

I am **Brave**

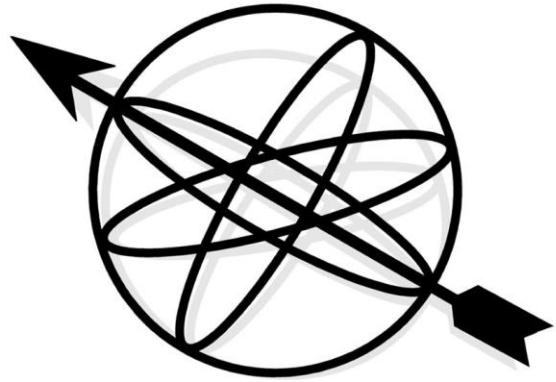
I am **Reflective**

I am **Motivated**

I am **Curious**

I am **Creative**

I am **Focused**



**I am a Westgate Learner**

2023 - 2024

# Year 5 Transition Meeting for Parents

# Year 5 Class Teachers



Lime Class  
Miss Abigail Earle



Hazel Class  
Mrs Esme Ferguson

NB: Year 5 pupils will also be taught by a number of Secondary Phase teachers for specialist subjects. We will share a timetable in September showing when these will take place.

# National Curriculum Key Stage 2

**Continuing:** Daily Spelling, Maths, English, Guided Reading.

**Weekly:** Music, P.E., Computing, PD, D.T., Art, Science, History, and Geography.

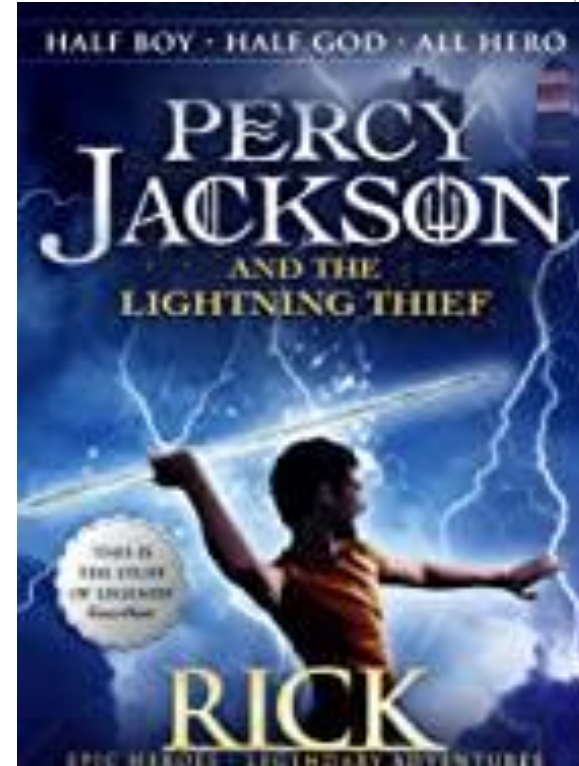
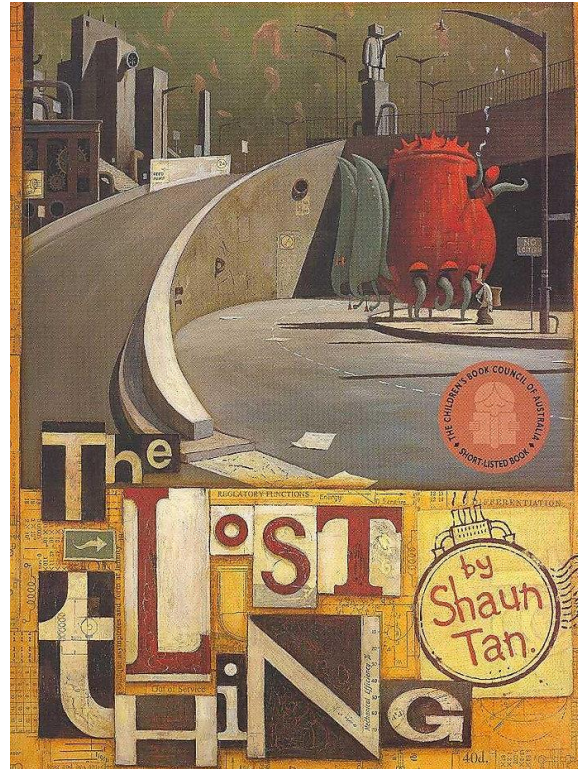
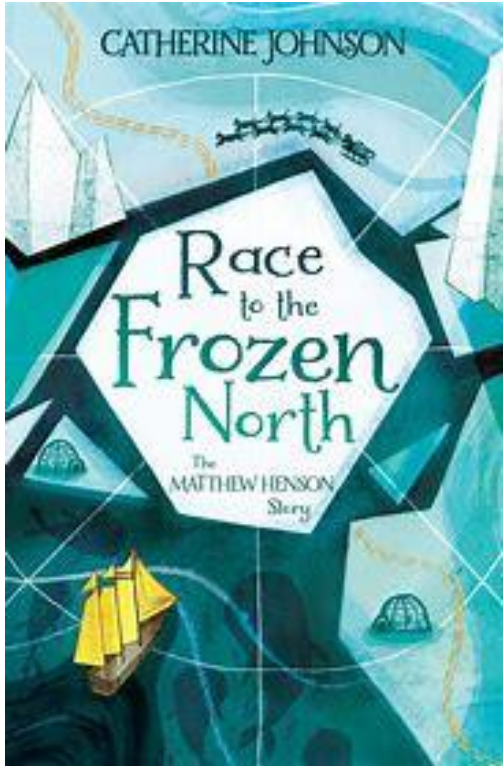
RE in blocks each half term.

