

Welcome to Class 5

2024-2025



Staffing

- Mrs Watson – Class Teacher
- Mrs East – Teaching Assistant, Class 5 (swimming teacher)
- Mrs John – Teaching Assistant, Class 5 (swimming support)
- Mrs Davis – HLTA
- Mrs Kostiuchenko – Teaching Assistant
- Mrs Griffiths – Teaching Assistant

Communication

Email: l.watson@bliss.northants.sch.uk

School Office: 01327 340758

Timetable



Class 5 Timetable

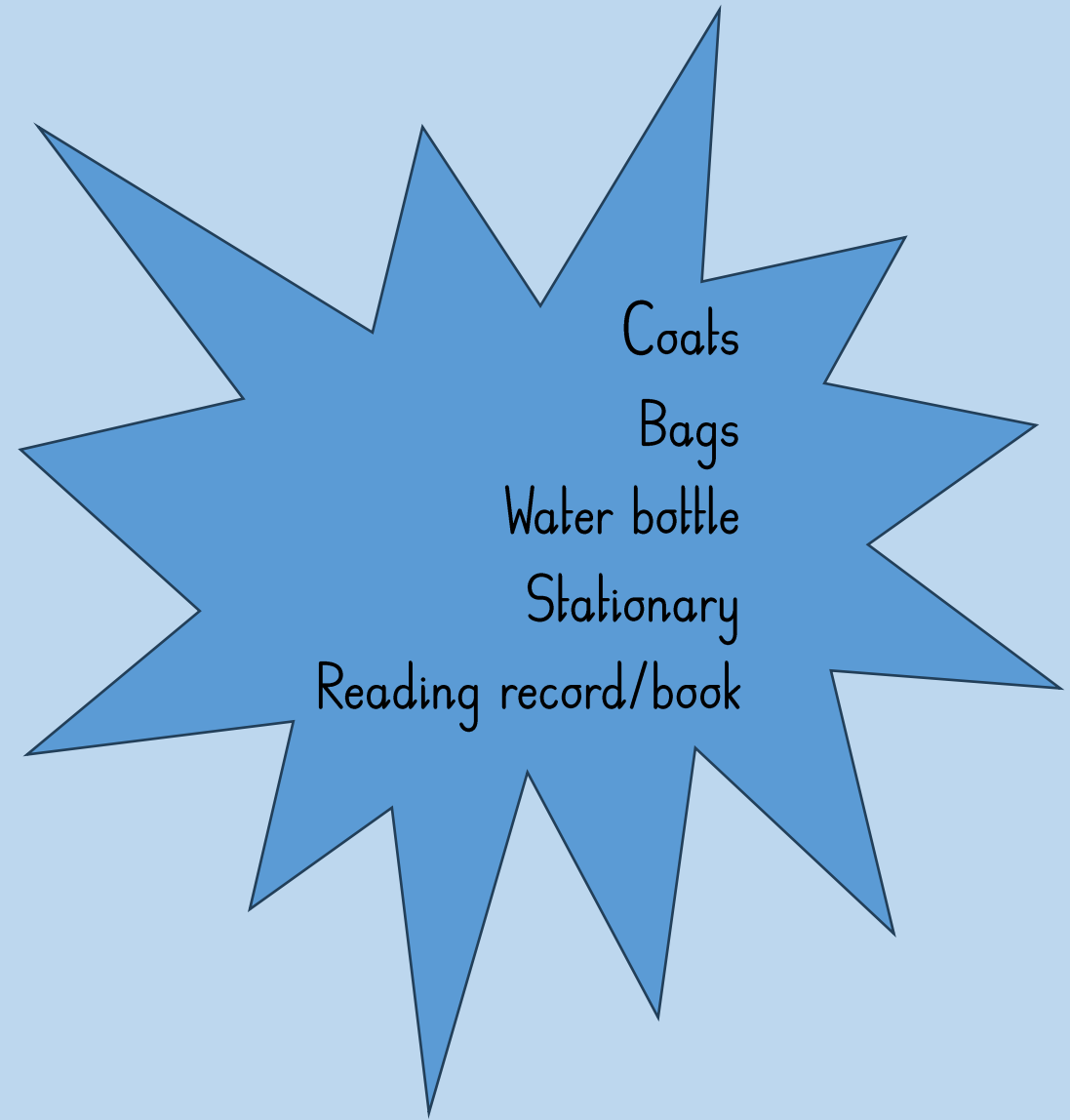
Autumn 1 – Week 2 wb 09.09.24



	9.00 – 9.15	Lesson One 9.15 -10.15	10.15- 10.30	Lesson 2 10.30 – 12.00		12.00 – 12.55	Lesson 3 1.00 – 2.00	Lesson 4 2.00 – 3.00	End of the day 3.00
Monday	Assembly	Maths 1	Break	Spellings	English 1	Guided Reading	Spelling Test	History	Class Book
Tuesday	Assembly	Maths 2		Spellings	English 2		Science		Class Book
Wednesday	Picture News Assembly	Maths 3		Spellings	English 3		Computing	PSHE / RE	Class Book
Thursday	Assembly	Maths 4		Spellings	English 4 – Reading	SBW	French	Outdoor PE	Class Book
Friday	Assembly	Maths 5		Spellings – Test	Art		Indoor PE – Dance		Music

Class 5 Routines

- 8.45am - Arrive/Morning task
- 9.00am- Registration
- 9.05am - Assembly
- First lesson
- 10.15 – 10.30am Breaktime
- Second lesson
- 12.00-12.55pm – lunch/playtime
- Third lesson
- Fourth lesson
- 3.15pm – Home time



Uniform

School Uniform	PE Kit
<ul style="list-style-type: none"> • Black or grey trousers. • Black or grey smart shorts. • Black or grey knee-length skirt. • Black or grey pinafore dress. • In the summer, blue and white checked summer dress. 	<ul style="list-style-type: none"> • Logoed, house-coloured t-shirt for PE <ul style="list-style-type: none"> - Fire (red) - Water (blue) - Earth (green) - Air (yellow) • Plain white or house coloured t-shirt.
