



Godalming Junior School

Welcome

YEAR 5 CURRICULUM EVENING

2017



# Godalming Junior School

**5AC**

**Mrs Andrea Crook**

**Mrs Debby Lewis**  
**Mrs Pippa Killen**

**5RP**

**Miss Rachel Pulleyn**

**Mrs Pippa Killen**





# Godalming Junior School

## Tonight's Agenda

- Dates for the year
- The Curriculum
- Expectations in Year 5
- Homework and reading records
- How to help your child at home
- Inclusion
- Help needed!
- Any questions?





# Godalming Junior School

## IMPORTANT DATES

- ▶ Preston Manor Trip - Tuesday 3<sup>rd</sup> October
- ▶ Victorian Exhibition - Wednesday 29<sup>th</sup> November
- ▶ Parent's Evening
- ▶ 22<sup>nd</sup> November (Late)
- ▶ 23<sup>rd</sup> November (Early)



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## PRESTON MANOR AND HOVE MUSEUM

- We will be getting a coach from the school leaving at 8.15
- We will be spending the day experiencing life as Victorian children in the employ of a rich household
- The children will be making food, doing chores and learning about the high expectations of Victorian working children
- They will also be visiting Hove Museum where the children will explore Victorian artefacts
- This will be an extended school day as we will be arriving back on the coach at approximately 4.30

For the children to make the most of this experience they are expected to spend the day in costume...

The children will also need to bring a packed lunch and a water bottle.



### Boys

- flat cap
- simple waistcoat or short jacket
- collarless shirt
- trousers tucked into long socks or old trousers cut off below the knee
- black boots or shoes



### Girls

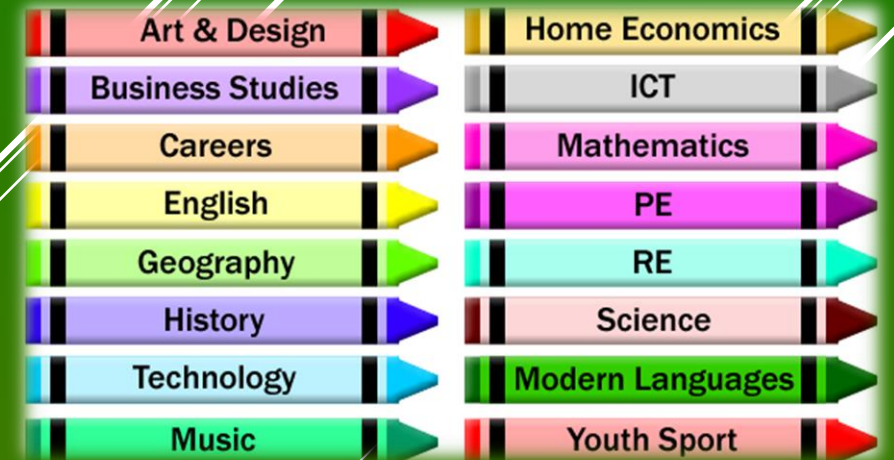
- plain long-sleeved top
- white pinafore or apron
- plain dark skirt
- plain dark tights or bare legs in summer
- lace-up shoes or boots



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## Year 5 Subject Coverage

- English (daily)
- Mathematics (daily)
- Guided Reading
- Science
- Topic
- Computing
- Art and Design or Design Technology
- PE (with Miss Pulleyn and Mrs Pearne)
- Music
- French (with Madame Harvey-Williams)
- RE (with Mrs Balchin)







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## Year 5 EXPECTATIONS

- 1<sup>st</sup> year of being in the Upper School
- Children in Year 5 are role models for the younger pupils in this school (Play Leaders)
- Children are expected to do, and be their best, at all times.
- There are rewards for excellence, and sanctions for inappropriate and unacceptable behaviour.
- Homework will be completed on time and to the best of each child's ability.
- Children are expected to be organised and to take responsibility for everything they need in school such as equipment, homework and their PE kits.



