



Welcome

to year 5

building strong foundations.



Inclusion



Community



Creativity



Integrity

“Building strong foundations, together, for everyone.”

Meet the Team



Mrs Kaila



Mrs Kerslake



Mrs Goss am



Miss Perkins



Miss Gray am



Mr Keoh pm



Pastoral Team



The Binfield Support Partnership Team

Mrs Brazell (SENDSCO), Mrs Cox and Mrs Gray provide support for pupils and families with learning and behaviour.



Year 5 Highlights



Sustainability
Catwalk

Easter Service

Fairground rides
via crumble kits



Beale Park

Dragon's Den

Pizzas



Buddies

Increased independence

Choir



English

Daily, including spelling, guided reading and handwriting

Guided reading: two sessions per week

Grammar teaching: integrated into writing

Importance of neat handwriting as well as checking spellings, punctuation and grammar in all books.

Coverage of fiction and non-fiction units (Mystery/Suspense writing, Non-fiction, Poetry)

Cross-curricular topic where possible e.g. writing about Ancient Greece

Children will need to learn spellings regularly. 5 from RWI and 5 from the statutory word list.

To support your child at home, encourage them to read a range of quality texts (This can be together) and then talk about them. There's a list of suggested books titled 'Recommended Reads' on the class page of the school website. Also, exposure to different texts e.g. Magazines and newspapers can really help their learning.





Binfield C.E. Primary School (V.A.)

Recommended Reads

Year 5



The Boy Who Made the World Disappear
Ben Miller



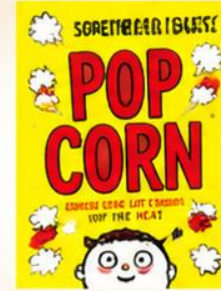
The Last Firefox
Lee Newbery



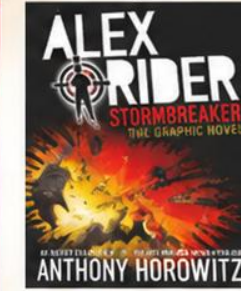
The Light in Everything
Kayla Balen



The Night Bus Hero
Onjali Q. Rauf



Popcorn
Rob Harnell



Alex Rider Stormbreaker
(Graphic Novel)
Anthony Horowitz



The Front Desk
Kelly Yang



Onyeka and the Academy of the Sun
Tola Okogwu



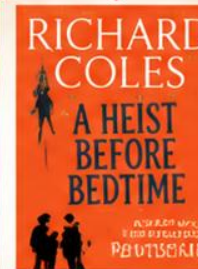
Percy Jackson and the Lightning Thief
Rick Riordan



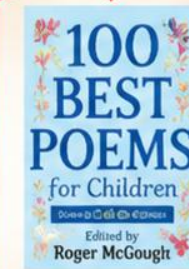
Inkbound
Philippa Leathley



The Overthinkers Club
Nat Luurtsema



A Heist Before Bedtime
Richard Coles

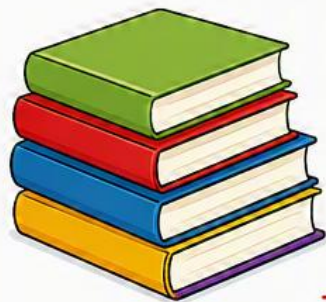


100 Best Poems for Children
Roger McGough

“The more that you read, the more things you will know.
And the more that you learn, the more places you’ll go.”

Dr Seuss





YEAR 5 AND 6

STATUTORY SPELLINGS



- accommodate
- accompany
- according
- achieve
- aggressive
- amateur
- ancient
- apparent
- appreciate
- attached
- available
- average
- awkward
- bargain
- bruise
- category
- cemetery
- committee

communicate
community



- competition
- conscience
- conscious
- controversy
- convenient
- correspond
- criticised
- curiosity
- definite
- desperate
- determined
- develop
- dictionary
- disastrous
- embarrass
- environment
- equip
- especially
- equipment
- exaggerate

- excellent
- existence
- explanation
- familiar
- foreign
- forty
- frequently
- government
- guarantee
- hindrance
- identity
- immediate
- immediately
- individual
- interfere
- language
- leisure
- lightning
- marvellous
- mischievous

- muscle
- necessary
- neighbour
- nuisance
- occupy
- occur
- opportunity
- parliament
- persuade
- physical
- prejudice
- privilege
- profession
- programme
- pronunciation
- queue
- recognise
- recommend
- relevant
- restaurant

- rhyme
- rhythm
- sacrifice
- soldier
- stomach
- sufficient
- suggest
- symbol
- system
- temperature
- thorough
- twelfth
- variety
- vehicle
- yacht



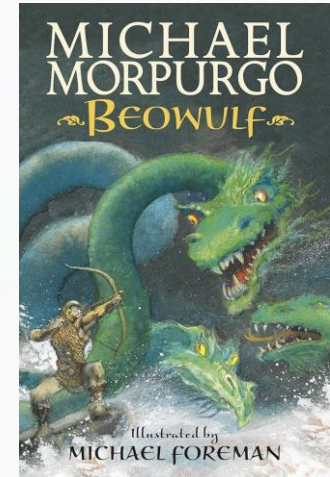
Learning these spellings will help
you become a confident writer!