<ul style="list-style-type: none"> • School logoed polo shirt: white or royal blue. • White shirt or white polo shirt. 	<ul style="list-style-type: none"> • Plain, blue or black shorts. • Plain, blue or black jogging bottoms. • Black, blue or white socks.
<ul style="list-style-type: none"> • Royal blue, jumper with the school logo. • Royal blue fleece with the school logo. • Royal blue cardigan with the school logo. 	<ul style="list-style-type: none"> • Clean, trainers or plimsolls.
<ul style="list-style-type: none"> • Clean flat footwear, black shoes with no visible branding. • Black or grey tights. Black, grey or white socks. • Trainers to change into at break/lunchtime (optional). 	<ul style="list-style-type: none"> • Long hair (shoulder length) must be tied back with simple accessories. • No jewellery* – including earrings – should be worn for PE. Pupils should be able to remove their earrings for this lesson or not wear earrings on PE days.
<ul style="list-style-type: none"> • Long hair (shoulder length or longer) should be tied back with simple accessories. • No extreme haircuts.² 	
<ul style="list-style-type: none"> • Book bag with the school logo. • Ruck-sack or draw-string bag for other items (e.g. PE kit). • Warm, waterproof coat for cold/wet weather. • Cap, or summer hat for sunnier weather (outdoor use only) 	

The Class 5 Curriculum

At The Bliss Charity School, we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the national curriculum in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

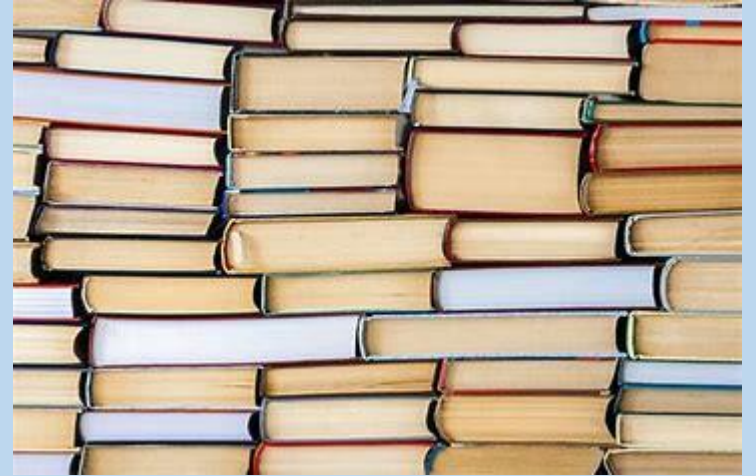
Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into termly topics.

