

Welcome to Year 5

September 2022



William Cobbett
PRIMARY SCHOOL

Goldfinch Class

Miss Lavrich

Mrs Macallan (M/Tu/W)

Mrs Kemp (W/Th/F)

Mrs Roberts



Bullfinch Class

Mrs Twaite

Mrs Bull

Mrs Burke



Chaffinch Class

Mrs Pountney

Mr Hatchley

Mrs Nicoll



Mrs Wilkinson

Communication

Goldfinch Class Teacher and Year 5/6 Phase Leader

jlavrigh@william-cobbett.surrey.sch.uk

Bullfinch Class Teacher

ktwaite@william-cobbett.surrey.sch.uk

Chaffinch Class Teacher

npountney@william-cobbett.surrey.sch.uk

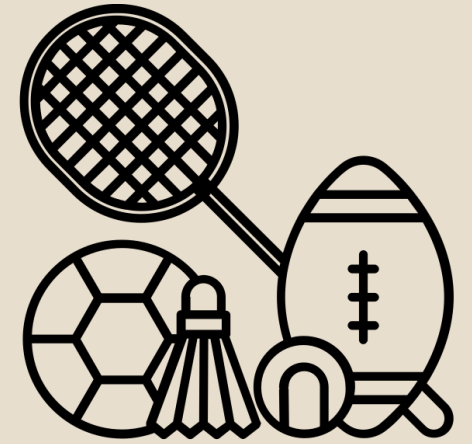


PE

Goldfinch – Monday and Wednesday

Bullfinch – Tuesday and Thursday

Chaffinch – Tuesday and Thursday



Uniform Reminders

- Plain grey or white socks – not bright colours
- Plain (or school) navy tracksuit for PE
- Earrings should be small studs and removed for PE
- Hair that is long enough, must be tied up
- Art shirt/apron
- No smart watches, including fitbits

**All uniform
must be
clearly named**

Breaktime Snacks

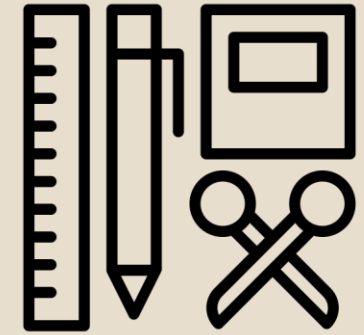
- Fruit
- Vegetables
- Plain breadsticks
- Plain rice cakes



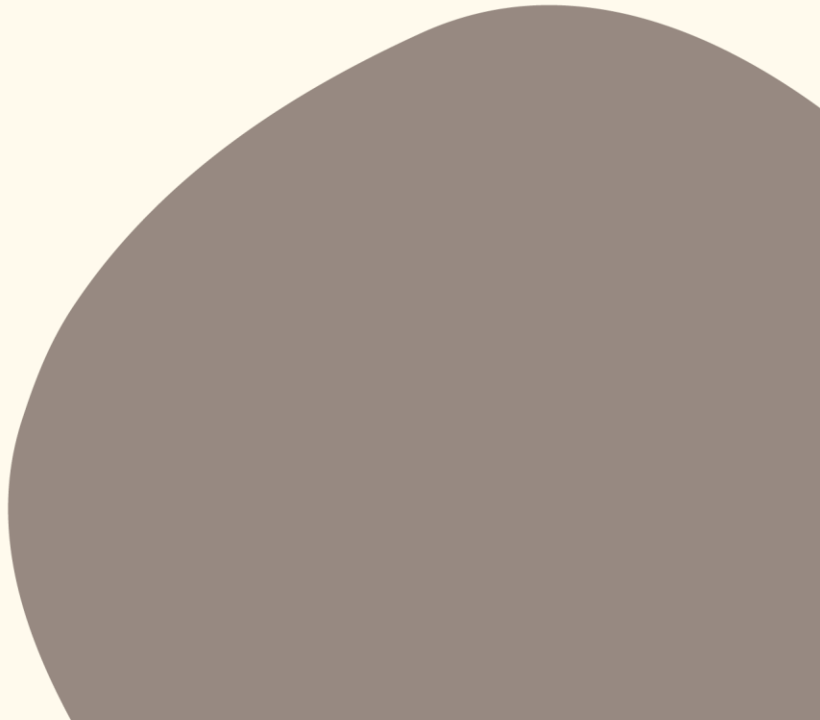
Equipment

Pencil case

- Plenty of pencils
- Rubber
- Sharpener
- 30 cm ruler
- Glue stick
- Blue handwriting pen(s) – gel type and erasable
- Colouring pencils

