

The background features a white central area surrounded by abstract, overlapping geometric shapes in various shades of pink and magenta, creating a modern, layered effect.

Year 5

Meet The Teachers

Meet the Senior Leaders

- ▶ Miss Ross (Headteacher and leader of primary education)
- ▶ Miss Vincent (Associate Headteacher)
- ▶ Mr Friend (Deputy Head)
- ▶ Miss Ojosipe (Deputy Head)

Meet The Team

Year Leads

- ▶ Ms Sofroniou (50)
- ▶ Ms Dhuny (5S)

Meet The Team

Teachers

- ▶ Miss Hiley (5E)
- ▶ Miss Warsame (5B)
- ▶ Mrs Cacioppo (5M)

Meet The Team

Teaching Assistants

- ▶ Mr Hartnell
- ▶ Mrs Korucam

Year 5 Expectations

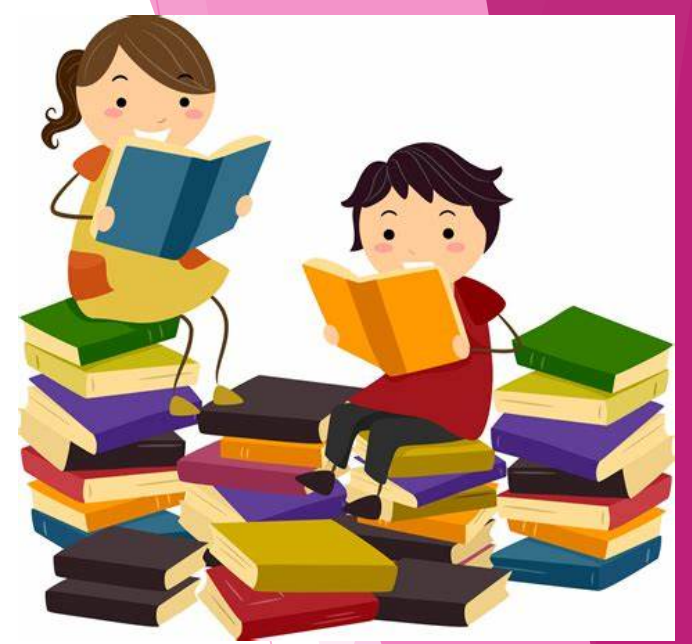


- ▶ Preparation year
- ▶ Independence
- ▶ Hard work
- ▶ Fun!

Reading

- ▶ Big focus of ours this year
- ▶ Underpins all other subjects
- ▶ Daily reading lessons to focus on reading skills (predicting, questioning, summarising, inferring, visualising, vocabulary)

- ▶ Reading daily (20 minutes at least!)
- ▶ Reading for pleasure (home reading books)
- ▶ Recording in reading records daily (see back of reading record for suggested comments)



