



Gayton Primary
School

Year 5 & 6
October 4th 2021
2021 - 2022



The Creative Curriculum

Autumn Term:

History: British Warfare since 1066, Local History study WW2 (Y6)

Geography: Rivers and comparison with the USA (Y5)

Science Focus: Light/Living things and their habitats (Y6)
Materials (Y5)

Our Curriculum drivers:

- ✓ Environment
- ✓ Personal Development
- ✓ Democracy

Spring Term:

History/ Geography Focus: Contrast a region of the UK with Spain (Y6)

Anglo-Saxons and Vikings (Y5)

Science Focus: Animals including humans and Evolution and Inheritance (Y6)

Forces/Earth and Space (Y5)

Summer Term:

History/ Geography Focus: Around the World in a Half Term (Y6)

Early Islamic Civilisation (Y5)

Science Focus: Living things and their Habits and Animals including Humans (Year 5) Electricity (Y6)

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection.

Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.



The Year 5 Timetable

Y5	Arrival	Lesson 1	Lesson 2	Playtime	Lesson 3	Assembly	Lesson 4	Lunchtime	Lesson 5	Playtime	Lesson 6
	08:40 - 08:55	08:55 - 10:00	10:00 - 10:20	10:20 - 10:35	10:35 - 11:20	11:25-11:35	11:35-12:05	12:05 - 13:05	13:05 - 14:05 Afternoon begins with 5 minutes of Rest Easy	14:05 - 14:20	14:20 - 15:25
M	Morning tasks - Reading.	Maths	Spellings		English		Guided reading		P.S.H.E		P.E.
T	Morning tasks - Reading.	Maths	Grammar		English		Guided reading		French/RE		P.E
W	Morning tasks - Reading.	Maths	Spellings		English		Guided reading		Topic		Topic
T	Morning tasks - Reading.	Maths	Handwriting		English		Guided reading		Science		Science
F	Morning tasks - Reading.	Maths	Spellings Spelling test Homework		English		Guided reading		Music		Computing



The Year 6 Timetable

Y6	Arrival	Lesson 1	Lesson 2	Playtime	Lesson 3	Assembly	Lesson 4	Lunchtime	Lesson 5	Playtime	Lesson 6
	08:40 - 08:55	08:55 - 10:00	10:00 - 10:20	10:20 - 10:35	10:35 - 11:20	11:25-11:35	11:35-12:05	12:05 - 13:05	13:05 - 14:05 Afternoon begins with 5 minutes of Rest Easy	14:05 - 14:20	14:20 - 15:25
M	Morning tasks - Spelling, handwriting or arithmetic	Maths	Maths		English		Guided reading		Spelling Science		Science
T	Morning tasks - Spelling, handwriting or arithmetic	Maths	Maths		English		Guided reading		French/RE		P.E
W	Morning tasks - Spelling, handwriting or arithmetic	Maths	Maths		English		Guided reading		Spelling Topic/ Computing		Topic/ Computing
T	Morning tasks - Spelling, handwriting or arithmetic	Maths	Maths		English		Guided reading		Spelling Topic		Topic
F	Morning tasks - Spelling, handwriting or arithmetic	Maths	Maths		English		Guided reading		Spelling P.E		P.S.H.E

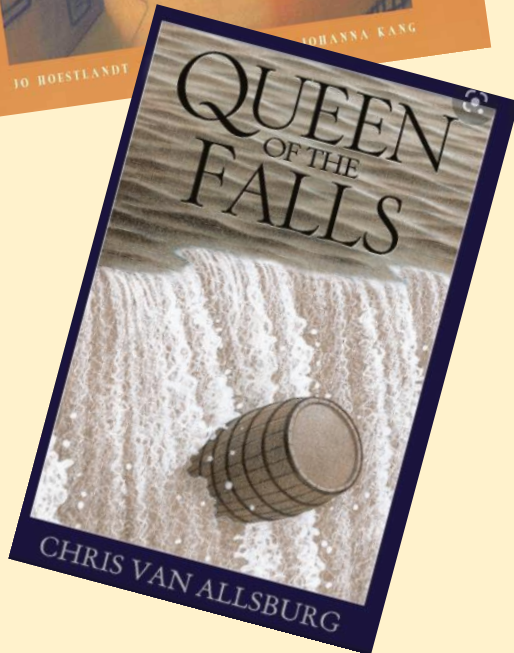
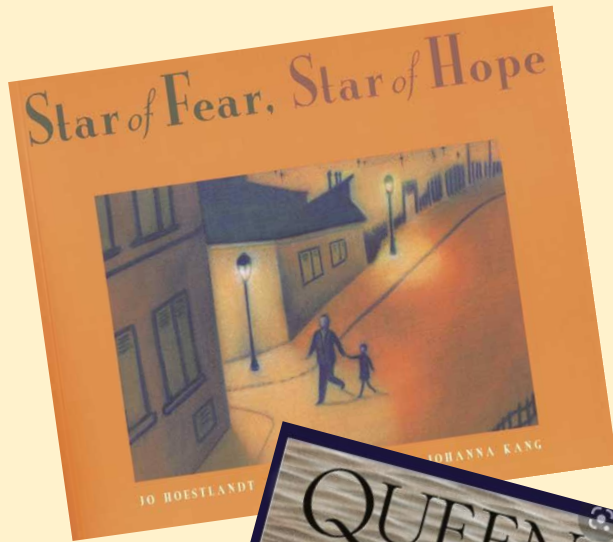


- Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum
- Impacts on both reading and writing attainment
- Vocabulary teaching explicit
- Incorporating Spelling, Punctuation and Grammar
- Promoting a whole school love of reading and writing



Pathways to Write (Autumn term)

Elements of writing covered through our study of the texts.



Plan writing:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research

Draft and write:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere

Evaluate and edit:

- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing.
- Proof-read for spelling and punctuation errors

Star of Fear, Star of Hope



JO HOESTLANDT • ILLUSTRATIONS BY JOHANNA KANG

Pathways to Write (Autumn term)

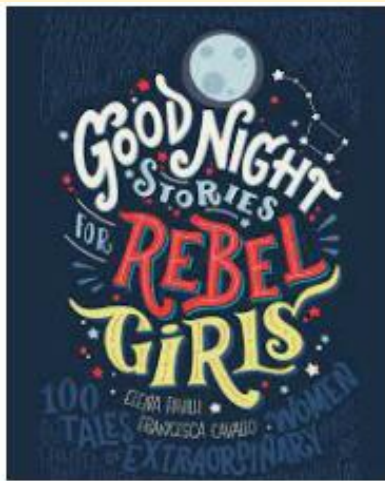


Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Use of inverted commas and other punctuation to punctuate direct speech • Use Y5 standard punctuation • Use consistent and correct tense 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (recap from Y5) • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Integrate dialogue to convey character and advance the action <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none"> • Use a colon to introduce a list • Punctuate bullet points consistently 	<ul style="list-style-type: none"> • Use small details for characters to amuse, entertain or create drama • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language • Manipulate tense and verb forms • Manipulate structure using a flashback • Use paragraphs to vary pace and emphasis

Writing outcome:

To write a story with a flashback from another character's point of view.



Pathways to Read (Autumn term)

Pathways to Read teaching sequence

↪ **Predict**

Predict what might happen from details stated and implied (2e)

↪ **Clarify vocabulary**

Explore the meaning of words in context (2a)

↪ **Read and retrieve**

Retrieve, record and present information (2b)

↪ **Read and explain: Mastery focus**

Summarise the main ideas from more than one paragraph (2c)

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence (2d)

- Identify and discuss themes and conventions (2d)
- Distinguish between fact and opinion (2d)

Identify how language, structure and presentation contribute to meaning (2f)

Evaluate authors' language choice, including figurative language (2g)

Make comparisons within and across texts (2h)

**Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain*

Year 5-6 Reading Key Objectives

Taken from the National Curriculum

1	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
2	Making comparisons within and across books
3	Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4	Identifying and discussing themes and conventions in and across a wide range of writing
5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
6	Asking questions to improve their understanding
7	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
8	Predicting what might happen from details stated and implied
9	Identifying how language, structure and presentation contribute to meaning
10	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11	Recommending books that they have read to their peers, giving reasons for their choices
12	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
13	Explain and discuss their understanding of what they have read,
14	Including through formal presentations and debates,
15	Provide reasoned justifications for their views

Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.
- Please ensure that your child is reading at home daily.
- Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.
- Please also read to your child so that they can listen to adults reading.

