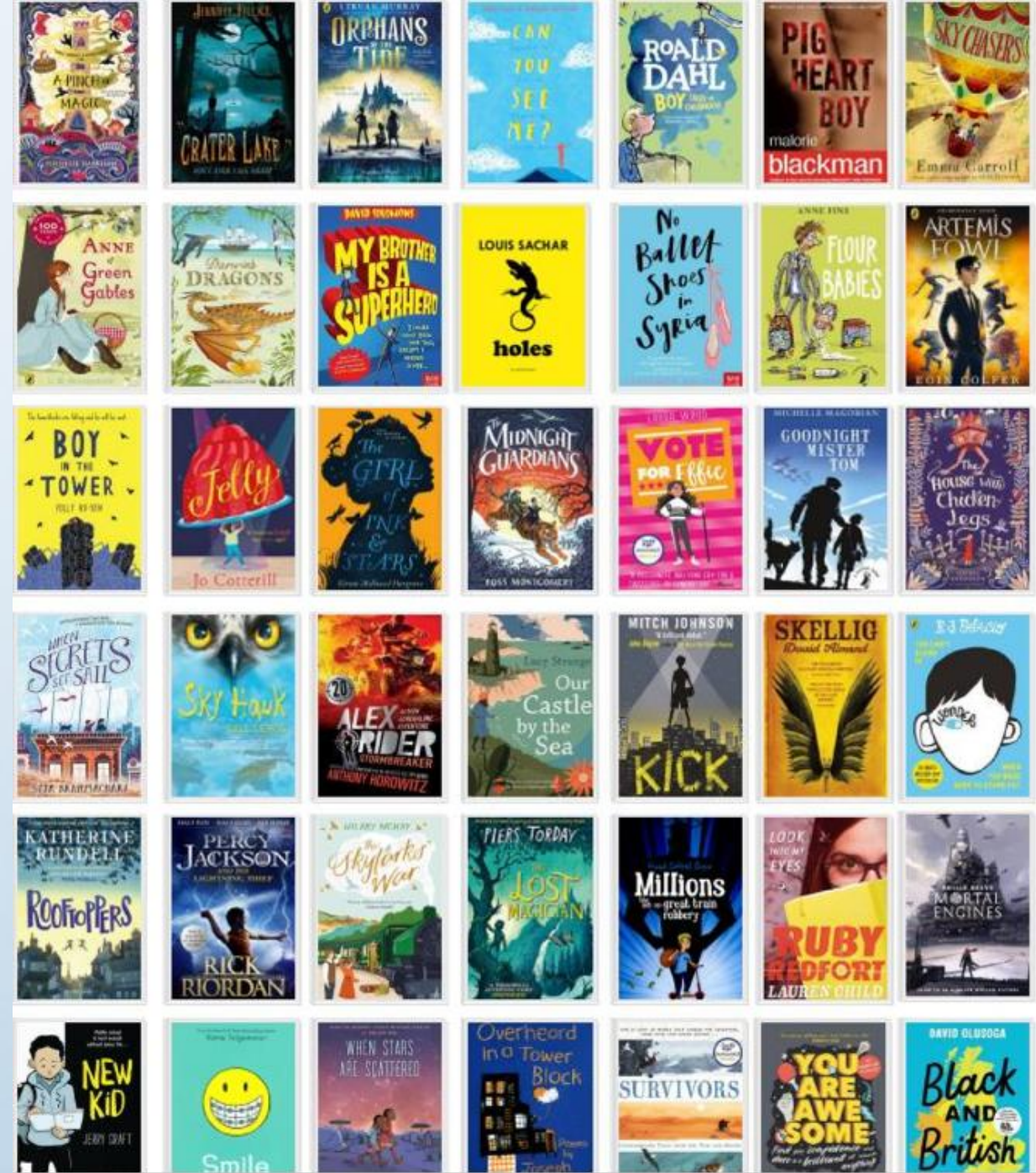


Reading continues to be really important in year 5 and 6.

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.