Writing



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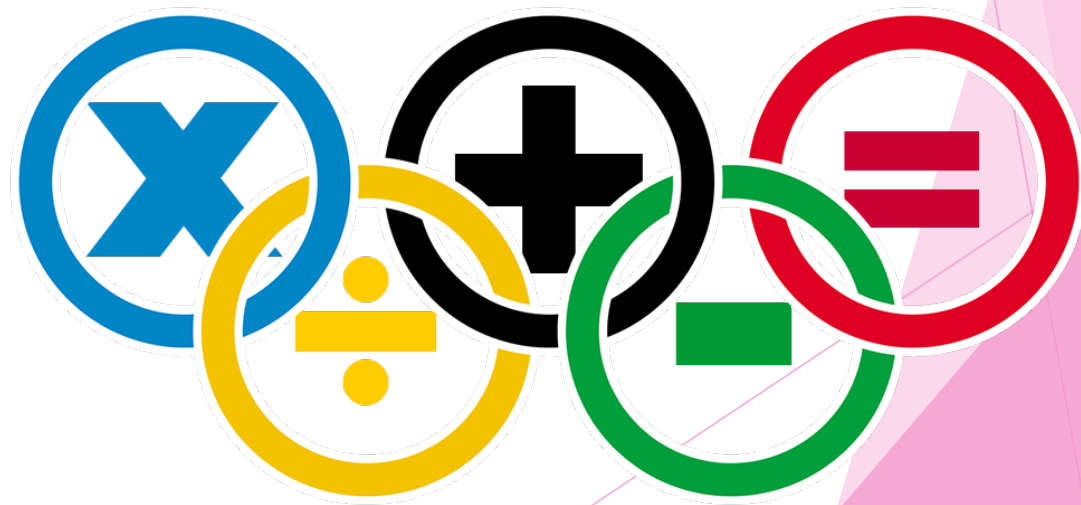
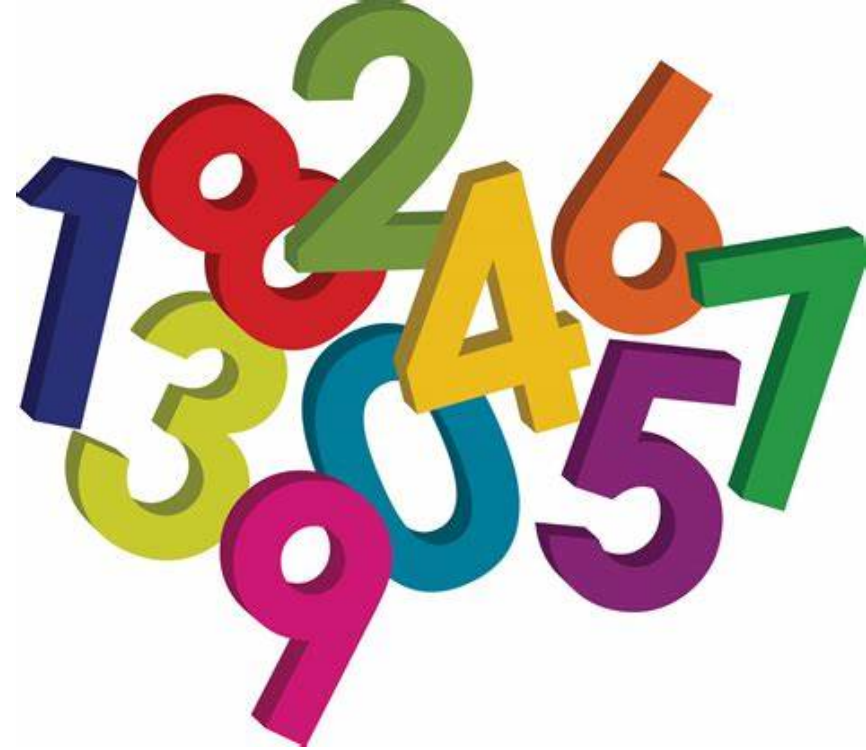
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- ▶ Poetry
- ▶ Narrative writing (stories)
- ▶ Non fiction (persuasive, informative, explanation, instructions)
- ▶ Daily writing lessons with focus on spelling, punctuation, grammar and composition.
- ▶ Spelling (Year 5/6 spelling lists and rules)
- ▶ Handwriting - Fully cursive

The quick brown fox jumps

Maths

- ▶ Number
 - ▶ Place value
 - ▶ Four operations (+, -, x, /)
 - ▶ Measure, statistics and geometry
-
- ▶ Arithmetic
 - ▶ Reasoning/problem solving
-
- ▶ Times tables
 - ▶ Division facts