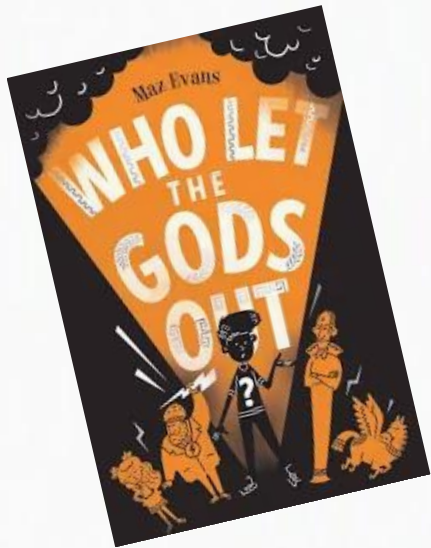
Guided Reading

If your child finds reading challenging, it's absolutely fine to read the text to them and discuss it.

We will spend a minimum of half a term covering each story, so the children get to know it very well.



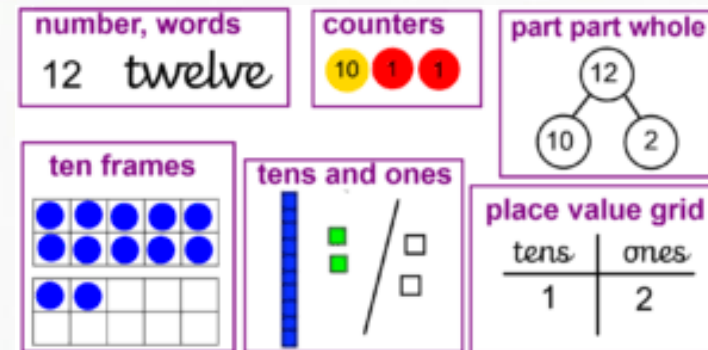
You may prefer to listen to the audio book of the class texts.



Maths

- Daily, including mental maths and basic skills coverage
- Lots of emphasis on mental recall of number facts, problem solving and reasoning.
- Times tables are really important, so daily practice of these through our maths minutes will happen at school.
(Children are expected to know all their tables up to 12x12 by the end of Year 4).

- LSA support in lessons and leading small groups
- Application of understanding to 'real life'
- Application to word problems
- Basic counting, number bonds and quick addition/subtraction
- Maths minutes.



Support your child at home by encouraging them to use their maths skills. Examples of this include using measures in the kitchen, telling the time and using money whilst shopping.



Curriculum

Detailed information about the topics we shall be covering can be found in the termly 'Learning News'. This is also available on the school website.

Subject	Topic
History	Ancient Greece, Anglo-Saxons
Geography	Greece, Sustainability
RE	Hinduism Christianity
DT	Toys, Pizzas, fair ground rides
Art	Portrait, World of Wearable Art
Indoor PE	Gymnastics Team sports
PSHCE (Jigsaw curriculum)	Being Me in my World

Subject	Topic
Science	Forces, space, materials
French	Holiday, food, hobbies
Music	Mood, composition, Kapow
Computing	Coding, Crumble, networks
Collective Worship	Harvest



Home Learning

Home-Learning Expectations

Core Home-Learning expectations for all pupils

	• Reading • Daily practice of spellings/phonics and mental arithmetic
Y3 & Y4	25 mins
Y5 & Y6	30 mins

Optional Home-learning: (Use of A.I. program Century Tech)

	Optional Additional Home Learning
Y3 & Y4	Up to 20 mins
Y5 & Y6	Up to 30 mins

Ask questions

Why is she doing that? What does this tell me about her character?
Why is she going there? What could that word mean? Why has the author used a short sentence?

Infer and deduce

Read between the lines to find hidden meanings. Look for clues the author leaves you about the character, setting or plot.

See images

Can you picture what is happening? Can you describe these images to others?

Hear a voice reading

Which character's voice do you hear? What does it sound like?

Empathise

Think how the character might feel and give them advice. "Quick, run!"

Predict

What might happen next? Use what you have read so far, as well as what you know about the characters, to predict.

Summarise and reflect

Describe what has happened so far. Consider how the characters have changed or how the mood of the book might have changed. Consider how the text has made you feel and why.

Make a judgement

Give your opinion about what you're reading and explain why you think that.

Re-read

Go back over the best bits or re-read to help you understand something.

Core Home-Learning Reading/daily practice of spellings/phonics and mental arithmetic

YR	10 mins
Y1 & Y2	20 mins
Y3 & Y4	25 mins
Y5 & Y6	30 mins

Daily expectations – reading, maths, spelling.

Additional but strongly recommend – Century Tech.

