

Welcome to Year 5



A warm welcome from us all:



Mrs Frampton / Mrs
Raymond
5FR



Miss Macey
5IM



Mrs Chan
5EC



Miss. G



Mrs Turner



Miss. Hargen



Miss. Sells



Mrs G



Mrs Saunders

We want the same outcomes for your child.

"Coming together is a beginning, staying together is progress, and working together is success."

- Henry Ford



- Values align
- **Empowering you with the knowledge of what we are doing in school.**
- Communication with any changes.
- Trusted adults
- Being on the same page

But just before we get started...

- Website is in process of being updated (we apologise that no new content has been added)
- Switch to Arbor
- Weekly bulletin

A word on trips...

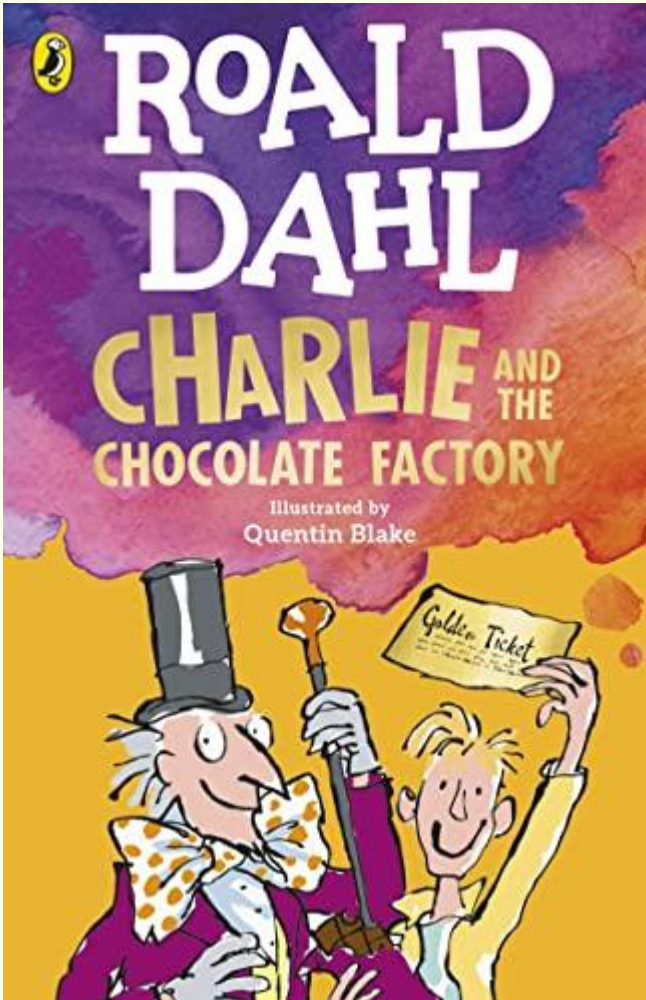


Terms you'll hear us say (and what they mean)...

- Lead/key text or Beautiful Text
- Wider curriculum (NC)
- Curriculum Drivers
- Reading spine

Autumn 1

Beautiful Text



Curriculum Drivers

Geography

Art

History

Computing

You need to know

**Puberty sessions in
week 8**

Autumn 2

Beautiful Text



Curriculum Drivers

DT

Science

Music

You need to know

We will use the text to support our science learning and share a gentle message about how we treat the environment.

