

## 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	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 to Learn Skills	School Rules and Shared Partnership Vision, Mission and Core Values	Reflectiveness - <b>Planning</b> Working learning out in advance	Resourcefulness - <b>Questioning</b> Getting below the surface; playing with situations	Resilience - <b>Absorption</b> Flow; the pleasure of being rapt in learning	Reflectiveness - <b>Meta-learning</b> Understanding learning, and yourself as a learner	Reciprocity - <b>Collaboration</b> The skills of learning with others
		Reflectiveness - <b>Revising</b> Monitoring and adapting along the way	Resourcefulness - <b>Making Links</b> Seeking coherence, relevance and meaning	Resilience - <b>Managing Distractions</b> Recognising and reducing interruptions		Reciprocity - <b>Empathy and Listening</b> Getting inside other's minds
		Reflectiveness - <b>Distilling</b> Drawing out the lessons from experience	Resourcefulness - <b>Imagining</b> Using the mind's eye as a learning theatre	Resilience - <b>Noticing</b> Really sensing what's out there	Reciprocity - <b>Interdependence</b> Balancing self reliance and sociability	Reciprocity - <b>Imitation</b> Picking up other's habits and values
		Resourcefulness - <b>Reasoning</b> Thinking rigorously and methodically		Resilience - <b>Perseverance</b> Stickability; tolerating the feelings of learning		
		Resourcefulness - <b>Capitalising</b> Making good use of resources				

## 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 a

### 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 Sachar

***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**

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

## Homework

Each week, the children will have a set homework task to complete for both Maths and English/Learning Challenge.

In addition to these homework tasks, 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 to support their Tables Mountain progress.

## 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.

## 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.

## Learning Challenge

Across our Partnership, the children explore a Learning Challenge Curriculum which is enquiry based. Each Learning Challenge lasts for about 8 weeks and encompasses an over-arching question as well as weekly subsidiary questions which the children investigate. The curriculum is very skills focused and encompasses Science, History, Geography, RE and the creative arts. It also gives the opportunity for children to apply their English and Maths skills in a range of contexts.

On a Friday, the subsidiary questions for the following week and discussed as well as being displayed on the classroom window. Children are encouraged to prepare for their lessons, by discussing the questions and participating in home learning.