



Olive School

NURTURING TODAY'S **YOUNG PEOPLE,**
INSPIRING TOMORROW'S **LEADERS**

Year 5 – Parent Workshop

Surah Faatihah



▼ Surah al-Fatihah The Opening ▼

1. In the name of Allah, the Gracious, the Merciful.
2. Praise be to Allah, Lord of the Worlds.
3. The Most Gracious, the Most Merciful.
4. Master of the Day of Judgment.
5. It is You we worship, and upon You we call for help.
6. Guide us to the straight path.
7. The path of those You have blessed, not of those against whom there is anger, nor of those who are misguided.

▼—QURAN 1 ▼

Credit : @fatimakarimms



Aims of the session

- > To inform parents of classroom practice.
- > To go over curriculum coverage.
- > How you can help your child at home.



Our Vision

Nurturing Today's **Young People**,
Inspiring Tomorrow's **Leaders**



Our Mission

To promote a culture of **educational excellence**,
from within a caring and secure **Islamic
environment** enriched with the values of
discipline, **mutual care and respect**, which
extends beyond the **school** into the **wider
community**.



STAR Values



SERVICE

Being a responsible
citizen in our community



TEAMWORK

Working together
for excellence



AMBITION

Aspiring to be
our best



RESPECT

Treating others as we
wish to be treated



The Year 5 Team

<u>Ibn al Awwam</u>	<u>Ibn Masood</u>	<u>Ibn Amr</u>
Mrs Laheri (Class Teacher)	Mr Leli (Class Teacher)	Mrs Mughal (Class Teacher)
Mrs Patel (Learning Coach)	Mr Yousaf (Learning Coach)	Mrs Sheikh (Learning Coach)
		Mrs Khanjra (SSA)



Core and foundation subjects

- > English/Grammar
- > Mathematics
- > Reading
- > Science
- > Topic
(History/Geography)
- > RE
- > Arabic
- > PSHE
- > PE
- > Music/Computing
- > Art/DT



School rules and Behaviour

Classroom Golden Rules

We are gentle

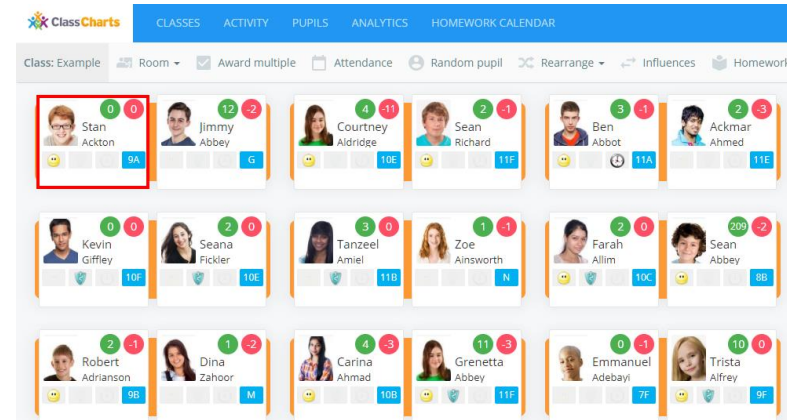
We listen

We work hard

We look after things and **do not throw** anything.

We are honest

We are kind and helpful



Long term plan

Year 5 - LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Classical Fiction Matilda Narrative Poetry Cloud Busting Biographies and Autobiographies Fictional descriptive writing	Stories with a Scary setting Classical Poetry - William Blake/ Shakespeare Newspaper Reports	Slam poetry -debate poetry Playscripts (Macbeth) Stories with Fantasy Settings Non- chronological Report	Discussion Texts (arguments and debates) Classical narrative Poetry (Lady of Shallot) Non-chronological Report	Persuasive Texts – Formal Letter writing Stories with Mystery Settings Myths and legends- Beowulf and Grendel and Anglo- Saxon Short stories	Explanation Texts Recounts (outdoor elements) Poetry – Power of Imagery
Maths	Number Place Value Addition and Subtraction Multiplication and Division Statistics	Multiplication and Division Number: Fractions Measurement: Perimeter and Area Geometry: Properties of Shape Measurement: Converting Units	Number Place Value Number: Fractions Number: Decimals Multiplication and Division	Multiplication and Division Number: Decimals, Percentages Number: Fractions Geometry: Position and Direction		
Science	Properties and changes of materials	Earth & Space	Forces	Living things and their Habitats	Geology	Meteorology
History	Pre-Historic Britain - Stone Age to Iron Age		Romans		Anglo-Saxons and Scots	