**Tuesday 4th
November
swimming catch up
MSL pool**

Spring 1

Beautiful Text



Curriculum Drivers

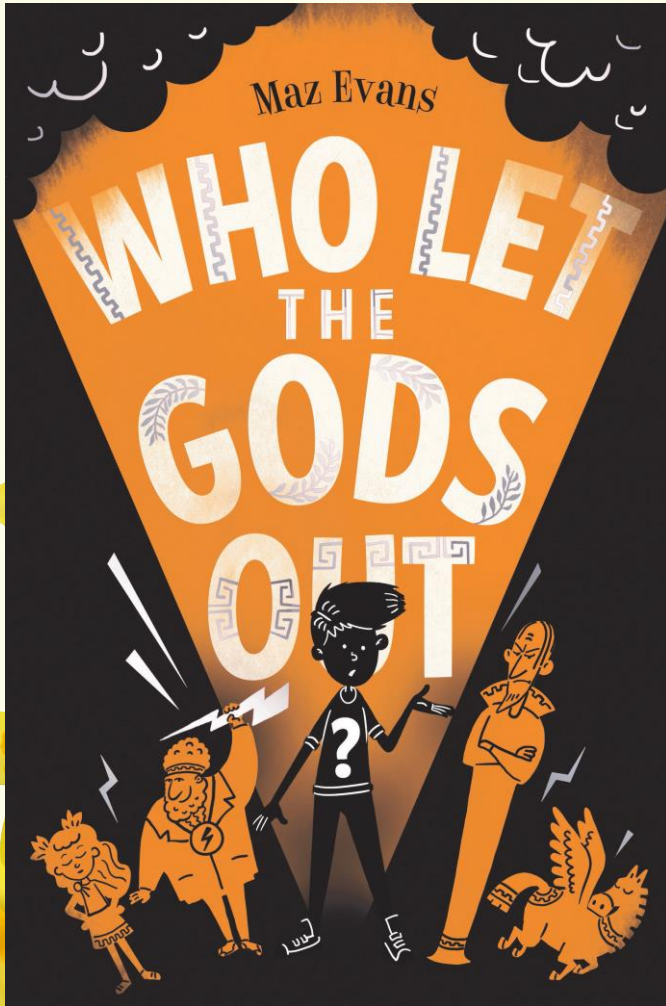
Science
Computing

You need to know

We will be enhancing our classroom learning by taking a trip to the Winchester Science Museum on 9th January.

Spring 2

Beautiful Text



Curriculum Drivers

History

Geography

Art

DT

You need to know

As the magical starter to our project on Ancient Greece, we will be dressing up! We would like your child to dress up in the typical attire of Ancient Greek... yes, we mean TOGAS!

Summer 1

Beautiful Text



Curriculum Drivers

History

Art

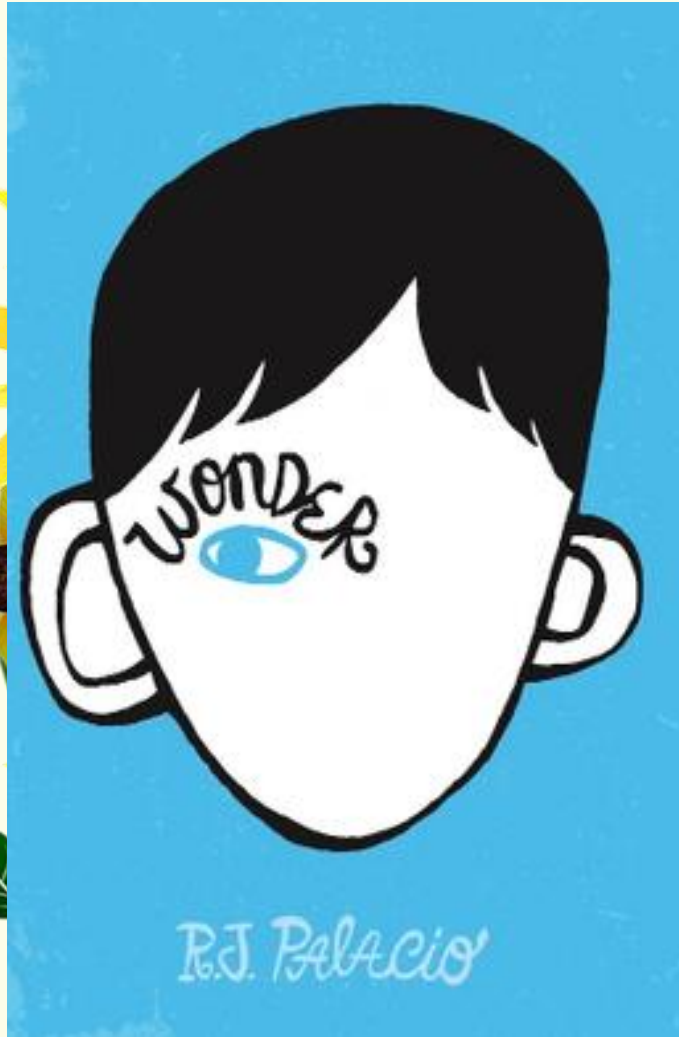
Music

You need to know

We pick up one of our favourite books to end the year – Wonder. It is a beautiful story of kindness and how it isn't always easy to step outside of our comfort zones, but it is so worth it.

Summer 2

Beautiful Text



Curriculum Drivers

Science
Programming
Art

You need to know

To end the year and support our orienteering learning, we will take a trip to Leeson House.