Pathways to Spell



Pathways to Spell

Pathways to Spell is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to:

- Ensure that pupils become confident and competent spellers
- Enthuse and fascinate pupils about words and language
- Develop pupils spoken language skills
- Promote collaborative learning in the classroom
- Develop an engaging spelling environment across school
- Effectively reduce teacher workload with a highly detailed, progressive and engaging
- Planning for the delivery of spelling teaching

Pathways to Spell



Pathways to Spell

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">• Word list – years 3 and 4	<ul style="list-style-type: none">• Word list – years 5 and 6
2	<ul style="list-style-type: none">• Adding <i>-ing, -ed, -er, -est, -en</i> to root words ending in <i>y</i> and words ending in <i>e</i>	<ul style="list-style-type: none">• Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable (Y3/4*)
3	<ul style="list-style-type: none">• Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable	<ul style="list-style-type: none">• Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
4	<ul style="list-style-type: none">• Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant, to words ending in <i>y</i>, words ending in <i>e</i>, including words with more than one syllable	<ul style="list-style-type: none">• Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
5	<ul style="list-style-type: none">• Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">• Words containing the letter-string <i>ough</i>
6	<ul style="list-style-type: none">• Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">• Words containing the letter-string <i>ough</i>

Spellings

Overview of Spellings

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)

Spellings

category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	



Spelling Shed



This is part of Ed Shed and is part of your child's weekly homework. All children should have their own unique log-in and password.

They will be able to play games and complete activities linked to their weekly spellings.

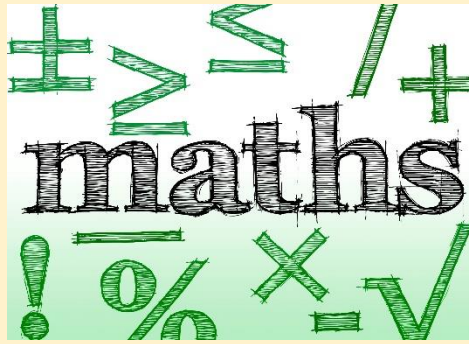
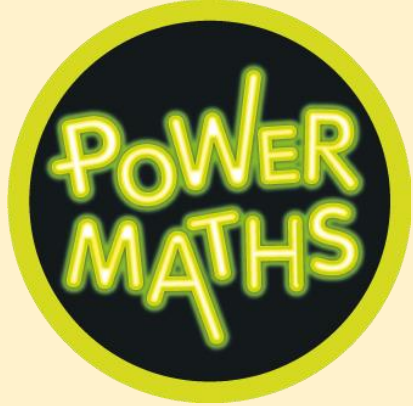
Reading Records

All children have been provided with a Reading Record book which they should bring to school each day.

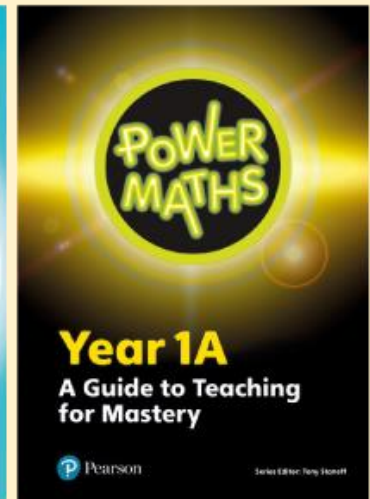
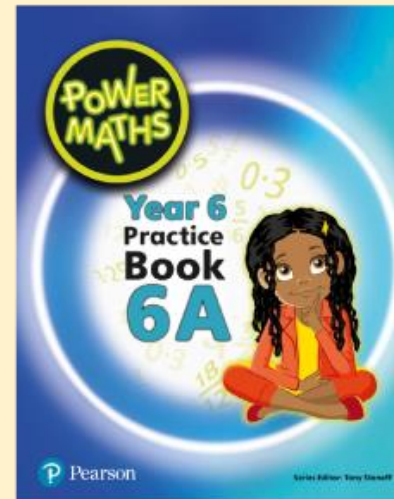
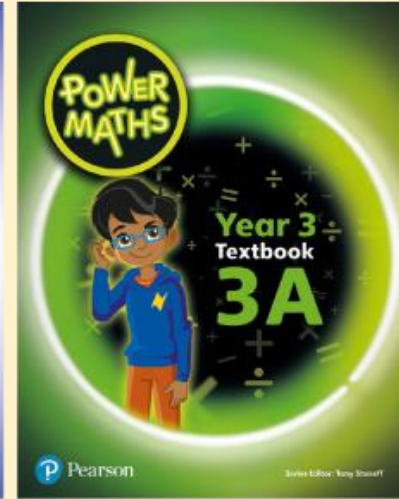
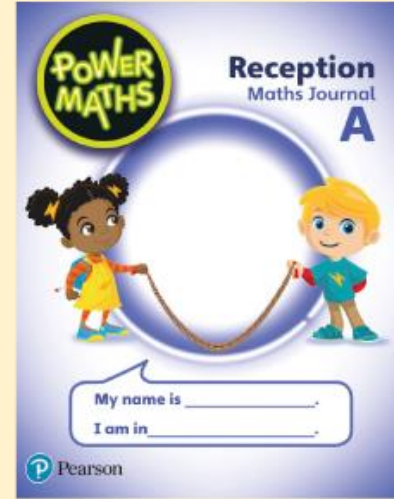
Log-ins for Google Classroom, TTRS etc are inside the Reading Record book.