**Use of Upper School facilities:** Science lab, PE facilities, Chilbolton field, Music

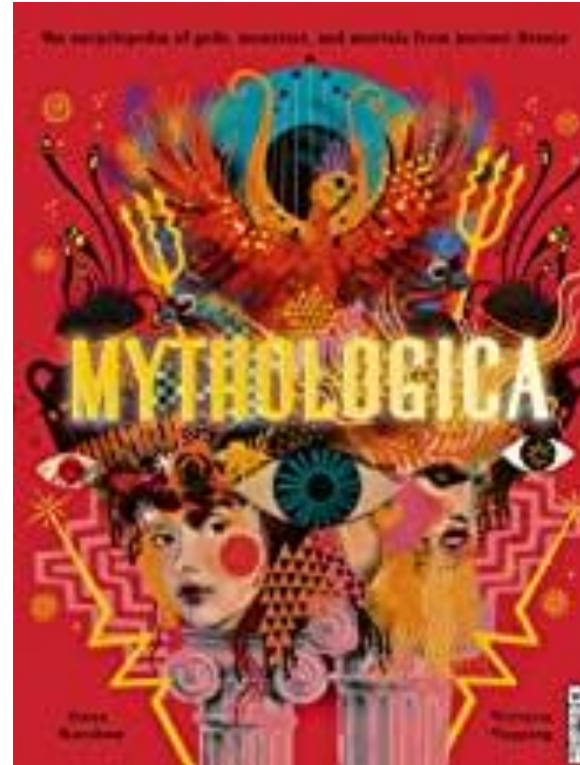
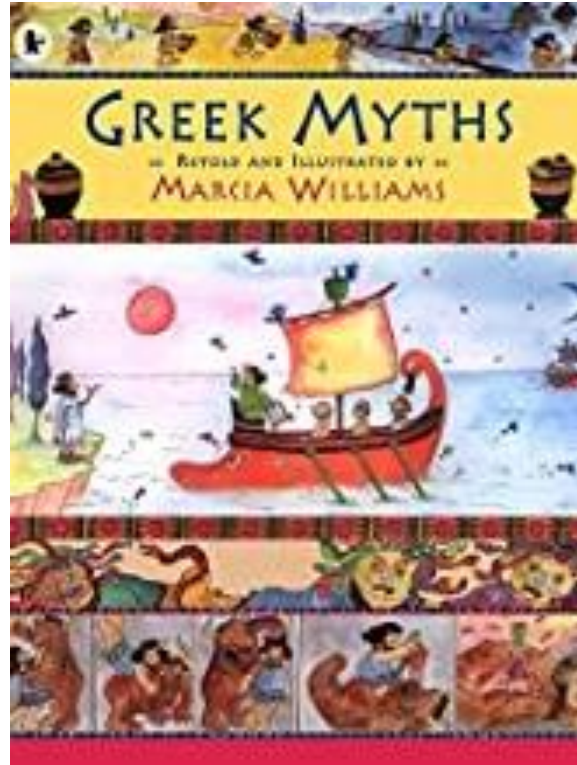
For the children, there is very little change.