Geography		Trade and Resources		Our Changing Country		Rivers
Art and Design	Bread-making	Pop Art	Roman Catapult	Artist Study	Recycled Fashion	The Amazon
Computing	Coding (6) 5.1	Online Safety (3) 5.2	Spreadsheets (6) 5.3	Game Creator (5) 5.5	3D Modelling (4) Concept Maps (4)	Word Processing (8) 5.8
French	What is the date?	Do You Have a Pet?	The Weather	Clothes	Habitats	The Olympics
Arabic	Useful phrases	More about food and mealtimes	Around the house	Music and celebrations	On the way to school	Seasons and holidays
PE	Dance Gymnastics	Athletics	Invasion games: Football Rugby Dodgeball	Swimming	Net and Wall Games: Tennis and Badminton Striking and fielding: Cricket Rounders	Outdoor adventure activities Invasion Games: Netball Basketball Hockey
RE	Beginning creation of the world	Caring for the earth and peace	Believing and belonging	Change and death	Showing belief	
PSHE	Relationships with money	Enterprise	Harmful substances			Transitions for Y6 to Y7
Music	Music Focus: Step Movement, Performance, Singing Nasheed: Qasidah Muhammadiyah (traditional)		Music Focus: Street Movement, Performance, singing Nasheed: Ya imam ar-Rusli (traditional)		Music Focus: Awards show performance, singing Nasheed: Thank you Allah (Raihaan) Focus: Leavers Assembly performance, singing Nasheed: I need you (Sledd)	



What a Maths lesson looks like

We follow an 'I do, We Do, You Do' structure in Maths.

I Do – Teacher teaches the new concept

We Do – Work through the task together as a class

You Do – Children to work independently



- > We use Whiterose Maths, which follows the National Curriculum, as our main platform.
- > Whiterose Maths works in partnership with Power Maths, TT Rockstars, Maths Shed, IbQ, Collins etc

We start our lessons with:

- > Starter (quick recap of previous learning)
- > Introducing the new learning (I Do)
- > Working through a task together as a class (We Do)
- > Allowing the children to work independently (You Do)
- > Plenary



Mathematics: How can you help your child?

- > Make sure they complete their homework
- > Online resources: MathShed, TT Rockstars, SATs Companion

Give your children time to explore these websites online. They will be set online homework to help them prepare for SATs.

- > Find opportunities to play Maths related games with your child.

Cards

Dominoes

Take them to the shop and let them pay and receive change

Measuring ingredients when cooking/baking

Quick arithmetic

Working out distances

Telling the time



Maths / Place value lesson

LO: To compare and order numbers up to 1,000,000

DO NOW

1) Draw counters to represent 131,002

HTh	TTh	Th	H	T	O

2) How many thousands are there in 68,282?

3) What is the value of the digit 3 in 452,392?

4) Write one million in numerals.