Talking at home: How was your day?

What made you laugh the hardest today?

Did you find out any more about the Mayans today?

What made you feel most proud of yourself today?

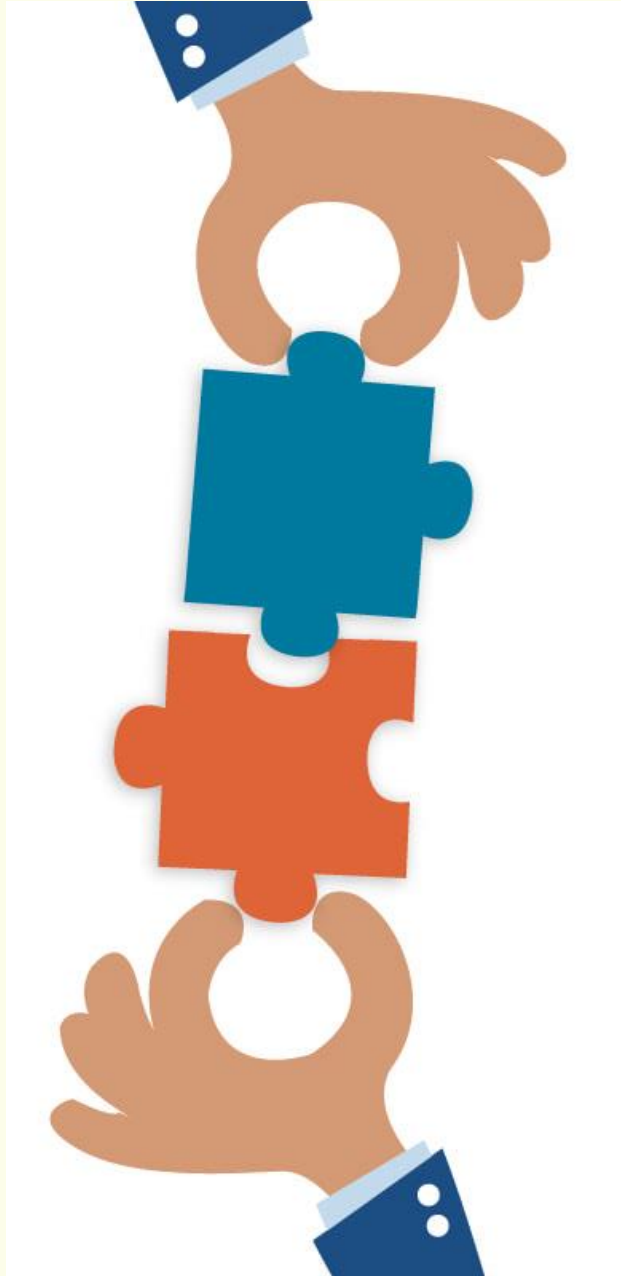
What is something that challenged you today?

What made your teacher smile?

What is something you heard that surprised you?

Top Priority





Cohesion is important in writing because it helps readers understand the writer's ideas by connecting ideas and making them flow logically. Cohesion is achieved by using grammatical structures and vocabulary to link sentences, phrases, and clauses together.