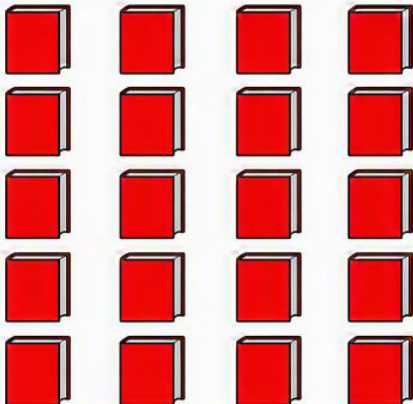
Children will need to complete any unfinished homework, such as reading 5 times a week, in Catch Up.



Home Learning

THOSE WHO READ SUCCEED!

Why read 20 minutes at home?

Child A Reads	Child B Reads	Child C Reads
♦ 20 minutes per day	♦ 5 minutes per day	♦ 1 minute per day
♦ 3,600 minutes per school year	♦ 900 minutes per school year	♦ 180 minutes per school year
♦ 1,800,000 words per year	♦ 282,000 words per year	♦ 8,000 words per year
		

[illegible]

Want to be a better reader? Simply read!



Expectations

We encourage children to become more independent, resilient and take responsibility for their learning and behaviour.

Organisation:

Bringing home learning in on time.

Bringing in reading book and reading record on a daily basis and ensuring it signed by an adult.

Bringing letter replies in on time.

Filling up water bottles / going to the toilet at break and lunch times.

Make sure they have their equipment ready for each lesson as needed including P.E. kit.

Phones



Behaviour

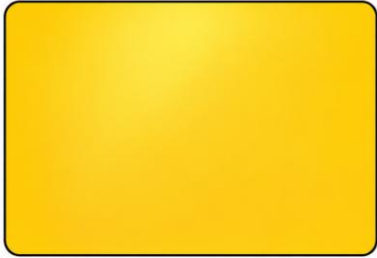
At Binfield we believe that every child learns when behaviour is good and teachers and staff are consistent.

Binfield's Golden Rules

- Show respect to everyone and use our 'Best Binfield Manners'.
- Treat others how we would wish to be treated – kind hands, kind feet, and kind words
- Listen carefully when other people are talking
- Walk even when we are in a hurry
- Keep the school clean and tidy
- Look after our things
- Always try our best



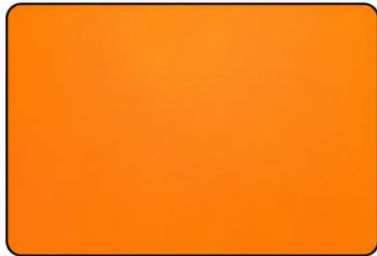
Behaviour



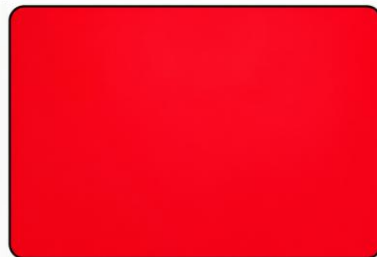
Gold — Consistently staying on green and being a good role model to others.



Green — Following the Golden Rules, making good choices and being ready to learn.



Amber — Behaviour is not meeting expectations. Time to reflect, make the right choices and return to green.



Red — Behaviour has continued or is more serious. An appropriate consequence will be given.



Snacks

As a **HEALTHY** SCHOOL,



we ask that children
bring either



a piece of
FRUIT

or

a piece of
VEGETABLE



for snack **EVERYDAY!**



Attendance

- At Binfield, we aim for every child to achieve excellent attendance and strive towards 100%.
- If your child is unwell and unable to attend school, please contact the school office on each day of absence.
- Upon your child's return to school, please provide a written explanation for the absence.
- Requests for leave of absence should be submitted at least **two weeks in advance** using the *Request for Leave of Absence* form, available from the school office or on the school website.
- Wherever possible, medical and dental appointments should be arranged outside of school hours.



Uniform

- Winter: grey trousers/skirt
- Summer: dresses/shorts can be worn
- White shirt – top button done up and shirt tucked in
- Tie to be done up to meet collar
- School shoes (black – no trainers)
- Binfield logo jumper or cardigan



P.E. KIT

- Red fleece/ jacket
- Red Binfield T-shirt
- Plain black jogging bottoms
- Trainers
- Black shorts for indoor PE
- White socks.



To be kept in school all week

ALL ITEMS NEED TO BE NAMED PLEASE!



Bole Kit

- Waterproof trousers
- Waterproof coat
- Wellies



To be kept in school all week

An art apron is recommended



ALL ITEMS NEED TO BE NAMED PLEASE!



Uniform

- Hair tied back with red, white, grey or black hair tie
- Nail varnish not to be worn
- Earrings: gold or silver studs.
- Watch can be worn.
- No bracelets/bands



What to do if you have any queries...

What to do if you have any queries...

- Drop in after school
- Make an appointment at school office
- Speak to the class teacher in the morning if none of the above are possible

We encourage parents to talk to their child's class teacher directly if they have any questions or concerns.

Please avoid using social media as a forum for these kinds of issues.



We look forward to working with you this year.



DBS