<i>Class 5</i>	<i>The Great Outdoors</i>	<i>Ancient Maya</i>	<i>Space</i>	<i>Ancient Greece</i>	<i>The Tudors</i>	<i>Our Amazing World</i>
						

Year 5 Standards and Expectations

- We are expecting the children to have a positive attitude to their learning and become more independent.
- Taking responsibility for looking after belongings and having name labels to help with this.
- Good behaviour inside and outside of the classroom.
- Following the school and class rules.
- Having pride and putting effort in their work.

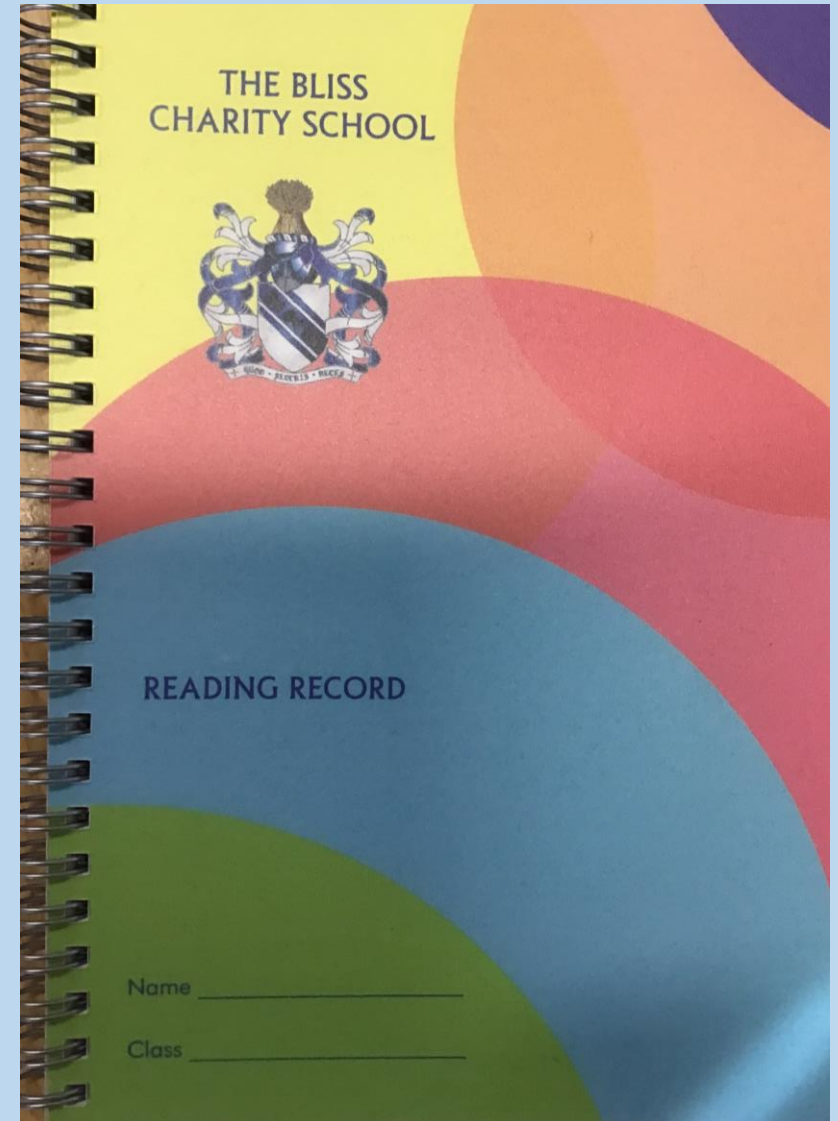
Reading



- Library sessions — every alternate Tuesday.
- Each teacher will read a class book to their class every day.
- We aim to develop a culture of 'reading for pleasure'.
- Your child will have allocated reading levels and specific reading skills to focus on.
- It is expected that your child reads at home regularly. We would advise at least five times a week.
- Home books can be a combination of book band, library and books from home.
- Mix it up by sharing a book together, ping pong each page, anything to encourage reading and developing a love of reading!