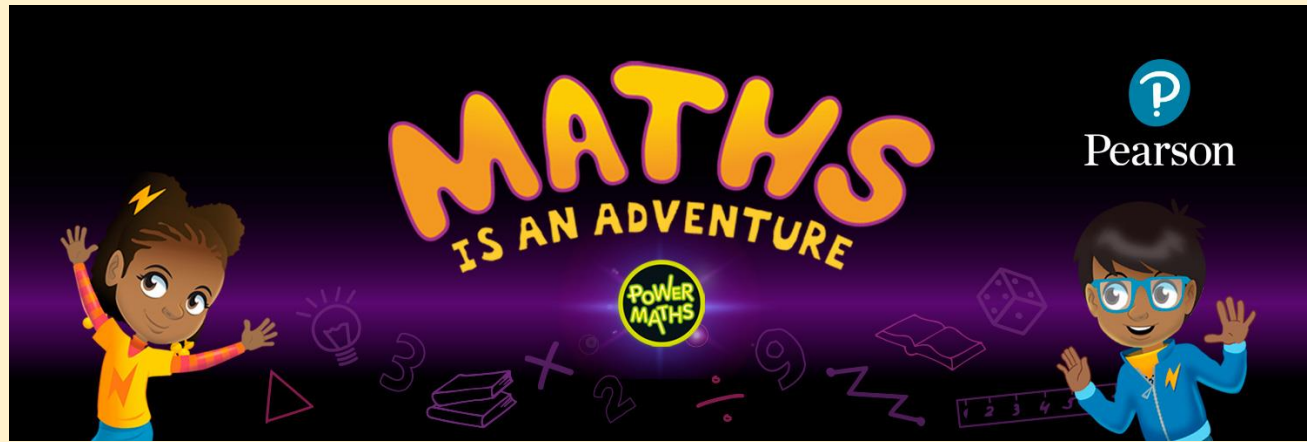
Letter-join

- Handwriting scheme - implemented across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.
- Your child has a log-in to the letter-join website in order to practise their handwriting at home as part of their homework.



- Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.
- Aligned to the White Rose Maths progressions and schemes of learning.
- Built around a child-centred lesson design that models and embeds a growth mind set approach to maths and focuses on helping all children to build a deep understanding of maths concepts.





Numbers to 1,000,000

Discover

I have made a 6-digit number using the cards. It has 4 hundreds. My number has 2 ten thousands. It is less than 800,000 and odd.

10,000 more than the number I have made is 106,287.

Richard Lexi

2 4 6 7 8 9

1 a) What numbers could Richard have made using the digit cards shown? How many different answers can you find?
b) What number has Lexi made?

PUPIL TEXTBOOK 6A PAGE 8

Share

a) I have made a 6-digit number using the cards. It has 4 hundreds.

HTH	TTh	Th	H	T	O
				4	

Put the 4 in the hundreds column.

My number has 2 ten thousands.

HTH	TTh	Th	H	T	O
	2		4		

Put the 2 in the ten thousands column.

It is less than 800,000 and odd.

HTH	TTh	Th	H	T	O
8	2		4		

The digit in the hundred thousands column must be less than 8. The 7 or the 9 must go in the ones column to make the number odd.

HTH	TTh	Th	H	T	O
7	2		4		9

The digits that are left can be placed in either the thousands or the tens columns. So Richard could have made:

627,489 726,489 629,487
628,479 728,469 628,447

I made 726,489 and 728,469 when I used 7 instead of 6 as the first digit.
I made 629,487 and 628,447 when I used 7 instead of 9 in the ones column.

Think together

b) To find the number Lexi has made we need to work out what is 10,000 less than 106,287.

HTH	TTh	Th	H	T	O

Lexi has made the number 96,287.

