



# Welcome to Year 5 16th August 2023

## **Aims:**

- Share our expectations
- Share format for learning
- Answer any questions you may have

# Here are the Year 5 team



**5H - Ms Harris and Ms Joshi**



**5A - Ms Akkari and Ms Kaur**

## Specialist Teachers

**Music** - Ms Gilbert

**World Languages** - Ms. Emma Titley

**PE** - Mr Randall (5H) and Mr Steenston (5A)

**Library** - Ms Sharmila Joshi

**Nepali** - Ms Shrestha/ Ms Upadhyay

**Please feel free to contact your teacher with any queries:**

**5H Ms. Kat Harris** [kharris@tbs.edu.np](mailto:kharris@tbs.edu.np)

**5H Ms. Debaka Joshi** [djoshi@tbs.edu.np](mailto:djoshi@tbs.edu.np)

**5A Ms. Stephanie Akkari** [sskacan@tbs.edu.np](mailto:sskacan@tbs.edu.np)

**5A Ms. Jaskriti Kaur** [jkaur@tbs.edu.np](mailto:jkaur@tbs.edu.np)

You will also receive these emails when you get our curriculum overview.



# Weekly Timetable

	8:00 - 8:05	8:05-8:45	8:45-9:40	BREAK	10:00-10:50	10:50-11:45	LUNCH	12:40-1:35	1:35-2:30
<b>MONDAY</b>		Guided Reading	Maths		English	IPC	Astro 11.45 - 12.10	Nepali	PE
<b>TUESDAY</b>		Guided Reading	Maths		English	IPC		PAWS	PSHE
<b>WEDNESDAY</b>		Guided Reading	Maths		Music	English		IPC	PE
<b>THURSDAY</b>		Guided Reading	Maths		Library	English	FS1 12.10 - 12.35	ICT	Science
<b>FRIDAY</b>		Guided Reading	Maths		French	English		IPC	Assembly

5A

5H

	8:00 - 8:05	8:05-8:45	8:45-9:40	BREAK	10:00-10:50	10:50-11:45	LUNCH	12:40-1:35	1:35-2:30
<b>MONDAY</b>		Word Work	Maths		English	Science		Nepali	PE
<b>TUESDAY</b>		Guided Reading	Maths		English	IPC		PAWS	PSHE
<b>WEDNESDAY</b>		Guided Reading	Maths		English	Music		IPC	PE
<b>THURSDAY</b>		Guided Reading	Maths		English	Library		IPC	ICT
<b>FRIDAY</b>		Guided Reading	Maths		English	IPC		French	Assembly



# Home-School Communication

**Please be sure the school has your current email address.**

Seesaw and GMail- Families will receive a year group email with logins for students and families.



Please use email for individual updates and messages to the class teacher.



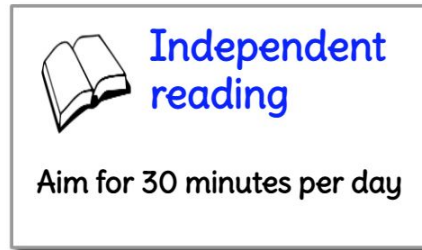
Weekly Newsletter & weekly updates on the Year group Website - learning for upcoming week.

We will do our best to respond in a timely manner, in most cases within 24 hours.

# Reading Expectations

At TBS we expect children to take ownership of their learning by empowering themselves through healthy reading habits.

Children are expected to complete the follow each day:



Students will all have reading logs and are encouraged to read up to 30 minutes a day and log it into their journals. Children are asked to bring the journals back to school with them every day.

# Curriculum Overviews

## Welcome to Year 5

### Your Team



5H - Ms Harris and Ms Joshi



5A - Ms Akkari and Ms Kaur

We have an exciting year ahead, packed with fun and learning. Here is a brief overview of the key learning points in the Year 5 curriculum.

Please note that these are targets for the end of the academic year; we will be working towards them in gradual steps across each term.

### Mathematics

Below are our key foci for Year 5. The full curriculum can be found [here](#).