- ▶ **Core subjects:** English (Guided Reading, SPAG and Writing), Maths, Science.
- ▶ **Foundation subjects:** Art and Design, Computing, Design and Technology, Languages (Spanish), Geography, History, Music, Physical Education. Also statutory Religious Education.
- ▶ Some subjects taught with close 'focus' links.





Year 5 English Writing Texts - Autumn Term



Year 5 Guided Reading texts Autumn Term



The plane 'lurched' forward. This is almost nearest in meaning to:

- Surged
- Quicker than
- Fell forward without warning

**Chapter 2: The Green Dark**

Why would a stranger say 'get away from us' and 'please don't hurt us'?

A stranger might say 'get away from us' or 'please don't hurt us' because you might be intimidating or and they don't know you so they just are a bit protective.

What clues tell us that Hana is traumatised by the crash?

- \* Hana was at the breathless stage of crying
- \* Hana gave a sudden scream
- \* Hana let out a second scream

How do we know the pilot was not expecting the crash?

The pilot didn't expect the crash because he was so shocked and he had to gasp for a breath.

Why did they follow the ants?

They followed the ants because they thought they would lead them to water.

What order did they go in the water?

1. Fred
2. Lila & Hana
3. Lila & Hana
4. Con

How was Fred described in his school report?

Fred is always described as sensible and increasingly tall if they couldn't think of anything else.

**Chapter 8: The Maiden Voyage**

What words and phrases tell you Con is concentrating intently on lighting the fire?

She overshoot and dug the point into her own skin. She bit down on her tongue, concentrating, her eyelids furrowed so deeply they nudged against her eyelashes.

What does the word 'primae' mean?

Something up face at the table taste.

What words and phrases tell you Con is concentrating intently on lighting the fire?

She overshoot and dug the point into her own skin. She bit down on her tongue, concentrating, her eyelids furrowed so deeply they nudged against her eyelashes.

**CHAPTER 5 & 6: GOOD (ALMOST) & FIRE**

What impression does 'crumpling' give you of Lila's feeling?

This means that Lila is feeling sad because Lon and Fred are fighting and arguing. It says in the book Lila's face is crumpling.

What words and phrases tell you Con is concentrating intently on lighting the fire?

She overshoot and dug the point into her own skin. She bit down on her tongue, concentrating, her eyelids furrowed so deeply they nudged against her eyelashes.

**CHAPTER 7: THE RAFT**

What reasons does Con give for not wanting to go on the raft?

Con says, 'people will come for us. We can send up signals and also Lon said, don't want to get on a raft. Life because someone else has an idea.'

What did Fred use to bind the raft?

Fred used liana vines to bind the raft.

**CHAPTER 8: THE MAIDEN VOYAGE**

What words and phrases tell you Con is concentrating intently on lighting the fire?

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What words and phrases tell you Con is concentrating intently on lighting the fire?

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## Spelling, Grammar and Punctuation

We will be continuing 3 x weekly spelling, grammar and punctuation lessons using Active Learn and other resources.