I represented 106,287 with counters on a place value grid, and then subtracted 10,000.

1 Richard has made some numbers using different representations. Say each number out loud. Then write each number in words.

3 2 5 6 7

HTH	TTh	Th	H	T	O
4	9			6	2

HTH	TTh	Th	H	T	O

10,000 6

Numbers to 1,000,000

1 Write the numbers that are shown on the place value grids.

a)

HTH	TTh	Th	H	T	O

b)

HTH	TTh	Th	H	T	O

2 Write each of the numbers in numerals.

a) one hundred and twenty-three thousand

b) four hundred and thirty-nine thousand, two hundred and eighty-six

c) ninety-seven thousand, one hundred and three

d) three hundred and five thousand, two hundred and forty-six

Pearson

4 Write in the missing numbers. Start from the original number each time.

a) Number 1,000 more 100 more 10 more 10 less

71,400				
--------	--	--	--	--

b) Number 100,000 more 10,000 more 1,000 less 1,000 more

650,167				
---------	--	--	--	--

5 Mia is thinking of a number. His number:

- is a 6-digit, odd number
- has the same number of 1,000s as 10
- is greater than half a million
- has a digit sum of 26.

Write two numbers that could be Mia's number.

_____ and _____

Reflect

Write down three pieces of information about the number 172,428. Compare your information with your partner's information.

PUPIL PRACTICE BOOK 6A PAGE 8

Lesson and learning sequence:

Power Up! (re-visit prior learning as a starter to keep skills sharp)

Discover **OIT** Share **OIT** Think together **OIT** Practise **OIT** Reflect

EdShed



MathShed

All children can also access MathShed with their Ed-shed log-ins. This website provides activities and games to develop mathematical fluency.



Times Tables Rock Stars



The children practise this at school and are expected to use it at home too as part of their homework. They all have a personalised log in. I can monitor progress and set specific tables.



SATs

The key stage 2 tests are timetabled from Monday 9 May to Thursday 12 May 2022.

During SATs week, your child will be tested on their English and Maths knowledge. They will sit the following [Year 6 SATs papers](#) (usually in this order):

- English Spag Paper 1 (short answer questions)
- English Spag Paper 2 (spelling test)
- English Reading Paper
- Mathematics Arithmetic (Paper 1)
- Mathematics Reasoning (Paper 2)
- Mathematics Reasoning (Paper 3)



PSHE and RSE



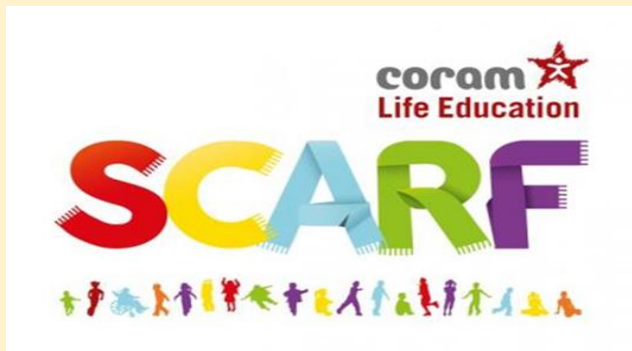
As a school, we follow the SCARF PSHE scheme to ensure full coverage of the curriculum.

Lessons are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship.

We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships.

For each year group, there are six themed units which provide a PSHE and wellbeing curriculum. These units are matched to our school values (friendship, respect, truthfulness, compassion, perseverance and courage) to support and further embed our school's ethos.

The six half-termly themed units are repeated in every school year to develop and build on children's learning in a spiral approach.



SCARF and our school values



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Friendship	Respect	Truthfulness	Compassion	Perseverance	Courage
SCARF unit	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibility	Being my best	Growing and changing



Opal- Outdoor Play and Learning

Programme to help schools improve children's play experiences.

We are introducing:

- More space to play- playing across our whole school site.
- More stuff to play with (loose parts in particular)
- A risk benefit approach so that children are safe to take the risk they need.
- Training for all the staff to support us in being better at enabling children's play.



Opal- Outdoor Play and Learning

Why are we doing this?

- To enable children to have more fun!
- To support the wellbeing and mental health of all our pupils.
- To promote the personal development of all our children.
- To allow pupils to take risks, be creative, expressive and use their imagination through play.
- To allow time for children to socialise, work cooperatively together; improve resilience, stamina and confidence.