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## Equipment to bring School

### A Full Pencil Case

- Pens (non biro/gel) – Black or Blue
- Pencils – Sharpener and rubber
- Pink Perfecting Pen
- Whiteboard pen
- Ruler
- Colouring Pencils

(All available from the School Stationary Shop)

Water Bottle (Named)

Reading Book

Reading Record

Complete PE Kits - Mondays







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## Homework Diaries and Reading Records

- Children will be expected to complete UP TO 40 minutes (per piece) of Maths and English homework every week. They are expected to read **every night** and to make a note of this in their reading record.
- Homework will be given out on a **Monday** and be returned on a **Friday**.
- Children should aim to get at least 4 signatures/initials in their reading record each week which will be checked every Monday. They will no longer get House Points for reading as it is expected as part of their homework.
- Homework club is in 5AC Wednesday lunchtimes 12.30-1.00



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# TARGETS

Comprehension						
Word Reading	Locate, retrieve and elaborate on information	Use inference and deduction skills	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
Range of competencies and contexts: Children will read and analyse a range of texts - including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Learning by heart and reading performing aloud enable understanding to be enriched. Opportunities to apply learning successfully in pupils' writing are also evident. Pupils develop personal tastes in their reading and are able to recommend books to others based on a more sophisticated understanding of preferences.						
Must	I can summarise the main ideas of a paragraph and identify key details	I can give justified views based on inference and deduction	I can comment on how narratives are structured in different ways e.g. adventure, mystery	I can explain how language is used to help the reader visualise setting, characters and events	I understand that the same themes can be presented in different ways e.g. leaflet, letter	I can explain and discuss what I have read using notes if necessary
	I can decide what to include in note taking to create a summary	I can distinguish between implicit and explicit points	I can evaluate the presentation and its effectiveness in conveying information	I can identify and comment on figurative, expressive and descriptive language	I can consider how the reader's experiences and context influence the effect of a text	I can compare similar pieces of information from different sources
	I can use direct evidence from sections of text to explain and justify opinions	I can begin to use clues in language to put the text in context e.g. historically	I can comment on how narrative structure can engage a reader e.g. flashback	I can relate language choices to the genre	I can identify how some writers attempt to challenge conventions in narrative e.g. handsome hero and Shrek	I can express my preference for texts by combining an understanding of ideas, themes, events and characters
	I can retrieve information to answer abstract questions		I understand how paragraphs are linked to build knowledge/tension	I can explain how language can influence the reader's viewpoint		I can compare and contrast the way that fiction and non-fiction texts treat same themes
Should		I can retrieve information to answer abstract questions				
	I am secure in skimming, scanning and text marking for research	I can draw on detail to give full and persuasive answer	I can identify the structure and organisational choices	I can evaluate and analyse texts including language choices	I can evaluate how effectively and author conveys their viewpoint/messages	I can compare and contrast how writers treat similar context and themes
	I can select, organise and prioritise information from a range of sources	I can consider alternative interpretations and select the most plausible	I can explain why structural and organisational choices have been made	I can use technical vocabulary to comment on texts e.g. simile, imagery	I can describe and evaluate authors' use of techniques, justifying interpretation by references to the	I can identify and comment on the way that different writers'
			I can use a wide			

Number and Place Value		Introduction	Independence	Application	Mastery	Surpassing
<p>read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across 0</p> <p>solve number and practical problems that involve all of the above</p>						
<p><b>Addition, Subtraction, Multiplication and Division</b></p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by percentages as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>show knowledge of the order of operations to carry out calculations involving the 4 operations</p> <p>solve addition and subtraction multi-step problems in contexts, choosing operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use factors to check answers to calculations and determine, if a problem, an appropriate degree of accuracy</p> <p><b>including decimals and percentages</b></p> <p>use factors to simplify fractions; use common multiples to find equivalent fractions in the same denominator</p> <p>compare and order fractions, including fractions &gt; 1</p>						
<p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</p> <p>Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for</p>						