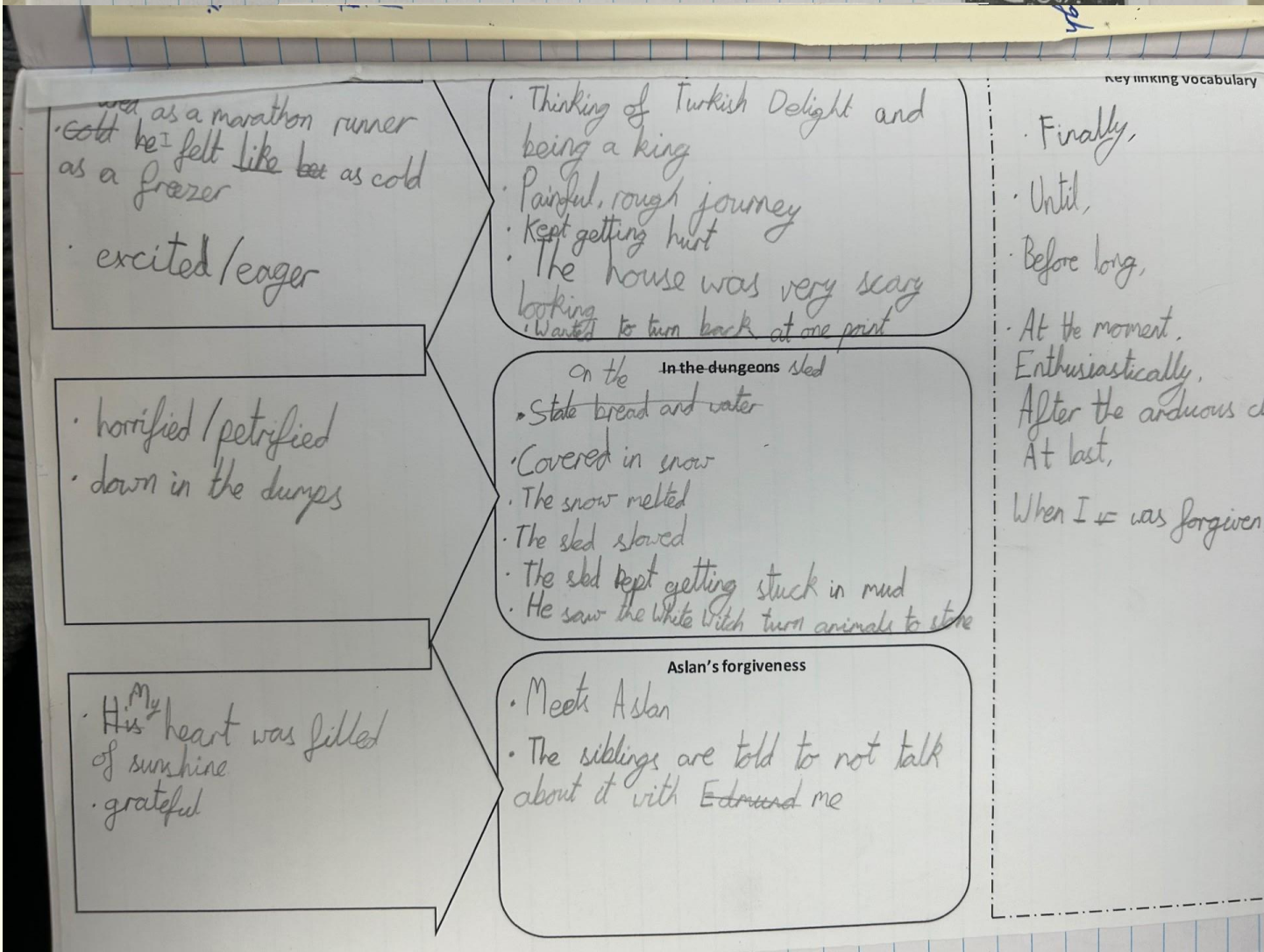
A top-down view of a person wearing a blue denim jacket over a striped shirt, holding an open white notebook. The notebook is held open by two hands, and the text "SCARED TO START?" is printed in large, bold, black capital letters across both pages. The background is a plain, light-colored surface.

**SCARED TO
START?**

What do we do in school?



Planning



Planning

We walked inside.

Greeted by the warming smell of fresh bread, we walked inside.

Greeted by the warming smell of fresh bread, we walked inside and gazed around the bustling hive of activity.

Greeted by the warming smell of fresh bread, we walked inside and gazed around the bustling hive of activity as busy people scurried from aisle to aisle in search of valuable provisions.

Greeted by the warming smell of fresh bread, **we walked inside and gazed around the bustling hive of activity as busy people scurried from aisle to aisle in search of valuable provisions.**

How does this sentence affect pace?

What vocabulary is effective in this example?

What could be improved?

Drafting and Editing

We have been learning about Pompeii and the eruption of Mount Vesuvius. We have used 'Escape from Pompeii' by Christina Balit as the inspiration for this piece of writing. We are writing as if we were there at the time, using our senses to describe what is happening.



When the city woke up on a beautiful sunny day I went to school. As I padded across the market I smelt ^{delicious} tasty breathtaking food with my friends. Suddenly weather started to deteriorate. ^{bright} clouds ^{we were} attacked by storm clouds. In an instant Vesuvius erupted although it wasn't bad. "HELP ^{we are} going to die!" exclaimed everyone whilst ^{struggling} for their lives. Then in a matter of time the deafening petrifying volcano roared ^{fierce} lion. I felt horrified and confused.