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

- Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

Homework Expectations

Homework

Year 5

Date: 27.09.19

+

Reading



This week your comprehension focuses on PREDICTION.
As you become familiar with different types of story and different authors, you pick up on clues within the text which enable you to predict what may happen in the story.
Complete the PREDICTION comprehension.

Spelling



Words ending in -able and -ible (please read the notes)
forgivable
disposable
adorable
enjoyable
valuable
breakable
identifiable
| Test dates: Friday 4th
October

Maths



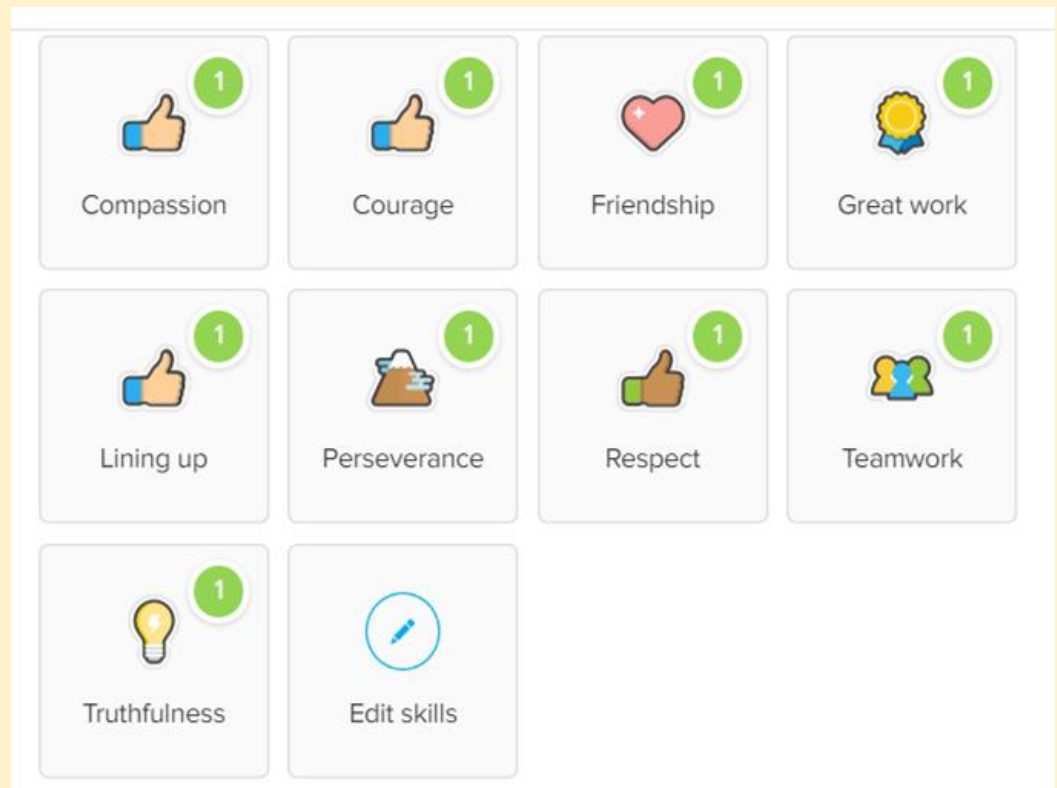
We've been working on place value including negative numbers and ordering as well as counting in 10's, 100's, 100's etc.

Please complete pages 6, 9 and 10 in the CGP book.



Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.





Present and future!

Enjoying Year 5 and 6 and being confident to move on!

We are working on being a good team by:

- recognising the importance of friendship and supporting one another
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn.

We are working on being ready for learning by:

- listening to instructions carefully;
- having the right equipment
- writing dates and learning objectives quickly so we are ready for the lesson and fully aware of the focus for our learning

We are preparing ourselves for the future by:

- recognising where we find things difficult and asking for help, both in school and at home;
- Trying to take more responsibility for our own learning - knowing that a positive attitude really does make a difference

Y6 Residential Robinwood Maes-Y-Nant

March 14th - 16th

Our 3 day, 2 night residential course for the 7 – 11 year old age groups typically packs in 15 exciting activities providing the right balance by offering activities that will challenge, develop teamwork and stimulate the imagination.





Keeping in Contact

- Phone- contact the school office- I'll get back to you as soon as I can.
- Email- the school office will forward emails to me and I will call you back as quickly as I can.
- Google Classroom- You can message privately via Google Classroom and I will respond as soon as possible.

Follow us on Twitter

@GaytonPrimary
@Y6Gayton & @Y5Gayton