Some great
examples of
year 5/6
reading books.



Handwriting



The government have now placed a large emphasis on handwriting within primary schools.

Although by now, most children have their own fluent style of cursive handwriting already, we will continue to focus on handwriting practice for those already secure and support those who are not yet joining.

We ask that you support the encouragement of this at home within homework and any other additional written activities you may do.

It is important to note that children can no longer be assessed as the expected standard for writing at the end of year 6 if their handwriting is not joined.

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

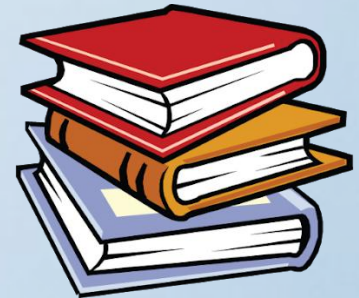
All tasks will be placed on Google Classroom on a Friday and will be expected in on a Thursday. Only in exceptional circumstances will homework be printed off.

Weekly

- Maths task on Maths.co.uk
- Multiplication consolidation
- Spelling focus
- Reading at least 3x a week
- Handwriting focus

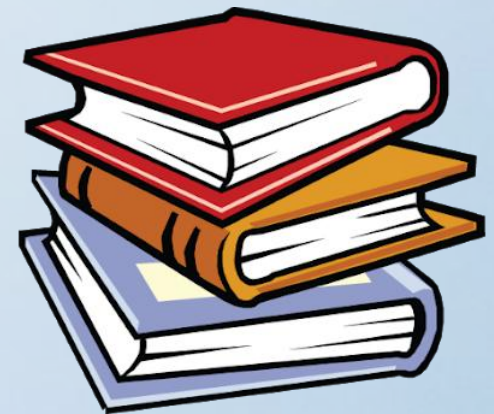
Termly

English tasks



Setting

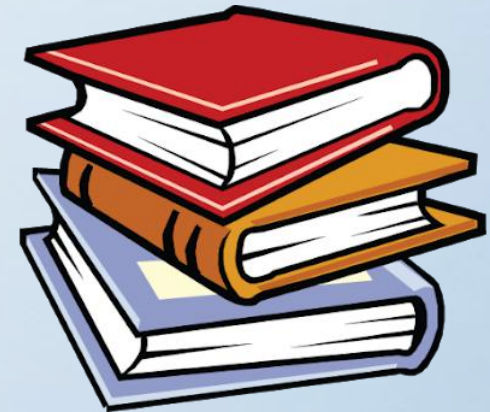
Children will be set for both Maths and English.



How can I help my child?

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

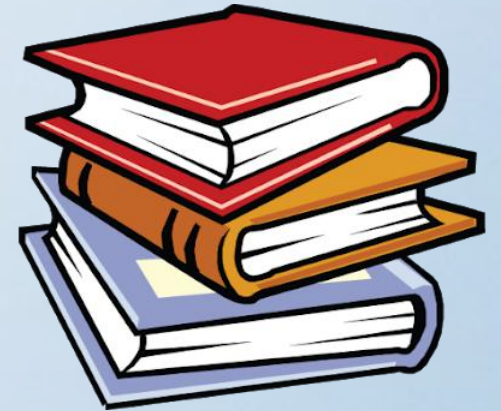
- Retrieval
- Prediction
- Inference
- Vocabulary
- Summary



How can I help my child?

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

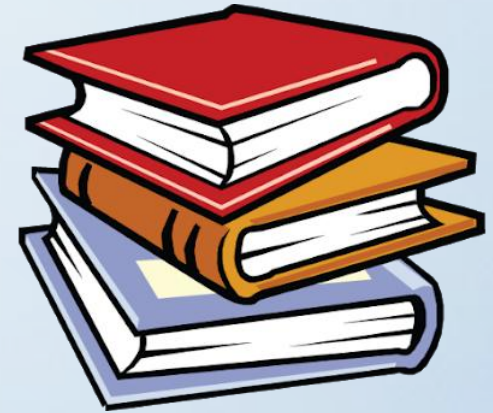
- Handwriting
- Presentation
- Spelling
- Vocabulary
- Description
- Grammar & Punctuation
- Proof Reading & Editing



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.



