Understand * Uplift * Unite

Underhill School and Children's Centre

Year 5

Meet the team

Class	Teacher	Support staff working within the year group
5 Holly	Charley	Kirsty Trusha Tanya Christo Ceyda
5 Laurel	Ms Dozio	
5 Sycamore	Ms Bynoe	

Elizabeth is the UKS2 phase leader

Meet the team

Co -Headteachers	Nicola Hayles and Jennie Reed	You can find us at both gates at the beginning and end of day.
Deputy Head teacher	Anniina Limbrick	You can find me by the KS1 gates at the beginning and end of day.
Safeguarding Lead	Jane Wood	You can find me by the gates at the end of the day.
SENDCO	Sue York	You can find me by the gates at the end of the day.

The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude though our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.

Curriculum

The School Day

	8:40-9:00	9:00 – 10:30		10:30-10:45	10:45-12:00			LUNCH	Afternoon lessons 13:30-15:00 (Story time 15:00)		15:20
Mon	Morning work/ register	English		BREAK	10:50 Heads' assembly	Maths	Story time 12-12:15	12:15	History PSHE		HOME TIME
Tues	Morning work/ register	English			Maths		Story time 12-12:15	12:15	Science Spanish		
Weds	Morning work/ register	English			Maths			12:15	Computing RE		
Thurs	Morning work/ register	9:00 - 9:15 Singing Assembly	PE		PE			12:00	English	Maths	
Fri	Morning work/ register	English			Maths		Story time 12-12:15	12:15	13:20 Awards Assembly (Big Hall)	Art Music	

Early morning work - Don't miss out!

5 x 20 minutes = an hour of lost learning time

Reading

READING: Implementation Overview Year 5

Comprehension

Building on Previous Year and throughout Year 5 focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions*
- Read books that are structured in different ways and read for a range of purposes
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views
- Retrieve, record and present some information from fiction and non-fiction
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Learn a wider range of age-appropriate poetry by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**
- Predict what might happen from details stated and implied
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Ask questions to improve their understanding
- With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- Make comparisons within and across books e.g. plot, genre and theme
- Provide reasoned justifications for their views
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
- Distinguishing between statements of fact and opinion
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ***

* Three-week units contain either, modern fiction, myths & legends or books from other cultures and traditions
** Three-week units contain either poems or play scripts
*** Opportunities are provided throughout the year for the coverage of this statement

Reading Skills

Building on Previous Year and throughout Year 5 focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc
- Use information on-screen and on paper
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices
- Finding the main idea of a text

Word Reading*

Building on Previous Year and throughout Year 5 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
- Recognise and read *many* Year 5&6 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year XXX focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

Reading

Classes visit the library every week.
Library is also open during lunch times if children want to go and read or change their books.



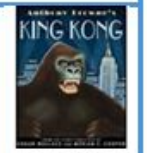








Writing

A		B		C		D		E		F	
Curiosity by Markus Motum		**FArTHER** by Grahame Baker-Smith		**The Hound of the Baskervilles** by Sir Arthur Conan Doyle (graphic novel edition by Daniel Ferran)		**The Promise** by Nicola Davies		**The Lost Book of Adventure** by Teddy Keen		**King Kong** by Anthony Browne	
											
Outcome: Space Journey Narrative	**Outcome:** Formal Mission Report	**Outcome:** Setting Narrative	**Outcome:** Letter	**Outcome:** Cliffhanger Narrative	**Outcome:** Formal Report	**Outcome:** Character Narrative	**Outcome:** Bargain Letter	**Outcome:** Survival Narrative	**Outcome:** Survival Guide	**Outcome:** Dilemma Narrative	**Outcome:** Balanced Argument
Purpose: To narrate	**Purpose:** To report	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To report	**Purpose:** To narrate	**Purpose:** To persuade	**Purpose:** To narrate	**Purpose:** To explain	**Purpose:** To narrate	**Purpose:** To discuss

Ready Steady Write Progression Overview Year 5

A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
Grammar: Text					
Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					
Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