Reading Records

- Every child has received a new reading record.
- The reading records contain lots of information pages for pupils and parents/carers, including:
 - *A guide to reading with your child*
 - *Questions to ask your child when reading together*
 - *Vocabulary building*
 - *Reading rewards*
 - *Behaviour and anti-bullying guidance*
 - *Metacognition and house points*
 - *School uniform*
 - *Multiplication tables*
 - *Kinetic letters*
 - *Packed lunch guidance*
- Please ensure your child looks after their reading record and it comes with them to school every day. Records will be checked on a Monday.
- A replacement reading record will cost £3.00.



Reading at Home

- Children should read **independently/to an adult for at least 15 minutes every day.**
- Children should be encouraged to fill out their own reading record and take ownership of it. **Reading records will be taken in and checked on a Monday.**
- Children need to read five times or more each week. When they achieve this over 10 weeks, they will receive a bronze certificate; over 20 weeks, a silver certificate; over 30 weeks, a gold certificate; and over 40 weeks, a trophy certificate and individual prize.



My Reading this week

Week Beginning: _____

	Book & Author	Pages read
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

	Book & Author	Pages read
Saturday		
Sunday		
My comments		
Adult's comments		
Teacher's comments		

Literacy

- Every term we will cover a fiction, non-fiction and poetry unit.
- During Autumn term we will be covering dilemma stories, poetry, information texts and more.
- Short burst writes.
- Handwriting.
- Non-negotiables.

Year 5 writing expectations	
Expected standard	Greater depth standard
<ul style="list-style-type: none">• Their writing has clear audience and purpose across lots of genres, and they develop characters, plots and settings well• Paragraphs• Fronted adverbials – beginning a sentence in a way that tells you how/where/when/how often something is happening. E.g. <u>Far below the depths of the ocean</u>, the ravenous narwhal scavenged for prey.• Relative clauses – using a relative pronoun like <u>who/which/that/whom</u> to add extra detail to a sentence. E.g. The ravenous narwhal, <u>who had not eaten for days</u>, scavenged for prey.• Expanded noun phrases with prepositions. Add deeper description. E.g. The <u>boisterous, outgoing boy stood by the goal</u> shouted as loudly as possible.• Ambitious vocabulary – for example improving boring verb choices such as “walked” and using detailed adjectives• Varied sentence lengths• Parenthesis – adding extra information using brackets, dashes or commas. E.g. Desperately, the narwhal <u>(with its</u>• Modal verbs and adverbs to indicate possibility or certainty (E.g.: <u>might, will, could, should, can, perhaps, maybe</u>)• Stay in the correct tense• Writing is cohesive and there are words and adverbs that link paragraphs and make it flow• Commas are used for clarity• Spellings are mostly accurate – particularly their prefix and suffix rules, and words on the year 3/4 word list. They begin to spell the words from the year 5/6 list accurately• Handwriting is mostly joined, all the correct size and consistent with break letters left unjoined• Proof read and edit their work	<ul style="list-style-type: none">• They can write in a sustained way in a range of genres• They may structure their narratives in a more sophisticated way – for example using flashbacks• All grammar skills from the ‘expected level’ have been used and applied but even more automatically, thoughtfully and effectively – considering the impact on the reader• Variety of sentence lengths are used for effect• Use of figurative language to build description. For example: similes, metaphors and personification• High level vocabulary choices• They use a range of ways to build cohesion – for example ensuring the final sentence of the text refers back to the opening• Uses dialogue to convey a character and develop action• Spelling has a further degree of accuracy• Handwriting all joined and fluent• Proof reads and edits accurately – this may include taking out unnecessary parts of the writing, not always adding in• A range of punctuation used – including , ? ! () – “...” and as a further challenge ; and ;

Spellings

Class 5 Spellings - Autumn 1 Term

w/b 09.09.24	w/b 16.09.24	w/b 23.09.24	w/b 30.09.24	w/b 07.10.24	w/b 14.10.24	w/b 21.10.24
Words with endings that sound like /shuhs/ spelt with <u>-cious</u>	Words with endings that sound like /shuhs/ spelt with <u>-tious</u> or <u>-ious</u>	Words with the short vowel sound /i/ spelt with y	Words with the long vowel sound /i/ spelt with y	Homophones & near homophones	Homophones & near homophones	Consolidation Week
vicious gracious spacious malicious precious conscious delicious suspicious atrocious ferocious	ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious obnoxious	symbol mystery lyrics oxygen symptom physical system typical crystal rhythm	apply supply identify occupy multiply rhyme cycle python hygiene hyphen	past passed proceed precede aisle isle aloud allowed affect effect	farther father guessed guest heard herd led lead mourning morning	
Spelling Bee date: 16th September	Spelling Bee date: 23rd September	Spelling Bee Date: 30th September	Spelling Bee Date: 7th October	Spelling Bee Date: 14th October	Spelling Bee Date: 21st October	