#### Number and place value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

#### Addition and subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers

#### Multiplication and division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

#### Fractions (including decimals and percentages)

- compare and order fractions whose denominators are all multiples of the same number
- read and write decimal numbers as fractions (for example,  $0.71 = 71/100$ )
- read, write, order and compare numbers with up to three decimal places
- recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25

#### Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and

- millimetre; gram and kilogram; litre and millilitre)
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes

#### Geometry

- draw given angles, and measure them in degrees ( $^\circ$ )

#### Statistics

- complete, read and interpret information in tables, including timetables

### English

Below are our key foci for Year 5. The full curriculum can be found [here](#).

### Reading

#### Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

#### Reading comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- identifying and discussing themes and conventions in and across a wide range of writing

Understand what they read by:

- drawing inferences on characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieve, record and present information from non-fiction

You will each receive a curriculum overview for the year, with breakdowns of what is covered in each subject throughout the course of Year 5.



# IPC

The Topics we will cover this year are:



- PAWS
- Moving People
- The Great, the Bold and the Brave
- Go with the flow
- Mission to Mars
- Sustainable Development Goals
- They see the world like this





# PSHE, Nepali and ICT

## PSHE

Health and Wellbeing		Relationships		Living in the Wider World		
H1	To know how to make informed decisions about health	Marriage and partner relationships	R3	To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	L1	To recognise reasons for rules and laws; consequences of not adhering to rules and laws
H2	To know about the elements of a balanced, healthy lifestyle		R4	To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	L2	To recognise there are human rights, that are there to protect everyone
H3	To know about choices that support a healthy lifestyle, and recognise what might influence these		R5	To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	L3	To know about the relationship between rights and responsibilities

## Teach Computing following NC

### KS2

Statement Number	National Curriculum Statement
2.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
2.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
2.4	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
2.5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
2.6	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
2.7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## Nepali

In Yr 5, Nepali is divided into 2 groups native and non- native. In both groups they learn about upcoming festivals, Nepali cultures and traditions, Nepali script and numbers etc. In native they learn to read, write and speak in Nepali and in non-native languages, we focus on speaking in Nepali only and they write in romanized Nepali.



# Some exciting things to look forward to this year

**Expedition** - this year, Year 5 will be going to Himalika camp which is near Kurintar.

**Community Ambassadors** - Your Year 5 child will get the chance to work more closely with the community ambassadors and our community partnerships.

**Swimming** - Please can you make sure they have the appropriate equipment and only miss swimming if they absolutely have to, so that they make the most of this learning opportunity. This will be in Term 1 for Year 5.



# MFL provision overview (Mandarin)

Term 1 - Pinyin and Tones, Self-introduction

Term 2 - How to read and write Chinese? - The Use of Radicals (Nature)

Term 3 - How to read and write Chinese? - The Use of Radicals (Human & Society)

Term 4 - Celebrating Chinese Diasporas around the World, Travelling

-Actions (Je)

-In France (Food)

-Family

-A weekend with friends

-The Future (Tomorrow/ This weekend)

-Jobs

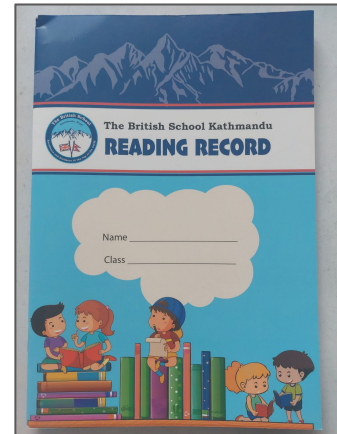


# Key points to note

- Children arrive to school at 8am for registration.
- Pickup time is 2.30pm unless your child has a club.
- Children need to bring a hat, water bottle, spare mask, snack, lunch (if packed lunch) and reading book to school each day.
- They can also bring a pencil case but we provide all learning materials.
- On Thursdays, please can they ensure they bring any library books that need returning
- Year 5 should wear their PE t-shirts on a Monday and Wednesday.

# Key points to note

- Birthday invites - if the whole class is being invited, the teacher can share the invites, if it is selected children, the parents should contact them directly.
- Pupils should be reading at home for **at least 20 mins a day** with an adult if possible and recording in their reading records.