I DO


Dexter's
number
24,013

TTh	Th	H	T	O
● ●	● ● ● ●		●	● ● ●
2	4	0	1	3


Dora's
number
40,101

TTh	Th	H	T	O
● ● ● ●		●		●
4	0	1	0	1

Dexter's number is greater! He has used 10 counters whereas Dora has only used 6



Maths – Key strands

Number and Place Value	Addition and subtraction	Multiplication and Division	Fractions/Decimal/percentage	Geometry	Measurement	Statistics
<ul style="list-style-type: none"> -Read, write, order and compare numbers to 1 million -Round numbers to 1 million -Solve number problems and practical problems -Interpret negative numbers -Count forwards or backwards in steps of powers of 10 	<ul style="list-style-type: none"> -Add and subtract numbers (more than 4 digits) using formal written methods Add and subtract numbers mentally -Estimate and use inverse operations -Multi-step word problems 	<ul style="list-style-type: none"> -Identify and use multiples, factors, prime numbers, square numbers and cube numbers -Solve problems involving multiplication and division -Multiply and divide whole numbers and decimals by 10, 100 and 1,000 - Multiply and divide numbers (4 digits) by a one- or two-digit number using a formal written method, 	<ul style="list-style-type: none"> -equivalent fractions (tenth and hundredths) -convert mixed numbers and improper fractions -Compare and order fractions -add and subtract fractions (same & different denominators) --multiply and divide fractions (proper and improper) -covert fractions into decimals and percentages -solve problems 	<ul style="list-style-type: none"> -identify, measure and estimate angles at a point and one whole turn (total 360°) -Draw given angles, and measure them in degrees (°) -find missing lengths and angles in shapes -regular and irregular polygons -3dShapes (Nets) -position and direction (reflection or translation) 	<ul style="list-style-type: none"> -Convert between metric and imperial units of measure (mass, length, capacity) -Use all four operations to solve problems -Solve problems involving converting between units of time -Volume of a cuboid 	<ul style="list-style-type: none"> -Complete, read and interpret information in tables, including timetables -Interpreting line graphs -Solve comparison, sum and difference problems using information presented in a line graph

Autumn 1 Maths targets

- Read, write, order and compare numbers to 1 million
 - Round numbers to 1 million
 - Solve number problems and practical problems
 - Interpret negative numbers
 - Count forwards or backwards in steps of powers of 10
 - > -Add and subtract numbers (more than 4 digits) using formal written methods
- Add and subtract numbers mentally
- Estimate and use inverse operations
 - Multi-step word problems



Writing programme of study

Autumn	Spring	Summer
Recounts	Short stories- Anglo Saxons	Short Story Horror
Classic Fiction (Jungle book)	Drama/Playscripts	Short Story Fantasy
Biographies and Autobiographies	Argument And Debate	Persuasive adverts/ Writing
Instruction and Explanation Text	Journalistic Writing	Non-Chronological Reports
Slam Poetry (recycling/ deforestation)	Classic Narrative Poems	Debate poems/ Oral poems
Classic Poems (William Blake)		



Writing Assessment

- > Throughout the year, children will complete a variety of assessed writing pieces.
- > Teachers will complete an assessment of this writing:
 - > **Working Towards** the expected standard,
 - > **Working At** the expected standard,
 - > Working at the expected standard with **Greater Depth**.



English – Writing Autumn

WORKING AT THE EXPECTED STANDARD						
Write for a growing range of purposes and audiences, selecting some language taught so far that shows an increasing awareness of the reader (e.g. first person in diary; direct address in instructions and persuasive writing)						
In narratives describe settings and characters and begin to describe atmosphere						
Integrate dialogue in narratives and use it convey character and/or advance the action with some success						
Select taught vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately in a growing range of writing (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)						
Begin to use some devices and strategies to build cohesion both within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)						
Use the full range of punctuation taught in lower KS2 and y5 mostly correctly, and use y6 punctuation taught so far with some success (<i>Inverted commas and other speech punctuation, Use of commas after fronted adverbials, Commas to clarify meaning or avoid ambiguity, Brackets, dashes or commas to indicate parenthesis, Colons to introduce lists and semi-colons to separate items within a list, Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up), Bullet points to list information</i>)						
Use verb tenses consistently and correctly in a growing range of writing						
Spell correctly many words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Increase writing speed whilst maintaining legibility in joined handwriting						



English – Writing Spring

WORKING AT THE EXPECTED STANDARD						
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)						
In narratives, describe settings, characters and atmosphere (<i>e.g. using noun phrases, sensory vocabulary and figurative language</i>)						
Integrate dialogue in narratives to convey character and advance the action						
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)						
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)						
Use verb tenses consistently and correctly throughout their writing						
Spell correctly most words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Maintain legibility in joined handwriting when writing at speed						



English – Writing Summer

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

Distinguish between the language of speech and writing and choose the appropriate register

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity



Writing - Parent Tips

Good writers are good readers; Good readers are good writers.