Finally, after days and days Vesuvius stopped erupting but there was a blanket of ash. My family luckily escaped for all the other people got ^{blot} and ^{up} so well. However, our house collapsed immediately. Eventually, the town was ruined and my family had to move somewhere else.



Edmund changes a lot during the course of chapter 9 - 14. Write 3 diary entries that show how his feelings and attitude change.

1. On the way to the Witch's house
2. In the dungeons on the sled
3. Aslan's forgiveness

Have you ever misjudged someone based on their appearance? This is stereotyping and this is immoral! Everyone is special and have a right to be how they are! In wonder, Auggie is bullied because ^{children} people judge him on how he looks; this should not happen!

Have you thought about people's Judging people on their appearance, judging people on their skin colour, judging people on their gender is ^{and} also unpleasant! It should be fair on everyone. Stereotyping is ~~not~~ ^{not} kind! It is unfair; what if that happens to you. ^{I have a dream} you ~~are~~ ^{never} ^{judged} ^I ^{with} ^{that} ^{is} ^{what} ^{we} ^{need} ^{to} ^{do} ^{to} ^{change} ^{the} ^{world} ^{and} ^{make} ^{it} ^a ^{better} ^{place} ^{for} ^{everyone} ^{to} ^{live} ⁱⁿ ^{and} ^{that} ^{is} ^{the} ^{only} ^{way} ^{to} ^{change} ^{the} ^{world} ^{and} ^{make} ^{it} ^a ^{better} ^{place} ^{for} ^{everyone} ^{to} ^{live} ⁱⁿ ^{and} ^{that} ^{is} ^{the} ^{only} ^{way} ^{to} ^{change} ^{the} ^{world} ^{and} ^{make} ^{it} ^a ^{better} ^{place} ^{for} ^{everyone} ^{to} ^{live} ⁱⁿ ^{and} ^{that} ^{is} ^{the} ^{only} ^{way} ^{to} ^{change} ^{the} ^{world} ^{and} ^{make} ^{it} ^a ^{better} ^{place} ^{for} ^{everyone} ^{to} ^{live} ⁱⁿ ^{and} ^{that} ^{is} ^{the} ^{only} ^{way} ^{to} ^{change} ^{the} ^{world} ^{and} ^{make} ^{it} ^a ^{better} ^{place} ^{for} ^{everyone} ^{to} ^{live} ⁱⁿ ^{and} ^{that} ^{is} ^{the} ^{only} ^{way} ^{to} ^{change} ^{the} ^{world} ^{and} ^{make} ^{it} ^a ^{better} ^{place} 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The Final Piece!

Dear Diary,
Today, I traveled across Narnia to find the queen in order to get more sweet, sugary Turkish delights in the queen's palace. It wasn't easy due to the fact there were ricks as sharp as a needle and shimmering icicles drooping down from the trees. I began to lose hope when all of a sudden I remembered my goal, and even though I felt like my legs were galfin, I stormed through the snow as it crunched slowly. Out of the corner of my eye, I began to see a castle glimmering in the sun.

Dear Diary,
Today was the worst day of my life. It started when I had to get on the queen's sled, that was cold and icy. Also, I had to be chained up by the evil dwarfs. Before long, we arrived at a tea party filled with laughs and cheers from the animals. However, when they turned around, I saw the queen there eyes turned as white as a ghost. The queen who had raised her wand and the air quickly turned the creatures into ice. I stood up insisting she didn't hurt them, it was too late. When all of a sudden, the queen who had also stood up, lifted her wand and pointed it across the face. As the animals turned to stone, and my face turned into a cherry, I both sat down and carried on the journey.

Dear King Charles,

I am writing to you today to inform you about our school playground. It looks hideous! I've asked all of our teachers to do something about it but they don't do anything at all. We just have to sit there because nothing we should be able to play is safe. This playground has made my life an absolute misery as we are basically only boarding. I hope you can comprehend why I am writing.

Firstly, I want to talk about the concrete floor. It has so many bumps that its surface is like the crater of the moon. A few days ago, I realised that the teachers get their own space without any patches. Another thing I want to talk about is injuries! We have about 10 children who get injured in a day; this is not acceptable. Do we deserve this sort of?

In addition to this, we have too many rules. We can't do anything because of them. If we even break one rule, we have severe punishments like being locked in a cupboard for an hour, two hours extra school or being hit 100 times continuously with a cane. Also, all the adults are allowed to dump their rubbish on the playground and this shouldn't be allowed. It is like playing in a garbage truck. Would you like to be treated in this way?

