



Godalming Junior School

WELCOME
to year 5!

CURRICULUM EVENING 2018



Godalming Junior School

The Year 5 Team

Mrs Andrea Crook
Miss Georgina Plowright
Miss Erin Coleman

Mrs Stephanie Bradford

Mrs Pippa Killen

Mrs Jan Nash

Mrs Alix Batterson

Mrs Sabrina Sterling-Dwen

Mrs Debbie Lewis

Mrs Suzanne Bott

Mrs Debbie Lewis

Mrs Sarah Mole

Mrs Katey Ayshford

Mrs Jess Pearne

Mrs Anna Sandars



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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?





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IMPORTANT DATES

- ▶ Preston Manor and Hove Museum Trip - Tuesday 4th December
- ▶ Alice and Wonderland - Friday 2nd November
- ▶ Theme weeks for Autumn term- Healthy Week, Hero Week and Poetry Week
- ▶ Parent's Evening
- ▶ 20th November (Late)
- ▶ 22nd November (Early)



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PRESTON MANOR AND HOVE MUSEUM - 4TH DECEMBER

- Children need to be at school no later than 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



PRESTON MANOR



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ALICE IN WONDERLAND - 2ND NOVEMBER 2018

- The school have secured 20 tickets to see Alice in Wonderland performed by the Guildford Shakespeare company.
- This fits in nicely with our first topic, which is the Victorians.
- We will be sending out letters nearer the time.

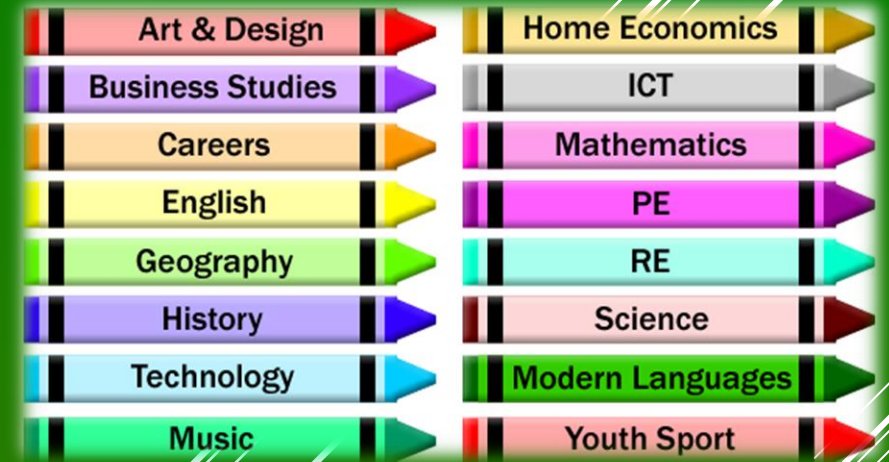




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Year 5 Subject Coverage

- English (daily)
- Mathematics (daily)
- Shared Reading (twice a week)
- Science
- Topic
- Computing
- Art and Design or Design Technology (1 afternoon every other week)
- Music (1 afternoon every other week)
- French (with Madame Harvey-Williams)
- RE
- PE
- PSHE (with Mrs Lorraine Balchin)





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- 1st year of being in the Upper School
- Play Leaders in the Spring term
- 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.

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
 - Glue sticks

(All available from the School Stationery Shop)

- Water Bottle (Named)
- Reading Book and reading record
- Complete PE Kits - Monday





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Reading Records and Homework

- Homework will be given out on a Monday and be returned on a Friday.
- Children will be expected to complete up to 40 minutes per piece of Maths and English homework every week. They will also be given a half termly project which should take approximately 90 minutes to complete overall.
- Ideally we would like children to read every night and to make a note of this in their reading record.
- Children should aim to get at least 4 signatures/initials in their reading record each week which will be checked every Monday.
- Homework club will take place every Wednesday lunchtime