“Write as a reader, read as a writer”

- > Therefore reading challenging books will also help a child's writing.
- > Ensure that they complete written homework to a good standard.
- > Ask them to write a diary, or a story detailing something that they did at the weekend or over the holidays
- > Give them a page of writing and ask them to identify features that they like.
- > Encourage them to use a dictionary to widen their vocabulary. Check that homework is completed to a good standard.



Parents tips 😊

- > To develop writing it is important that children read regularly at home, so that they develop their reading pace, fluency and enhance their vocabulary.
- > Read a wide range of fiction and non-fiction texts with children (fantasy, sci-fi, horror, classic texts, stories with historical setting).
- > Summarise ideas drawn from more than one paragraph; identifying key details.
- > Discuss and describe character's thoughts and feelings.
- > Encourage children to use a dictionary to find the meaning of unfamiliar words.
- > Encourage children to use a thesaurus to enhance their vocabulary
- > Practice weekly spellings and apply to writing
- > Identify root words in prefixes and suffixes (e.g. adorable. adore +able (can be / able to be))



Reading lessons

- > 5 reading lessons a week
- > Key comprehension questions are taught following content domains
- > A variety of reading texts are analysed
- > The texts range from poetry , various fiction genres and non-fiction pieces.
- > Children develop their reading pace and fluency



Reading timetable

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Type of reading	Extended reading (25 mins)	Close reading (25 mins)	Fluency practice (25 mins)	Extended reading (25 mins)	Close reading (25 mins)



Extended reading

- **Extended Reading Emphasis:** Emphasizing extended reading as a core skill, which entails reading substantial text portions without detailed analysis.
- **Year 5 Initiative:** In Year 5, we are actively fostering the development of independent extended reading skills among our students.
- **Strategic Engagement:** Our approach involves strategically integrating points of discussion and whole-class questioning at various junctures within the extended text to enhance comprehension.
- **Comprehension Support:** For students who complete their reading, we provide comprehensive comprehension questions, ensuring that every child benefits from the extended reading experience



Close Reading

- **Close Reading Emphasis:** is the subsequent phase, placing emphasis on the meticulous and comprehensive analysis of a short excerpt from the text.
- **Year 5 initiative:** As part of our Year 5 program, we guide students to foster advanced analytical skills.
- **Analytical Focus:** The critical elements include:
 - vocabulary comprehension,
 - textual understanding, and
 - discerning the author's intent
 - comparative exploration
- **Analytical Skill Development:** Close reading entails a shift towards reading smaller portions of text but engaging in more in-depth text analysis. Students will revisit the selected text multiple times within the session, honing their analytical skills with each reading occasion.



Fluency practice

- **Fluency Practice Emphasis:** Following close reading, fluency practice takes center stage, focusing on the development of reading fluency rather than comprehension.
- **Year 5 Transition:** As part of our Year 5 program, we reduce fluency practice to once a week, aiming to continue enhancing their reading fluency skills.
- **Targeted Reading Rate:** At this stage, we set a specific target for students to read approximately 1-2 pages of text within a minute and a half during fluency practice, showcasing their advancing reading fluency.
- **Skill Refinement:** During fluency practice, our primary goal is to continue refining key skills they have built on, including accurate word decoding, automatic word recall, and the recognition of prosody in reading.