	Name:
	Class:
	using paragraphs to organise ideas
	describing settings and characters
	using some cohesive devices within and across sentences
	paragraphs
	using different verb forms mostly accurately
	using co-ordinating and subordinating conjunctions
using mostly correctly	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
	spelling most words correctly (year 3 & 4)
	spelling some words correctly (year 5 & 6)
	producing legible joined handwriting.
	creating atmosphere, and integrating dialogue to convey character and advance the action
	selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
	using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
	using passive and modal verbs mostly appropriately
	using a wide range of clause structures, sometimes varying their position within the sentence
	using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
using mostly correctly	inverted commas
	commas for clarity
	punctuation for parenthesis
making some correct use of	semi-colons
	dashes
	colons
	hyphens
	spelling most words correctly" (year 5 and 6)
	maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters
	managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
	selecting verb forms for meaning and effect
	using the full range of punctuation taught at key stage 2 mostly correctly, including:
using mostly correctly	semi-colons to mark the boundary between independent clauses
	colons to mark the boundary between independent clauses



## Helping with Reading at Home

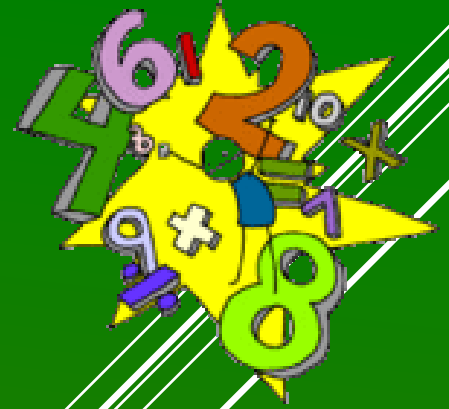
- What has happened in the story so far?
- Who are the main characters?
- Who left the gate open?
- Why was that?
- Why do you think Sam chose to walk instead of ride his bike?
- Why do you think Sarah hid behind the sofa? What tells us that she may have been cross?
- Is this similar to another story you have read? How?
- Further questions on the website





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## Helping with Maths at Home



- Please practise number bonds and times tables.
- Use fun websites to encourage children
- Let them help you cook (weighing out ingredients, measuring volume etc)
- Let your child use money and work out change. Many children don't ever see coins.
- Help them to be aware of the time - by reading clocks.
- Play games such as monopoly and card games

**Remember to keep learning fun!**

[www.woodlands-junior.kent.sch.uk](http://www.woodlands-junior.kent.sch.uk)



## ► Safeguarding and Appointments

- If you are coming into school, adults must use the front door and report to reception. Please do not come in through the cloakrooms.
- If you need to make an appointment to see your child's class teacher, please contact the office.



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- ▶ If there is an issue that you would like to discuss with the school, your first port of call is your child's class teacher.
- ▶ If you still need guidance with the issue, the next point of call is the Phase Leader - Mrs Crook.
- ▶ Then, please make an appointment to see Mr Poole as Deputy Headteacher
- ▶ Finally, make an appointment to see Mr Samson if there is still a resolution to be found.
- ▶ [acrook@godalming-junior.surrey.sch.uk](mailto:acrook@godalming-junior.surrey.sch.uk)
- ▶ [rpulleyn@acrook@godalming-junior.surrey.sch.uk](mailto:rpulleyn@acrook@godalming-junior.surrey.sch.uk)







# Godalming Junior School

## INCLUSION



If your child needs additional support for their learning, please speak to your child's class teacher about making an appointment to see Mrs Rachel Trinder, who is our SENDco. Mrs Karen Sutton, who is our Home-School Link Worker, also works part-time.



# Godalming Junior School

## BREAKFAST CLUB

This year we have started a GJS breakfast club which is run by Mrs Nash and Mrs Bartlett.

Starts at 8am until the beginning of the school day.

Breakfast is provided and a range of quiet activities.





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## HELP!

- ▶ Help is welcomed in any area e.g. listening to readers, helping with DT, specialist subjects.
- ▶ Sign in sheet with space for e-mail address and possible help times, areas, days of the week is located on the table 😊







## MATERNITY HANDOVER

- ▶ The position for maternity cover has been advertised and we are currently in the middle of the recruitment process
- ▶ The successful applicant will work closely with myself and Miss Pulleyn to ensure a smooth transition
- ▶ We will arrange parents evenings during this period so that you can meet the new teacher
- ▶ Mr Poole will be caretaking the role of Upper School Phase Leader
- ▶ 5AC parents will be notified when we have more information



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THANK YOU FOR COMING

PLEASE SEE US AFTERWARDS IF YOU HAVE ANY  
QUESTIONS?