Learning Journey

Science

DT



Food,
Glorious Food

Equality of Opportunity	Enquiry Based Learning	Curriculum Principles	Inspire awe and wonder	Sustainability
Raising pupil aspiration through inspiration, enjoyment and fulfillment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills		Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Emotional intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
<ul style="list-style-type: none"> Children to look for ways in which we can help our community with the food crisis 	<ul style="list-style-type: none"> What is hunger? Who goes hungry? Why are there people in Edmonton who are hungry? What can we do to help? 		<ul style="list-style-type: none"> Visitor from the North Enfield Foodbank. Visits to the foodbank with harvest festival donations. 	<ul style="list-style-type: none"> How much food do we waste? How can we reduce food waste at school and home? Uses for leftover food.
YEAR 5				
Title: Food Glorious Food				
Big Bang: Visitor from Enfield Foodbank				
School Trip/Special Events -Visitor from North Enfield Foodbank -Visit to the foodbank -Harvest festival				
Celebration -Introduction of the Felix Project				
Computing – E-safety -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
Art – Sculpture -Sculpt food faces in the style of Anniemaldin				
French				
Key Curriculum Areas: Science, DT				
Science- Properties of materials -To compare and group everyday materials. -To understand the differences between solids, liquids and gases. -To investigate materials which will dissolve. -To investigate ways to separate mixtures (sieving, magnetic attraction, filtering, evaporating) -To identify and explain irreversible changes. Working scientifically –Children will plan scientific enquiries, record data and results by taking accurate measurements, make predictions, present findings and use evidence to support or refute an idea. Writing Opportunities: Investigation write ups using the working scientifically skills.				
DT - Food -To understand where food comes from and how the seasons affect this -To understand how food becomes the ingredients we buy -To evaluate existing products -To create a questionnaire for research -To plan an adapted recipe for leftover food -To follow a recipe to make a meal Writing opportunities: Adapting a recipe for leftover food				
Maths Number: -Place Value up to 1 million -Rounding -Addition & Subtraction (mental and formal written methods) -Multiplication & division (mental and formal written methods) -Problem solving with the four operations Geometry: -Properties of 2D and 3D shapes Times tables: Practise weekly in class. Cross Curricular Links – measuring weight and ratio through cooking				
PSHE- Healthy me -To understand body image and self-image -To understand the impact of smoking and alcohol on the body -To understand what makes a healthy lifestyle				
PE – Gymnastics: To explore jumps and landings on and off apparatus and link this to a partner sequence to be performed.				
English Poetry Focus: -Free verse poem on food and the importance of not wasting it -Use of figurative language Non-fiction: -Persuasive letter to the head teacher on how to reduce food waste in school. -Instructional writing in the form of a recipe for leftover food. Spelling: - Handwriting: fully cursive handwriting, practised daily. - Reading: daily sessions teaching reading skills (retrieval, vocabulary, teaching). Cross Curricular Links –Adapting a recipe for leftover food				
RE – Buddhism -To understand the origin of Buddhism -To explain the importance of the three jewels and meditation to Buddhists.				
Music -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Listen with attention to detail and recall sounds with increasing aural memory.				

Sustainability: The importance of not wasting food and how we can help our community the with ‘food crisis’

Uniform

- ▶ Purple V neck jumper/cardigan (with school logo)
- ▶ Grey trousers/skirt/pinafore/shorts
- ▶ White shirt
- ▶ Tie
- ▶ Purple summer dress
- ▶ Black, grey or white socks/tights

PE kit

- ▶ White t-shirt
- ▶ Navy shorts or jogging bottoms
- ▶ Plimsoles/trainers

- ▶ Uniform for Kids

PE Days

- ▶ 5O - Wednesday (outdoor) and Thursday (indoor)
 - ▶ 5B - Wednesday (outdoor) and Thursday (indoor)
 - ▶ 5E - Wednesday (outdoor) and Thursday (indoor)
 - ▶ 5M - Monday (indoor) and Tuesday (outdoor)
 - ▶ 5S - Tuesday (indoor) and Friday (outdoor)
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- ▶ Children will be coming into school in their PE kit on their allocated PE day.