Lastly, I would like to talk about the equipment. We have rusty, broken apparatus of no use. All our new equipment is made of wood (you get splinters by touching it). The quality of the equipment is very poor; we always get hurt by the equipment snapping in half. Do you want any children in tears?

To conclude - and most solemnly - I demand that you act against the issue I have mentioned. Any child getting hurt is not

acceptable. It is your responsibility to support us in getting a better playground.

Yours sincerely,

Elliot Hooper.

In the frosty playground, at morning play, I was playing a game of catch when I noticed a boy (I think he was in year 4) who looked down in the dumps. He was sat on a bench, dirty, wooden bench with his eyes glued to the floor and his shoulders slumped. He was wearing a thick, orange-blue coat with a zip and trousers as dark as night. He had a bruise on his cheek and a scratch on his ear. He looked like he had been in a war. I seemed to notice him; he seemed so new to school. "Brysonmore school." I helped him; I thought. As I approach him, a feeling of dread runs through me. What if he doesn't like me? What if he shouts at me to go away! My school is a hive. Despite my timidity, I approach him.

Each churred. I was about 2 meters away from the boy and I felt like a mouse in a cage. After a few seconds, he turned around and glared at me. It seemed like hours, I broke the silence. "Hi. Are you... you...?" I stammered. I felt like turning back. "Hi. I'm Elliot. What's your name?" I asked again.

"I'm Adam," he replied. "I was a jumping jack-in-the-box." "I questioned him with twinkling eyes. "I want to play with you," he whispered with a quivering voice. "I told him, 'You are always welcome to play with us.'" "he squeaked. His skin seemed to glow.

And the best way you can help your child is by...



Supporting your child at home with their writing

Whilst children do lots of writing-based activities at school (writing, reading, handwriting, phonics), there are also lots of ways that you can support your child at home. It doesn't have to be by doing pages and pages as there are lots of ways to make writing fun and meaningful! Here are a few ideas to help you:

- When starting homework discuss the question together. Familiarise yourself with our beautiful texts and you will be able to provide your own thoughts and opinions to help your child with their ideas.
- Encourage your child to make notes/bullet points of their main ideas so that they don't forget them. Sometimes children can have so many ideas and then easily forget once they start writing.
- Model write a sentence to start your child off.
- Encourage your child to say their sentences out loud as this can help them to remember what they want to write.
- Your child could voice record their sentence on a phone or tablet and play it back to themselves to check it makes sense before writing it.
- Have their homework spellings in front of them to use in their writing.
- Have a dictionary or thesaurus available or a similar app on phone or tablet.
- Ask your child what their writing targets are from time to time and help them work specifically on these.
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.
- Read books to, and with, them that are at a higher level than their own reading to expose them to ambitious vocabulary and complex sentence structure.
- Praise your child's efforts at writing - it's not an easy thing to do! Focus on a word they spelt correctly, neat handwriting, a good describing word or good use of punctuation. Remember, it is difficult to get everything right when you are learning.
- Provide your child with a calm and comfortable place to work.
- Different colour paper and a variety of 'special' pens and pencils can motivate your child to write.
- If possible, set a day of the week for children to complete their homework and try and stick to it.



Was Wonka right to 'smuggle' the Oompa Loompas into this country? Why was it the right choice and why might his actions be considered as wrong? Create an argument that outlines points for both sides.

Was Wonka right to 'smuggle' the Oompa Loompas into this country?

For

He saved the Oompa Loompas.

They agreed to go.

Wonka protected them.

Against

He broke the rules.

They might not have had a choice.

We don't know if they were treated fairly.

Arguments for

He saved the Oompa Loompas.

They agreed to go.

Wonka protected them.

Arguments for

He saved the Oompa Loompas. They were in danger and hungry in their home, and Wonka gave them a safe place to live and work.

They agreed to go. The Oompa Loompas chose to come with Wonka because they were happy to work in his factory and eat all the chocolate they wanted.

Wonka protected them. In his factory, they were safe from the scary animals and dangers they faced in their own land.

Arguments for

Willy Wonka saved the Oompa Loompas because they were in danger and hungry in their homeland, providing them with a safe place to live and work in his factory. The Oompa Loompas agreed to go with him, as they were happy to have both a job and an unlimited supply of chocolate.

Furthermore, Wonka protected them by ensuring they were safe from the dangerous animals and other threats they faced in their own land.

Q

&

A



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