Writing

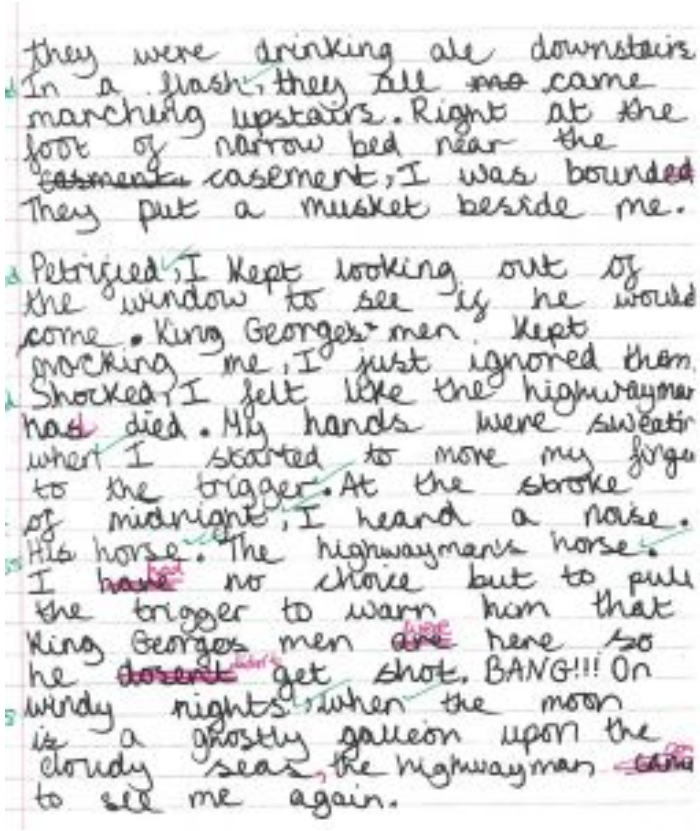
Year 5

Example



Gazing out of my window, I could see trees as tall as mountains; the moon shimmering in the navy sky; stars twinkling above me. After a while, I saw the highwayman coming towards me. He was riding his horse. Also, he was wearing a claret velvet coat and his boots were up to the thigh. I was sitting near the warm cozy fire (that was glowing). I felt excited. Once again, I'd see my love. As he arrived, he began to say "I'll be back with yellow gold. Watch for me by moonlight." I felt a bit worried. Will he be OK? Listening quietly, I could hear the horse's hooves (trotting on the path) and saw the highwayman disappear into the hills in the distance with his horse.

Patiently, I waited wondering what he was doing. I was really scared. What is he gets caught? Or shot Plaiting my hair, I could see from my casement King Georges men. I froze. They were marching up to the inn. They were wearing red coats. While I was shivering upstairs,



they were drinking ale downstairs In a flash, they all came marching upstairs. Right at the foot of narrow bed near the casement, I was bounded They put a musket beside me.

Petrified, I kept looking out of the window to see if he would come. King Georges men kept mocking me, I just ignored them. Shocked, I felt like the highwayman had died. My hands were sweatin when I started to move my finge to the trigger. At the stroke of midnight, I heard a noise. His horse. The highwaymans horse. I had no choice but to pull the trigger to warn him that King Georges men are here so he doesn't get shot. BANG!!! On windy nights when the moon is a ghostly galleon upon the cloudy seas, the highwayman to see me again.

Maths


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Spring
Summer
Free trial
Number
Place value
VIEW
Number
Addition and subtraction
VIEW
Number
Multiplication and division A
VIEW
Number
Fractions A
VIEW
Number
Multiplication and division B
VIEW
Number
Fractions B
VIEW
Number
Decimals and percentages
VIEW
Measurement
Perimeter and area
VIEW
Statistics
VIEW
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Number
Decimals
VIEW
Number
Negative numbers
VIEW
Measurement
Converting units
VIEW
Measurement
Volume
VIEW

Maths

A. 60 x 3 =	B. 17,456 – 4,737 =
C. 9 + 7 + 8 =	D. 7 x ? = 0
E. 76,328 + 484,313 =	

Main lesson:

1.

Complete the calculations.

a)

		3	0	5	9	4	
	+	1	5	4	2	3	

b)

		4	2	4	8	5	0
	–			5	2	3	6

c) 5,236 + 424,850

d) 30,594 – 15,423

Challenge

Here is a bar model.

A	B
631,255	

- A is an odd integer that rounds to 100,000 to the nearest 10,000
- The sum of the digits of A is 30
- B is an even integer that rounds to 500,000 to the nearest 100,000
- The sum of the digits of B is 10
- A and B are both multiples of 5

What could be the values of A and B?

Explain your reasoning to a partner.

Maths



https://ttrockstars.com/

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.

Maths

Year 1	Count in 2s, 5s, and 10s, and use doubles/halves to 10
Year 2	Learn the **2, 5, and 10** times tables.
Year 3	Learn the **3, 4, and 8** times tables.
Year 4	Master **all tables up to 12 × 12** and take the statutory online Multiplication Tables Check.
Years 5 and 6	Maintain fluency in all facts up to 12 × 12 to apply in fractions, percentages, and advanced math

PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).

School Trips

All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.









Please note there is a parental agreement when coming on trips. We ask people familiarise themselves with this beforehand.

Assessment

Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.
Children will be assessed in:

- Reading comprehension
- Maths: arithmetic
- Maths : reasoning

We always analyse assessment results and will use the data to inform our practice.