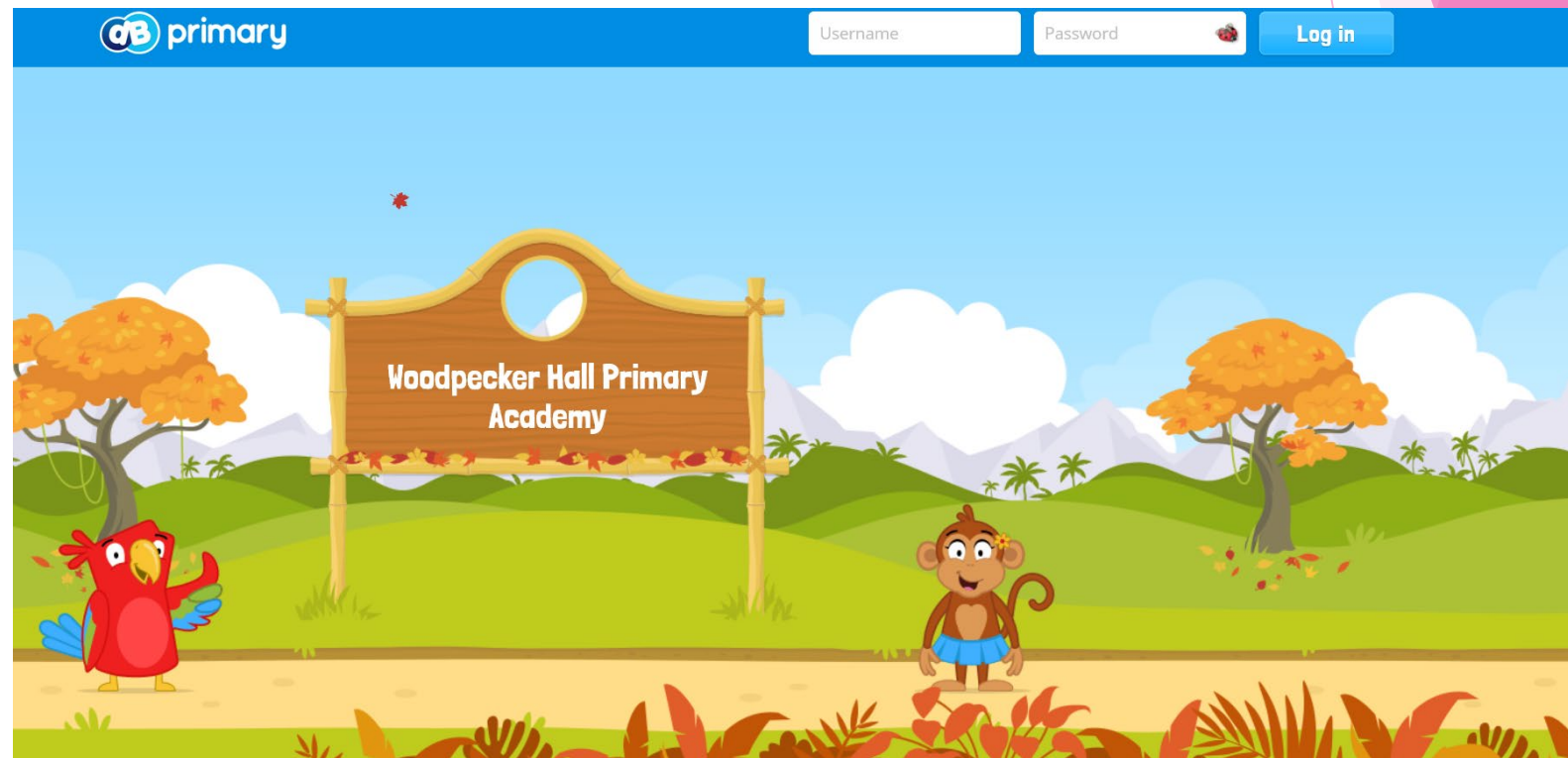
Homework

- ▶ English/maths weekly homework
- ▶ Learning Journey project set each half term

- ▶ DB Primary

Daily expectations

- ▶ Reading
- ▶ Times tables
- ▶ Handwriting
- ▶ Spellings



Thank you!

- ▶ Any questions?