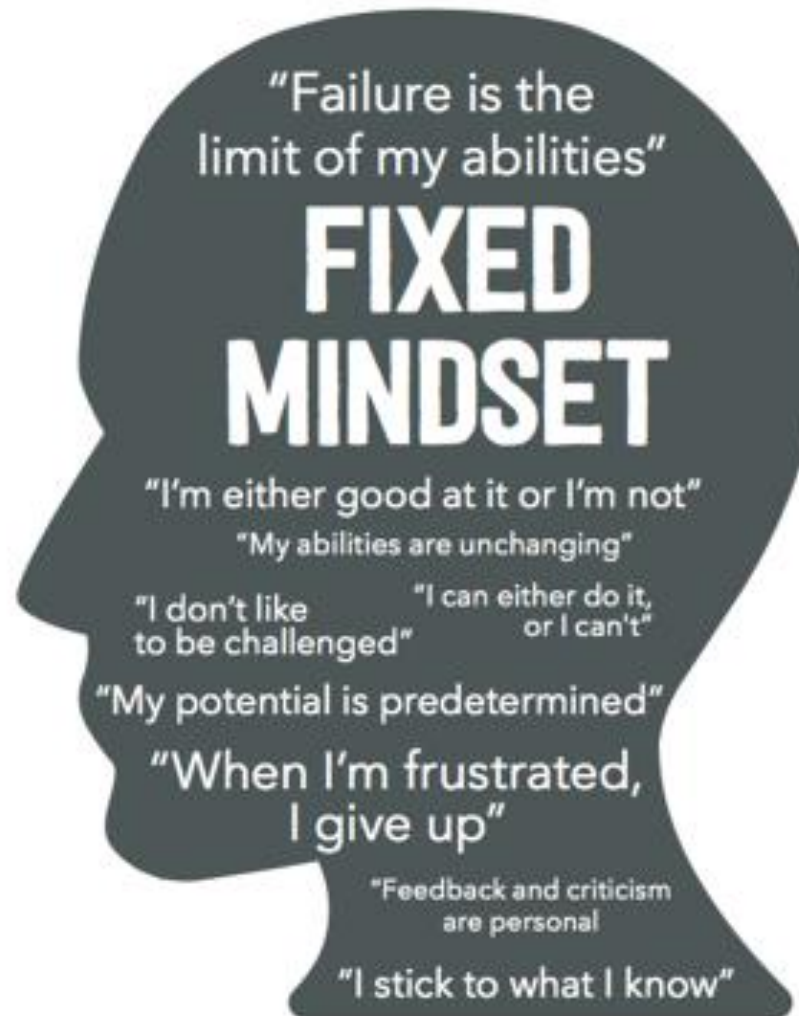
You might know of this by the name 'bug club'. Your child will have a login that they will be able to use at home.

# Suggested Reading!

- ▶ Cogheart-Peter Bunzl (First Guided text)
- ▶ Anything Greek related!
- ▶ Brightstorm/Dark Whispers/Wildspark - Vashti Hardy
- ▶ Rooftoppers/The Good Thieves- Katherine Rundell
- ▶ The Dragonfly Pool - Eva Ibbotson
- ▶ Simply the Quest/Against all Gods/Beyond the Odyssey- Maz Evans
- ▶ Earth Shattering Events-Sophie Williams
- ▶ Varmints book and film (Helen Craste/Marc Ward)
- ▶ Holes- Louis Sachar
- ▶ Polar Bear Explorers club- Alex Bell
- ▶ Aquila Magazine
- ▶ The Week Junior



# Growth Mindset



# Key dates

- ▶ **Parent consultations:** Autumn and Spring term
- ▶ **Written report:** Summer term
- ▶ **Swimming:** Autumn term Tuesday afternoon
- ▶ **Residential:** (2 nights) Autumn Term at Avon Tyrrell in the New Forest

**Parent helpers!** Please contact Miss Sweet about DBS check ASAP if you are interested in attending some of our trips next year.