Maths

- CPA — each lesson we will be focusing on using concrete (physical) resources, pictorial representations and abstract questioning to deepen and develop your child's mathematical knowledge and understanding.
- We will cover the following in Year 5:

Place Value, Addition and Subtraction, Multiplication, Fractions, Decimals, Percentages, Area, Converting Units, Volume

- Timestables — please encourage your child to practise this regularly at home — sound knowledge makes a world of difference.
- TT Rockstars



Homework

- Homework will be set on a Thursday and due in the following Tuesday.
- This will cover a range of subjects and will mirror the areas of learning that the children have been covering in class.
- Children will be expected to complete homework during a subsequent lunch break if it is not handed in.
- Homework Club – Monday
- Children should be encouraged to complete homework as independently as possible – please encourage them to come and talk to us if they are having any difficulties so we can give them further support.

Reading Records

- The reading rewards have stayed the same this year and we look forward to being able to presenting the extra-special end of year awards this year! Children will receive certificates for 10, 20 and 30 weeks, the last page of the record is for the children to stick special bronze, silver and gold stickers!



My reading rewards for reading five times or more each week at home

Going for Bronze!									
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your bronze sticker!


Going for Silver!									
11	12	13	14	15	16	17	18	19	20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your silver sticker!

Going for Gold!									
21	22	23	24	25	26	27	28	29	30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your gold sticker!

Going for the special 40 week prize!									
31	32	33	34	35	36	37	38	39	40
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Vocabulary Building

Having a wide vocabulary is an expectation of the National Curriculum for both reading and writing.

It is really important that children begin to build their vocabulary from a young age.

When reading with your child, encourage them to spot new words — when you/they reach the end of a sentence or paragraph, ask them about interesting words:



Do you know what that means?

What do you think it might mean?

What do you think the word might mean in that sentence?

Encourage them to make a good guess by reading the sentence again — what might the word mean if it is being used in that way?

If they are not sure, you can explain or look together in a dictionary/ using a dictionary app.