Behaviour

Underhill Behaviour

I can, You can, We can…	This means that we…
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire* Earth

Rewards

House Dojos (EYFS - House Stickers)
Star of the Week
Marbles and marble parties
Golden tickets
Our Unsung Heroes

Underhill Sanctions

While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.

Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction

Parents as Partners

Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be 21st and 22nd of October.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the newsletter , there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.

Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

Maths - a worksheet linked to what children have been learning about.
English - grammar and reading comprehension
Spellings - 10 spellings per week

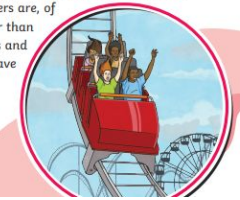
Home learning

Reading homework
Focus on fluency, reading speed and comprehension

Rollercoasters

The rollercoaster has been a fashionable ride for many years, with one of the first recorded rollercoasters opening in Paris in 1817. Historically, it is believed that the rollercoaster was inspired by sledging on the icy Russian mountains. The popularity of the rollercoaster did not spread initially. It wasn't until 1884 that the first notable and highly admired rollercoaster was opened in New York. It was made in the style of a runaway train. The rollercoaster ran on wooden tracks and was an instant success.

Today, a rollercoaster track can either be a complete circuit or a shuttle track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased since then.



Questions

1. When did the first well-known rollercoaster open and where was it?

2. Find and copy **two** words that tell you that rollercoasters are well-liked.

3. How do rollercoasters of the past compare with the modern day?

4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times — June 2010

Octopus Expert

Paul the Octopus has been predicting the result of the World Cup football games over the past few weeks. He's an amazing animal!



The sea creature's owners have been putting some clear, plastic boxes into Paul's tank before each match. Each box is decorated with the flag of a football team.

Paul has been choosing one of the boxes by crawling towards it and he has correctly guessed the winner of six football games so far in the World Cup competition.

Is Paul a football expert or just a very lucky octopus? What do you think?

Questions

1. What does Paul predict the results of?

2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?

3. Why do some people think Paul is a football expert?

4. Do you think Paul is just a lucky octopus?

FRED - Reading at home



Children need to read at home **every night.** This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down what they have read.

If you need any support with home reading, please speak to your class teacher or Mrs Limbrick .