# Practicalities

- ▶ Uniform - remains the same, high standard
- ▶ Book bag/rucksacks (only books please, no water bottles in the bags)
- ▶ Yellow reading record - please bring every day
- ▶ Home learning:
  - ▶ Daily reading, times tables, spellings weekly (via newsletter)
  - ▶ Topic based puzzle each term
- ▶ Fruit and milk at playtime (please order online in advance, via the school office)
- ▶ Water bottles in school, named clearly
- ▶ PE kit - to include hoodie and tracksuit trousers for winter please
- ▶ Punctuality and attendance



# Practicalities: Drop-off/collection

- ▶ Children will arrive at 8:40am, when the KS2 playground gates are opened
- ▶ They will walk across the playground and enter through the double doors, going straight to their classroom
- ▶ At the end of the day, children will wait with their class teacher on the KS2 playground
- ▶ From here, they will be dismissed to parents at 3:20pm
- ▶ Year 5 permission slip to walk home independently of an adult at 3:20pm (not after clubs)

# Summer learning

- ▶ Spelling - practise words from the Y4 and Y5 spelling list
- ▶ Times tables - Use TTRockstars - it is so important to know these now!
- ▶ Reading - see suggested booklist on next slide. Why not complete the Library Summer Reading Challenge?
- ▶ Summer Jigsaw challenge - how many can you complete over the holiday?

Join the summer reading challenge at Hampshire libraries!

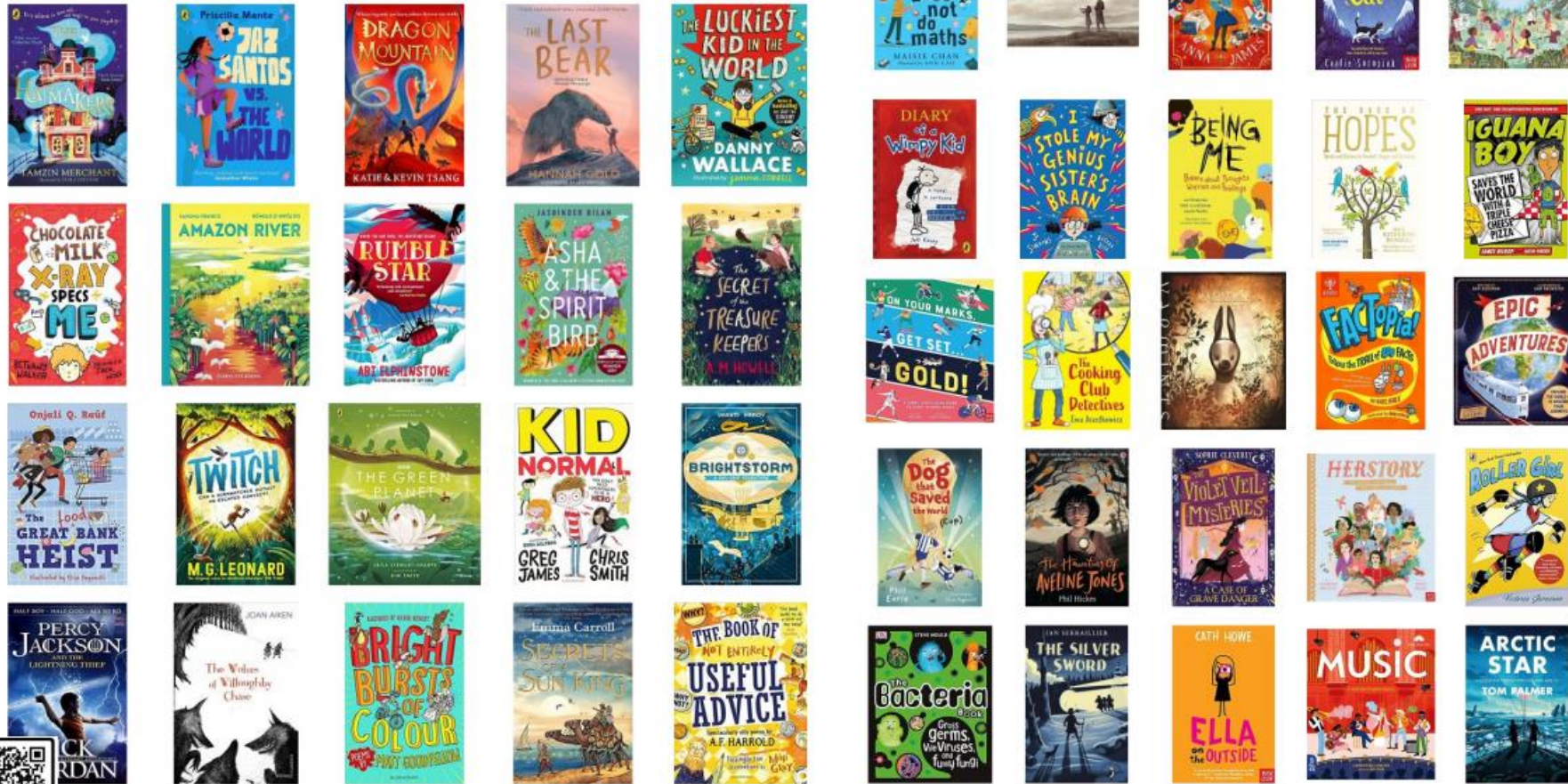
[Kids Zone | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/kidszone)