School Trips & Workshops

Throughout the year, we aim to provide experiences for children which are fun and further extend their learning.

Unfortunately, we are increasingly seeing a larger number of payments not being made. The school do not have the budget to forfeit these non payments so please do aim to pay on time or notify the class teacher if you cannot.

The PTA are supporting us with this and kindly donate so much money to these trips.

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 stationery, should they wish to. Please ensure they are a sensible size with essentials only (eg no permanent markers!) The SMIGGLE pencil cases have proven to be very distracting so please try to avoid these.
- Please do not bring in anything valuable or precious.

Mobile Phones (Year 6 only)

Only pupils in Year 6 are allowed to bring a mobile phone into school. They should only bring it if they are travelling to or from school, without adult supervision, and it is deemed essential for their safety.

A mobile phone policy slip must be completed before a child brings their phone to school - this will need to be signed by both the pupil and their parent/carer.

Phones need to be switched off before entering the school premises in the morning, handed to the class teacher when entering the classroom and will be stored in a locked box in the school office for the day. Children will collect their phones at the end of the day and must not switch them back on until outside of the school gates.

Behaviour



In UKS2, we continue to use the behaviour chart and reward system.

We aim to have every child “in the green” throughout the day with a small number achieving a visit to Mrs Ivil at the end of the day.

When reminders are continuous from teachers, some children may miss play times or be sent to another class. Once three play times are missed in a half term, a letter will be sent home. In the rare event that five or more are missed, you will be invited in to discuss this further.

We ask that you support the encouragement of appropriate classroom behaviour and the use of manners for all adults.

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

End of Year Expectations Year 5

Friday 27th January 2023

WALT write a label against

WALT include a metaheader in your writing

Those who have read *Standstill* will be familiar with the difficult ~~for~~ situation Mary Chandler, Zoe, is facing in chapter 9. The book environment in *Echo Island* is getting ~~to~~ much for Zoe and is trying to escape the miserable, isolated island as a result of this. But will she go alone or escape with Doby, the intimidating, menacing leader of the cove?

Firstly, Zoe endeavours to find her parents, when get us
We know Zoe got separated with them in the panic and confusion
of leaving Norwich. If she continues her quest without
Dorothy, she can go right to her parents and ~~not~~ ^{not}. If
she brings Dorothy along, he may ^{have} other plans and Zoe might
then never see her parents again. We know Dorothy can't be
tricked 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 tire themselves out rowing the boat and they will get to Zoe's Parents alot faster. Dobby Promised he would do so but that doesn't mean he can be trusted and that doesn't mean he will relid it. Therefore, should Zoe leave alone?

On the other hand, Zoe could be betrayed by Doody. You never know what Doody has planned. He could throw her overboard or leave without her etc. Through his actions, he has demoralized his crew and curving ways like when he killed all the intruders on Cole Island and how he laughs at Willem's threats on the name sea larks. Doody isn't trustworthy on any scale, is he? that means? doubt in my mind?

Despite this, Dooby may have some tricks for surviving
we believe we know from Past Charters that Dooby

has led the oak to survival. In the unlikely event of attack while at sea, Dody can fend off larger and Zee will be in his hands. But even though we know Dody is a bold warrior, he can still be a mule-headed oaf. Does that affect Zee's decision on whether or not to make with Dody?

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

Although he isn't very knowledgeable one on raising 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 Daddy should bring him along?

In conclusion, each island is full and I know Zoe wants to find her Parents. Having said all this, I think Zoe should leave alone as she can do 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	☒

Should be able to write for a range of purposes and include a range of punctuation such as commas, clauses, colons, semi colons, brackets and dashes. Handwriting should be joined.

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.
- Handwriting should be joined.

Another busy year ahead!



Enjoy the Summer!
See you in September! 😊

Questions

