

Learning Gems

We place learning at the heart of all we do and we aim to develop children as life-long learners. We need to help our children to become better learners at school and at home. With the use of 'Learning Gems' we aim to create a climate in the classroom and in the school that cultivates habits and attitudes that make learning skills obvious. This will enable our children to become resilient, resourceful and reflective learners who are confident to take risks and develop strong positive relationships to support their own learning.

There are six key learning dispositions that help to develop children's learning and practical ability to apply skills across the curriculum. These are as follows:

- **Ruby** (being kind to someone)
- **Diamond** (solving problems)
- **Emerald** (attempting new challenges)
- **Sapphire** (coping with distractions)
- **Topaz** (sharing ideas and valuing yourself and others)
- **Amethyst** (working as part of a group)

Learning Gem						
Ruby Being kind to someone	School Rules and Shared Partnership Vision, Mission and Core Values					
Diamond Solving problems	Reflectiveness - Planning Working learning out in advance	Reflectiveness - Revising Monitoring and adapting along the way	Reflectiveness - Distilling Drawing out the lessons from experience	Resourcefulness - Reasoning Thinking rigorously and methodically	Resourcefulness - Capitalising Making good use of resources	Resourcefulness - Imagining Using the mind's eye as a learning theatre
Emerald Attempting new challenges	Resourcefulness - Questioning Getting below the surface; playing with situations		Resourcefulness - Making Links Seeking coherence, relevance and meaning			
Sapphire Coping with distractions	Resilience - Absorption Flow: the pleasure of being rapt in learning	Resilience - Managing Distractions Recognising and reducing interruptions		Resilience - Noticing Really sensing what's out there	Resilience - Perseverance Stickability; tolerating the feelings of learning	Reciprocity - Interdependence Balancing self reliance and sociability
Topaz Sharing ideas and valuing yourself and others	Reflectiveness - Meta-learning Understanding learning, and yourself as a learner					Reciprocity - Empathy The skills of learning with others Reciprocity - Empathy and Listening Getting inside other's minds Reciprocity - Imitation Picking up other's habits and values
Amethyst Working as part of a group						
	Learning to Learn Skills					

Partnership Uniform

Uniform

- Red sweatshirt with a V-neck or red cardigan with a school logo
- White shirt
- Grey trousers, short, skirts or pinafores
- Red gingham summer dresses
- Grey tights
- Black or white socks

Shoes

School shoes should be black and fit securely, with a low heel. Trainers or boots will not be allowed.

PE Kit

- White t-shirt
- Black shorts or tracksuit bottoms
- Trainers

Jewellery

For Health and Safety reasons, we do not allow children to wear jewellery in our schools. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance. We ask children to either remove these items during PE and Games or to cover them with micropore tape to prevent them from causing injury.

Parents' Role

We ask all parents that send their children to our schools to support the 'School Uniform Policy.'

In order to avoid confusion and keep 'Lost Property' to a minimum, all items of clothing, PE kit, bags etc., **must** be clearly named before being brought into school.

The school welcomes children from all backgrounds and faith communities; therefore if there is a reason on religious grounds why parents may want their child to wear clothes that differ from the School Uniform Policy, the school will look sympathetically at the request.

If a child does not wear the correct uniform into school, the child's class teacher may ask the child to remove non-uniform items and discuss the issue with the parents.

Other Equipment needed for School

Stationery

Writing equipment will be provided for your children in class but if your child prefers, they may bring in a pencil case with their own stationery resources. It is always a good idea to label all pens and pencil cases.

Water bottles

We ask that parents provide a named water bottle for their child. Water helps to stimulate the brain for learning and juice and squash are not allowed.

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.



Year 5 Recommended Book List

The Emperor's New Clothes by Naomi Lewis

Krindlekrax by Philip Ridley

Outsiders by Kevin Crossley-Holland

The Fib and Other Stories by George Layton

Secret Friends by Elizabeth Laird

Varjak Paw by SF Said

The 18th Emergency by Betsy Byars

Sir Gawain and the Green Knight by Selina Hastings

Iron Man by Ted Hughes

Eye of the Wolf by Baniel Pennac

The Borrowers by Mary Norton

There's a Boy in the Girls' Bathroom by Louis Sacher

Mrs Frisby & the Rats of Nimh by Robert O'Brien

101 Dalmations by Dodie Smith

Ballet Shoes by Noel Streatfield

Charlotte's Web by E B White

Goggle Eyes by Anne Fine

War Boy by Michael Foreman

Stickybeak by Morris Gleitzman

Blabbermouth by Morris Gleitzman

The Snow Spider Trilogy by Jenny Nimmo

A Dog so Small by Philippa Pearce

I Was a Rat by Phillip Pullman

The Firework-Maker's Daughter by Phillip Pullman

**Year 5/6
Spelling List**

cemetery	embarrass	immediate(ly)	physical	soldier
committee	environment	individual	prejudice	stomach
accommodate	communicate	equip (-ped, -ment)	privilege	sufficient
accompany	community	interrupt	profession	suggest
according	competition	especially	programme	symbol
achieve	conscience*	exaggerate	pronunciation	system
aggressive	conscious*	excellent	queue	temperature
amateur	controversy	existence	recognise	thorough
ancient	convenience	explanation	recommend	twelfth
apparent	correspond	familiar	relevant	variety
appreciate	criticise (critic + ise) curiosity	foreign	restaurant	vegetable
attached	definite	forty	neighbour	vehicle
available	desperate	frequently	nuisance	yacht
average	determined	government	occupy	sacrifice
awkward	develop	guarantee	occur	secretary
bargain	dictionary	harass	opportunity	shoulder
bruise	disastrous	hindrance	parliament	signature
category		identity	persuade	sincere(ly)

Homework

Each week, the children will have a set homework task to complete linked to English, Maths or a foundation subject.

In addition to this homework task, the children will receive a weekly spellings list. They will be expected to read at home with an adult a minimum of four times a week, recording their reading in their journals. On top of this, children will also need to practise their times tables.

Parsons Down Partnership



End of Year Expectations for Year 5

This booklet provides general information for parents and carers as well as including the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Foundation Subjects

In KS2, the children will have lessons in foundation subjects that include;

- Science
- History
- Geography
- PSHE
- Music
- Computing
- Art
- Design and Technology
- French
- PE
- RE

These subjects introduce the children to a wide variety of skills and knowledge. At times, there will be thematic links between the subjects and where possible, we try to make the learning creative and interactive.

Y5	Science	Autumn 1 Earth and space – Earth, sun and moon	Autumn 2 Forces – identify the effects of different forces – linked to mechanisms	Spring 1 Properties and changes of materials - explore and compare a broad range of materials	Spring 2 Properties and changes of materials – explore and compare a broad range of materials	Summer 1 Living things and their habitats – life cycles and reproduction	Summer 2 Animals including humans – human growth and puberty
	History			Mayans – to study a non-European society that contrasts with British history			Anglo Saxons – identify and compare changes within and across different periods
	Geography	Region of North America – locate on map and key physical and human characteristics			Physical geography – climate zones, biomes and vegetation belts		

Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/ 2-digit
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.