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TARGETS

	Word Reading	Comprehension	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
	Locate, retrieve and elaborate on information	Use inference and deduction skills	Understand structure, organisation and presentation	Understand 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 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	<p>I can summarise the main ideas of a paragraph and identify key details</p> <p>I can decide what to include in note taking to create a summary</p> <p>I can use direct evidence from sections of text to explain and justify opinions</p> <p>I can retrieve information to answer abstract questions</p> <p>I am secure in skimming, scanning and text marking for research</p> <p>I can select, organise and prioritise information from a range of sources</p>	<p>I can give justified views based on inference and deduction</p> <p>I can distinguish between implicit and explicit points</p> <p>I can begin to use clues in language to put the text in context e.g. historically</p> <p>I can draw on detail to give full and persuasive answer</p> <p>I can consider alternative interpretations and select the most plausible</p>	<p>I can comment on how narrative are structured in different ways e.g. adventure, mystery</p> <p>I can evaluate the presentation and its effectiveness in conveying information</p> <p>I can comment on how narrative structure can engage a reader e.g. flashback</p> <p>I understand how paragraphs are linked to build knowledge/tension</p> <p>I can identify the structure and organisational choices</p> <p>I can explain why structural and organisational choices have been made</p> <p>I can use a wide</p>	<p>I can explain how language is used to help the reader visualise setting, characters and events</p> <p>I can identify and comment on figurative, expressive and descriptive language</p> <p>I can relate language choices to the genre</p> <p>I can explain how language can influence the reader's viewpoint</p> <p>I can evaluate and analyse texts including language choices</p> <p>I can use technical vocabulary to comment on texts e.g. simile, imagery</p>	<p>I can explain and discuss what I have read using notes if necessary</p> <p>I can compare similar pieces of information from different sources</p> <p>I can express my preference for texts by combining an idea, themes, events and characters</p> <p>I can compare and contrast the way that non-fiction texts treat the same themes</p> <p>I can compare and contrast how writers treat similar contexts and themes</p> <p>I can describe and evaluate authors' use of techniques, justifying interpretation by references to the</p> <p>I can identify and comment on the way that different writers' language</p>
Should					

Number and Place Value	Introduction	Independence	Application	Mastery	Surpassing
Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit					
Round any whole number to a required degree of accuracy					
Use negative numbers in context, and calculate intervals across 0					
Solve number and practical problems that involve all of the above					
Addition, Subtraction, Multiplication and Division					
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication					
Divide 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 rounding, as appropriate for the context					
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					
Perform mental calculations, including with mixed operations and large numbers					
Identify common factors, common multiples and prime numbers					
Use their knowledge of the order of operations to carry out calculations involving the 4 operations					
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why					
Solve problems involving addition, subtraction, multiplication and division					
Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy					
Fractions (including decimals and percentages)					
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination					
Compare and order fractions, including fractions > 1					
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions					
Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]					
Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]					
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for					

		Name:	
		Class:	
		using paragraphs to organise ideas	
		describing settings and characters	
		using some cohesive devices within and across sentences and 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			
making some correct use of		punctuation for parenthesis	
		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		



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Helping with Reading at Home

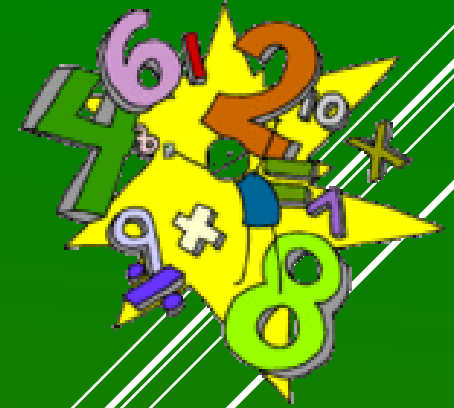
- What has happened in the story so far?
- Who are the main characters?
- Who left the gate open?
- Why was that?
- Why do you think Sam chose to walk instead of ride his bike?
- Why do you think Sarah hid behind the sofa? What tells us that she may have been cross?
- Is this similar to another story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

<http://www.bbc.co.uk/bitesize/ks2/maths>

www.woodlands-junior.kent.sch.uk



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► Safeguarding and Appointments

- If you are coming into school, adults must use the front door and sign in at 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.

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ecoleman@godalming-junior.surrey.sch.uk





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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 Kate Wilkinson, who is our SENDco. Mrs Karen Sutton, who is our Home-School Link Worker, also works part-time.



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HELP!

- ▶ Help is welcomed in any area e.g. listening to readers, helping with DT, specialist subjects.
- ▶ There is a sign up sheet with space for your e-mail address, possible help times and areas of speciality, located on the table 😊
- ▶ PTA Class Reps





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THANK YOU FOR COMING

PLEASE SEE US AFTERWARDS IF YOU HAVE ANY
QUESTIONS?