Content domains

Content domains	Question examples
2a) give/explain the meaning of the words in context	2a) Find and copy a word... , what words describe the setting?
2b) retrieve and record information/ identify key details from fiction and non-fiction	2b) Where is the story set, what evidence can you use to justify it?
2c) Summarise main ideas from more than one paragraph	2c) What is the main point in the first paragraph? Summarise the main events in the story so far.
2d) make inferences from the text/explain and justify inferences with evidence from the text	2d)How does the character feel in the text? How do you know?
2e) predict what might from details stated and implied	2e) Using the front cover what do you think this book will be about? Why?
2f) identify/ explain how information/ narrative content is related and contributes to the meaning as a whole?	2f) How are the events in the story linked?
2f) identify/explain how the meaning is enhanced through choice of words and phrases	2g) What adjectives has the author used to describe the main character? What does this tell you about their personality?
2g) make comparisons within the text	2h) How are the characters similar/ different?

Accelerated reader

- > Children have completed a STAR reading assessment which gives the reading age of the child
- > They will be bringing an AR book home each week
- > Quizzes must be carried out after each book
- > We recommend they read for a minimum of 20 minutes each night



Parent Tips

- > Each child is provided with up to two books each week:
 - > Completion of quiz for their 'Accelerated Reader' book
- > Read books with your children and ask questions, for example:
 - > Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions
 - > Look up definitions together – you could use a dictionary, the Internet/an app, or on a phone/table
- > Ensure they complete homework each weekend
- > Practice spellings each week



Tips for home 😊

- > Making sure the children read a wide range of texts (e.g. fiction, non fiction, poetry etc)
- > Ask children to read something (e.g. a menu, leaflet etc) which will help their understanding of different text types. They will become more fluent in reading
- > Help children reading with expression
- > Sign their reading log once they have read



Assessment

- > Instant marking with verbal feedback
- > Open ended questions
- > Next step marking in class
- > Writing assessments (weekly Big Writes)
- > Arithmetic and Spelling Tests
- > Termly standardised tests (Rising star PIRA/PUMA)
- > Year 5 End of year assessments in RWM (non statutory)

The teacher's script for the phonic questions, on pages 2-3, is on the back page. On pages 4-7, read aloud all instructions for answering questions (printed in red brown), but do not read the texts or answer choices printed in black.

Boy	Girl	Test date / /	years	months
Date of birth / /		Chronological age		
Test type		Questions	Marks	
Word reading		1-2		/10
Story		3-14		/8
Story		15-20		/7
		Total marks		/25
Reading analysis				
Comprehension				/23
Making inferences				/2
Reading Age	Hobbs Scale	Age Standardised Score	Standardised Score	

Copyright © 2015 Hodder & Douglas Ltd. Photocopying prohibited. **RS ASSESSMENT** PIRA HODDER EDUCATION

Boy	Girl	Test date / /	years	months
Date of birth / /		Chronological age		
Category		Marks		
Number		/8		
Operations		/9		
Fractions		/2		
Measures		/5		
Geometry		/5		
Total marks		/30		
Problem solving		Maths age /10	PUMA scale	
PS				

Copyright © 2014 Hodder & Douglas Ltd. Photocopying prohibited. **RISING STARS ASSESSMENT**



ICT platforms

- > Accelerated Reader - <https://ukhosted93.renlearn.co.uk/6700725/>
- > EdShed –
- > TT Rockstars - <https://trockstars.com/>
- > SATS Companion - <https://app.satscompanion.com/login>
- > BBC Bitesize- <https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- > Oak National Academy- <https://www.thenational.academy/>



How parents can help

- > English and Maths Homework is given out every week. The H/w compliments the learning that's takes place in class.
- > Ensuring children read their AR books for at least 20 minutes a day
- > Sign the reading records to show that they have read
- > Continuously practice times tables (maybe test them in the car to and from school)
- > Encourage your child to portray the STAR Values outside of school
- > Stick the timetable and spelling in children's bedroom or on the kitchen fridge so that they can rehearse daily.
- > Spend time outdoors and get children to build on their experiences to develop writing.



Any questions?

Info@oliveblackburn.staracademies.org