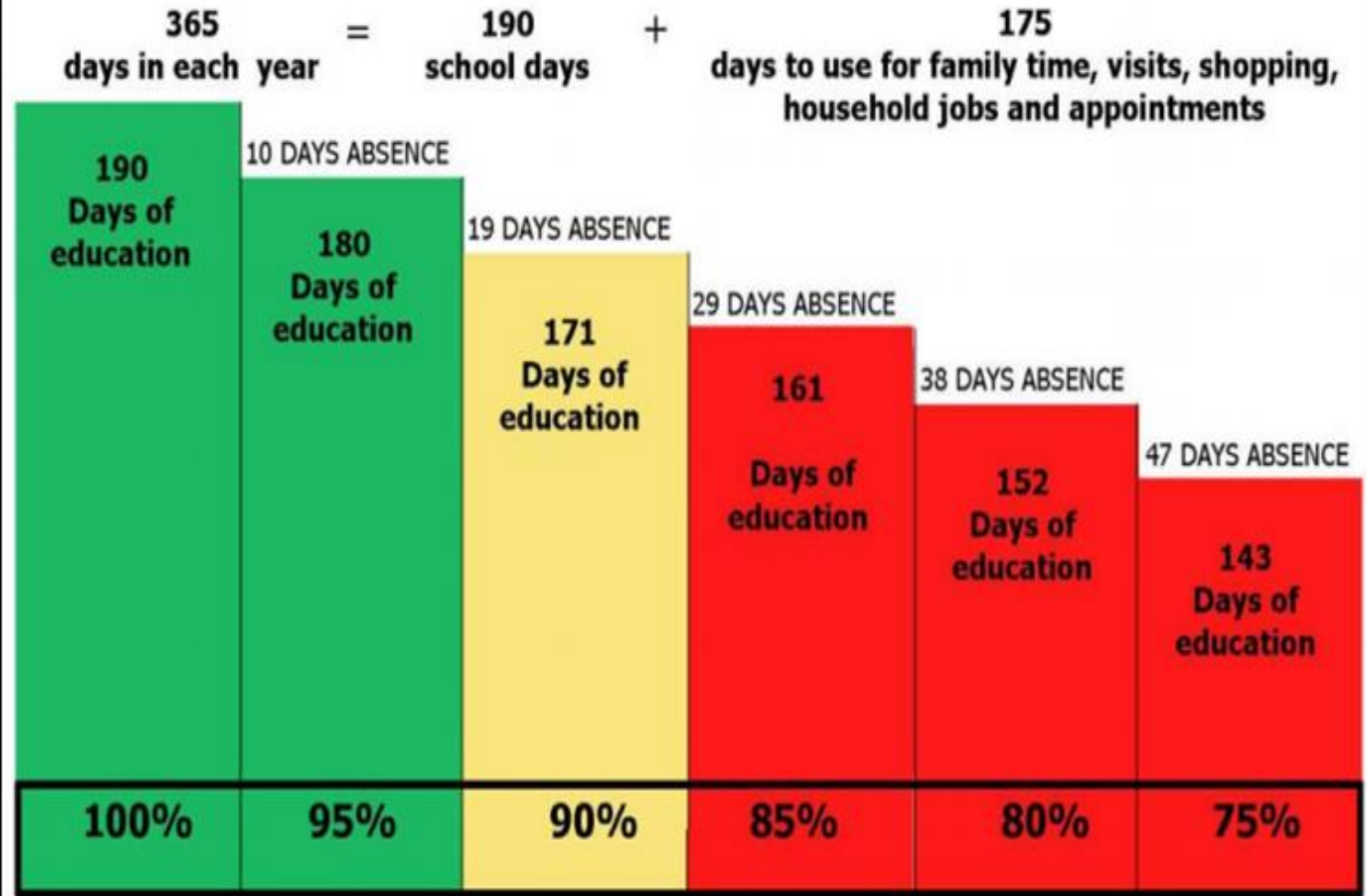
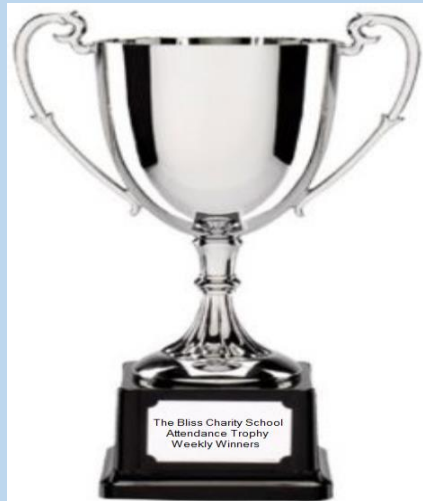
Then why not see if you/ they can use the new word over the next few days?

Build a love of words and language together 😊

Attendance

Children with high attendance achieve more. This is because they can build on their learning progressively.

Whilst children do sometimes have to be off of school because of illness, please do not book holidays during term-time. Holidays will not be authorised.



GOOD

Best chance of success.

Gets your child off to a flying start.

WORRYING

Less chance of success.

Harder to make progress.

SERIOUS CONCERN

Not fair on your child.

Possible COURT ACTION.

Metacognition

“Thinking about thinking” — developing children’s skills and attitudes as learners so they can problem solve, be independent and feel equipped to tackle challenges.

Encouraging them to take responsibility for their own learning and to become more self-motivated as a result.

All skills and attitudes are displayed in the classroom and will be linked in to lessons.

Children will be given a token when they display a skill or attitude in the classroom, in their work or around the school/ in the playground.

Attitudes

Bliss School Metacognition Project

Curious



Empathetic



Enthusiastic



Independent



Open minded



Pride in myself
and others



Reflective



Resilient



Responsible



Risk Taker



Skills

Bliss School Metacognition Project

Applying



Aware of
Learning Styles



Collaborating



Communicating



Creating



Making Choices
and Decisions



Questioning



Reasoning



Researching



Self Managing



House Points



- House points are awarded for a variety of things, including anything that matches our RESPECT rules.
- Weekly totals are given in assembly and a trophy is awarded to the winning house each term with a chance to win the house shield at the end of the year.
- Every point counts!

Educational Visits and Trips

- Autumn Term – Geographical Field Trip
- Spring Term – Space Museum
- Spring term – Tudor World (TBC)
- Summer Term – Northampton Museum

Any questions?