# Seesaw

Alexandra Yates <sup>43</sup>  
Teacher - 11 Classes

Messages Library

**T1W2 Word Work Words**  
1/3

Hi Guys,  
Here are your Word Work Words for this week with some ideas of activities that you can do to help you learn the words.  
Remember I will be testing you on Friday, and then again on Monday when we get next weeks words.

0 Responses, 0 Waiting for Approval, 0 Drafts, 25 Not Responded

[+ Add Response](#)

Assigned on Aug 22 at 09:38 AM

Assigned to All Students

[+](#)  
Add

5Y  
5Y(2022-23)  
Teacher

Journal Activities Notifications <sup>1</sup> Progress

Assigned

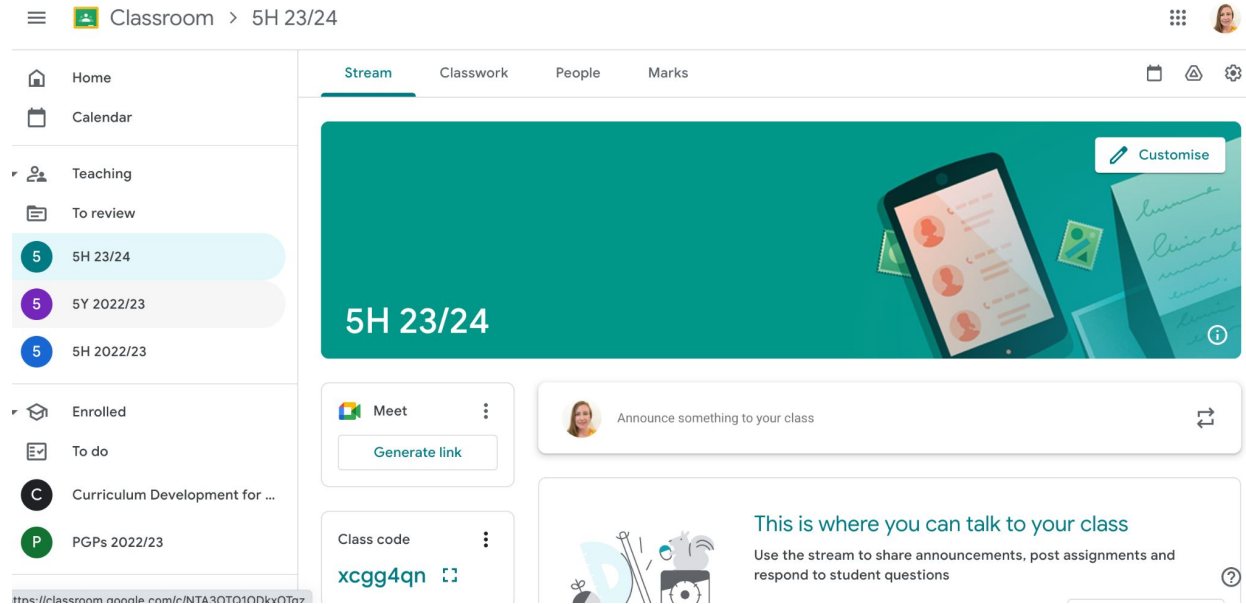
Scheduled

Archived

Calendar

We are not sure exactly how we will use Seesaw this year but it will most likely be more as a reflective tool rather than to share assignments.

# Google Classroom



The screenshot shows the Google Classroom interface for a class named "5H 23/24". The left sidebar contains navigation options: Home, Calendar, Teaching (To review, 5H 23/24, 5Y 2022/23, 5H 2022/23), Enrolled, To do, Curriculum Development for..., and PGP's 2022/23. The main content area has tabs for Stream, Classwork, People, and Marks. The Stream tab is active, displaying a header for "5H 23/24" with a "Customise" button. Below the header are three cards: a "Meet" card with a "Generate link" button, an "Announce something to your class" card with a user profile picture and a double-up arrow icon, and a "Class code" card showing "xcgg4qn" with a copy icon. A large blue banner at the bottom of the stream area contains the text "This is where you can talk to your class" and "Use the stream to share announcements, post assignments and respond to student questions".

We will use Google Classroom to assign Spellings each week and other work that will be completed in school.



Any questions?