FRED - Reading at home

FRED



Families Reading Every Day

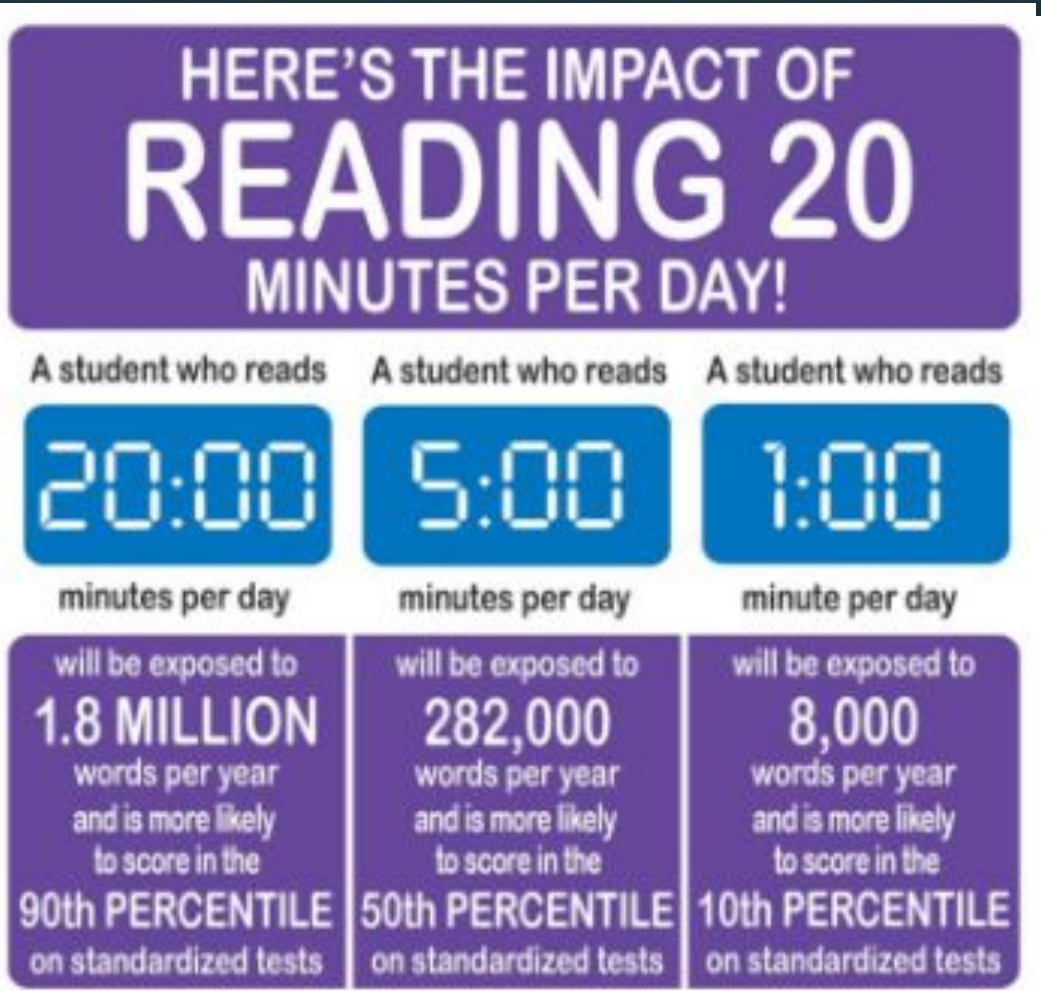
Underhill Reading Battle

Underhill Reading Battle is back!

The houses will vote for a reward.

Once they have collected 2000 FRED tokens, they will receive their reward.




HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!
A student who reads
20:00
minutes per day
will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests
A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests
A student who reads
1:00
minute per day
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Notices:

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.



Order though the Smith's website (there are leaflets in the office and a link on the school website) or you can visit the shop in Cockfosters. Smiths will deliver to school

Children can also wear black skirts, trousers or pinafores and **black** shoes.

Find more information here:
https://www.smithsschoolwear.co.uk/product-category/find-your-school/underhill-school-and-childrens-centre/

Uniform

PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)

Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

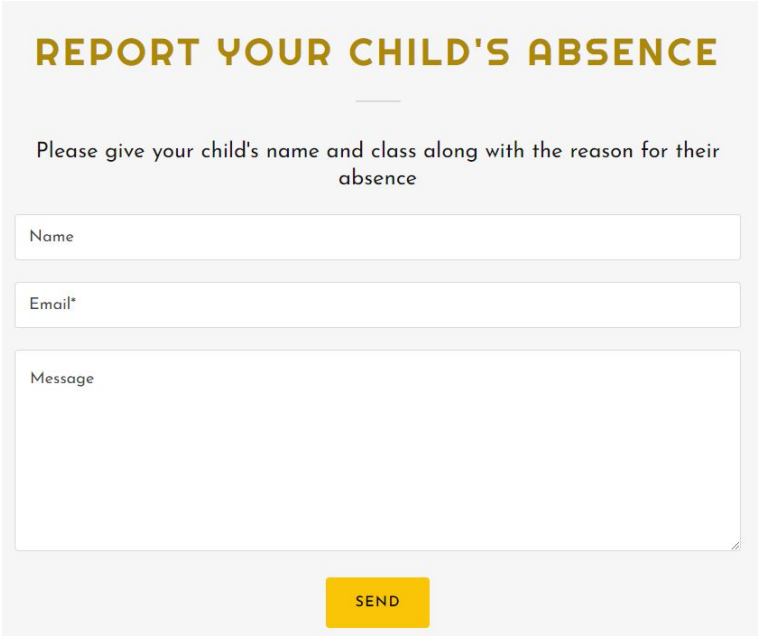
Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn

Absences

If your child in unwell, please inform the office in the morning.

https://underhillschool.co.uk/report-an-absence



Or you can call 020 8449 2423

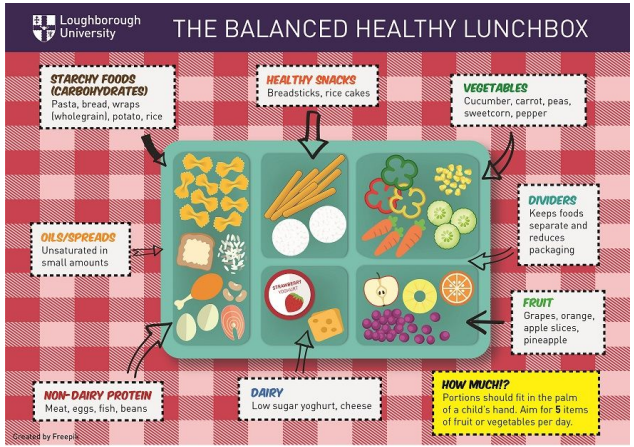
Snacks and Lunch

We are a **healthy, nut free** school. Children should bring in **fruit or vegetables** (e.g. cut up carrot, pepper or cucumber (not dried fruits please) to eat at break time. They are not permitted to bring in anything else.

ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks.
All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.



Independent Travel

Only children in Year 6 can be independent travellers. It is something we consider for children in Year 5 in the summer term, but not before.

Mobile phones should **not** be brought into school.

If a sibling is collecting your child, please arrange with the office (unless the sibling is a grown up).

PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.





Any questions?

Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!