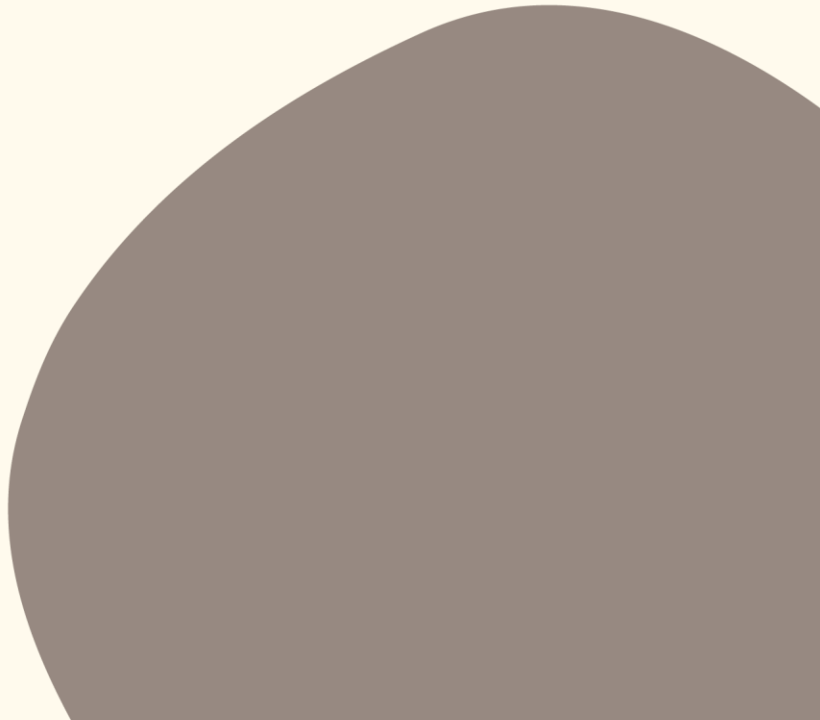


Cornerstones Curriculum

- **Autumn** – Dynamic Dynasties (Ancient China and the Shang Dynasty)
 - Geography: Investigating our World
 - Science: Forces and Mechanisms & Earth and Space
 - Art: Tints, Tones and Shades & Taotie
 - DT: Moving Mechanisms
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Curriculum

- **Spring** – Groundbreaking Greeks
 - Science: Properties and Changes of Materials
 - DT: Architecture
 - Art: Mixed Media & Expression

 - **Summer** – Sow, Grow, Farm
 - Science: Human Reproduction and Ageing
 - DT: Eat the Seasons
 - Art: Line, Light and Shadows & Nature's Art
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Visits and Visitors

Autumn – Winchester Science Museum and Planetarium (science link)

Spring – Ancient Greek workshop (history link)

Summer – Space2Grow (geography link)



Home Learning



Homework will be set each week on Seesaw.

In addition to the tasks set weekly, children are expected to read daily and continue to practise their multiplication facts on Times Tables Rockstars.

Subject	Day Set	Day Due
Spelling	Monday	Friday
Maths or English	Thursday	Tuesday
Cornerstones (Topic)	A half-term project	

Reading

Some children may still need the support of a reading scheme. After this, the children have free choice of books, monitored by the teacher.

The emphasis in class is on developing reading and comprehension skills. This is largely done through whole class or group reading sessions.

We greatly appreciate your support with continuing to hear your child read regularly at home and discussing what has been read. Please record this in your child's reading diary as each class has a reading challenge



How to help your child with reading

- When your child is reading aloud to you, encourage them to maintain fluency and accuracy
- Point out different sentence structures such as when a sentence starts with a subordinate clause, e.g. As the sun rose, the man rowed his boat across the lake.
- Read stories/ novels with more complex plots and talk about them.
- In non-fiction texts, ask your child to summarise the information on the page into one or two sentences.
- Discuss the moods and feelings of the characters by using clues in the text.
- Point out similes and metaphors, e.g. he is like a ray of sunshine, he is my world.
- Talk about the themes of the book and books with similar themes.
- Talk about how the author presents issues and their point of view.
- Talk about how the context of the story, e.g. historical setting or social/ cultural setting.

Questions about fiction texts

- Which words and phrases tell you more about the characters?
- When was this book written? How does that affect the story?
- What impression do you get of the character's feelings? How do you know he/she feels like that?
- How did the character feel before/ after...?
- What does the word ... imply about how he/she feels?
- Can you find any powerful verbs? Similes? Metaphors?
- What can you tell me about the viewpoint of the author?
- Can you think of any other stories/ novels similar to this one?

Parent Volunteers

If you would like to volunteer to support with things such as listening to children read, please contact the office who will organise training and a safeguarding briefing.

All regular parent volunteers need to have a DBS check.

Home School Link Worker

Our **Home School Link Worker, Sue Marsh**, is available to provide support for children and families.

She can support families in a range of different ways, including, but not limited to:

- Helping to build links between home and school
- Supporting you during school meetings
- Guiding you to local parenting courses, family learning or agencies to support in areas such as chronic illness, domestic abuse, addiction or debt
- Supporting families going through a change such as parental separation or bereavement.

Emotional Literacy Support

Our **Emotional Literacy Support Assistant**, Jenny Pullen, has been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.

What is emotional literacy?

- Understanding and coping with the feelings about ourselves and others
- Developing high self-esteem and positive interactions with others
- Being emotionally literate helps children to focus better on their learning

Ready

Respectful

Safe