50 Recommended Reads for...

# Year 5

(ages 9-10)



SCAN ME

[www.booksfortopics.com/year-5](http://www.booksfortopics.com/year-5)

For more primary school booklists, visit [booksfortopics.com](http://booksfortopics.com)

A great list of suggested books to read.

Check out:

[www.booksfortopics.com](http://www.booksfortopics.com)

For other suggested book lists by topic, text type or interest.





## YEAR 4 SPELLING LIST

accident (ally)	disappear	interest	pressure
actual (ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward (s)	notice	special
caught	fruit	occasion (ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess (ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women



## YEAR 5 SPELLING LIST

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



Statutory  
spelling  
lists for  
Year 4 and  
Year 5.



Write a postcard to the class telling us about something you have done in the holidays. Bring it in or post it to school.

Follow a recipe to make a dish you have never cooked before. Photograph your finished dish!

Write and illustrate a short story - bring it to school in September to read to the class.

Try a new craft, sport or other activity. Take photos and write a report to bring in and share in class.

Complete the Library Service Summer Reading Challenge.

Write a book review for the best book you read all summer.

Paint or draw a picture of somewhere you go over the holidays.

Create a presentation about a hobby or interest you have to share with the class.

Create an 'All About Me' collage - see next slide! Bring it in in September to display in class.





# ALL ABOUT ME

## Collage

### You'll need:

- Paper
- Coloured pens
- Glue
- Pictures and objects that represent you

### STEP 1:

Find a piece of paper.  
The bigger, the better!

### STEP 2:

Write your name on the paper.  
This collage is all about **YOU**.

### STEP 3:

Now collect things that represent **YOU**. They could be drawings or pictures cut out from magazines or photos of your friends and family. It could even be real 3D objects, like ticket stubs, cards, feathers or beads.

IF THEY'RE SOMEONE ELSE'S  
PHOTOS OR MAGAZINES,  
DON'T FORGET TO CHECK  
THAT IT'S OK TO USE THEM.

### STEP 4:

Arrange all the pieces of 'you', and ask an adult to help you glue them to the paper. **TA-DA!**  
You could also write down things that make you happy on the collage.

## HERE ARE SOME EXAMPLES . . .

Ant: I love cooking.

Dec: And I love eating!

Ant: That's what makes us  
such a great team!

Ant & Dec: We love Newcastle  
United, golf and  
watching TV

Ant: I love movie night.

Ant: No one else's collage will look like yours –  
because no one else is just like you!

Dec: Not feeling crafty? Try talking about or acting  
out the things that would make up your collage.