

*Welcome to
Year 5!*

Who's who?



Miss S Campbell
Capella Class



Miss A Nyiri
Polaris Class



Mrs L Barker & Mrs H Webber
Sirius Class

Other members of staff:



Mr D Burns
Comet Class



Miss E James
Children's Support Worker



Mrs S Webb
Family Support Worker

Year 5/6
Pastoral
leader

English



Here at Air Balloon, we use the 'Talk for Writing' approach to develop the children's literacy skills.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

ABHPS underpin our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work have been developed to create a whole-school plan that continues to be refined.

Maths

Here at Air Balloon, our maths sessions follow the 'Maths, No Problem' structure of learning. A typical maths lesson will include:

1. A mental starter, aimed at improving fluency skills.
2. An unusual or atypical maths problem, encouraging the children to discuss various mathematical concepts.
3. A chance to learn, practice, or clarify methods of mathematical problem solving.
4. A guided session, in which children are able to practice their skills under close supervision.
5. An independent activity, in which children are encouraged to take risks and make mistakes.
6. An opportunity to reflect and review on today's learning, and to set personal targets for the following session.

In addition to standard maths sessions, children may be occasionally invited to take part in a TASC group; a focussed group for children who have shown themselves to be thriving in a particular area of maths, and would benefit from a meatier challenge!

Autumn Inquiry Project

Let's be friends

There has been a divide amongst your great land. On one side, the Anglo-Saxons, and on the other, Vikings. Years of continuous war and turmoil have led to numerous casualties on both sides. However, King Alfred (the Anglo-Saxon ruler) wishes to usher in peace between the two tribes by drafting a treaty. As representatives of both warring communities, it is your job to craft a treaty which both sides will be happy to agree to, thereby brokering peace between the two tribes.

The children will be learning about the history of invasion in the United Kingdom, and the many factors that lead to war between the Anglo-Saxons and Viking; cultural, political and geographical. They will learn to evaluate historical sources of information, to gain an understanding of events as perceived by two conflicting accounts. In DT, they will prepare their machines of war, just in-case the rejection of the treaty results in further conflict. They will also compare, contrast and create their own historical accounts of events as folk-musicians, ensuring that their interpretation of events is the one that persists in the public consciousness.

Outcome: The children, in role as Viking and Anglo-Saxons, will create a treaty that will bring peace across the land.



Spring Inquiry Project

Space Rover

NASA have learned a lot about Mars in recent years, largely thanks to the Curiosity Rover; a space exploration vehicle which takes photographs and gathers information from the surface of Mars. Their attention is now turning to the other planets in our solar-system, which they feel should be explored using a similar (though not identical) approach. They have asked the children, as an engineering firm, to design a space rover capable of exploring one of the other planets in our solar system whilst ensuring space pollution is kept to a minimum.

The children will develop their scientific understanding of planets, objects and forces within our solar system; their DT knowledge of computer aided design and computer aided manufacturing systems; their mixed media art skills when creating sculptural representations of real objects. They will also develop their ability to perform music with effect. Throughout the inquiry, there are multiple opportunities to use computing as an effective researching tool, provided the children are able to recognise and evaluate reliable and unreliable sources of information.

The children will deliver a sales pitch to NASA executives, in which they will showcase their space rover design, explain how it will arrive safely at its destination, and justify which features (including environmental considerations) make their design the most suitable to go into space.



Summer Inquiry Project

It's a boy!

It is a joyous time in the Mayan city-state of Palenque. A baby boy, K'inich Kan Bahlam II, heir to the throne of Pakal, has just been born. As the king's most trusted advisors, it is your job to plan and deliver a celebration for the new arrival.

The children will be learning about the societal structures of Ancient Mayan civilization, and the many factors that allowed them to span such a long period of History; factors that are simultaneously geographical, political and spiritual. They will learn to evaluate historical sources of information, to gain an understanding as to why customs that modern society deems unacceptable were perceived differently by Mayan citizens at the time. In music and art, they will prepare ceremonial objects, rituals and performances to celebrate the arrival of a new royal baby. They will also compare and contrast these customs with those of the United Kingdom, and discuss how the public has responded to similar news throughout different periods of history. They will also learn about the decline of Ancient Mayan civilization, and make informed decisions as to why the temple cities were eventually abandoned. Furthermore, they will explore Mayanism as a modern identity, and discuss its importance among indigenous people.

To prepare and deliver a celebration for the new royal baby. Guests from all over the Mayan world will be in attendance. The ceremony will feature dancing, music, prophecies and a ball game.



The school day

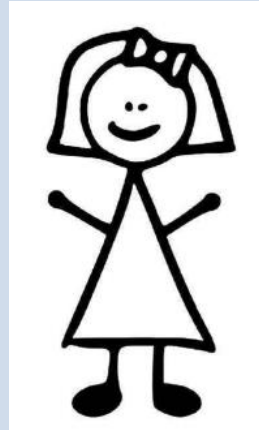
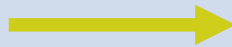
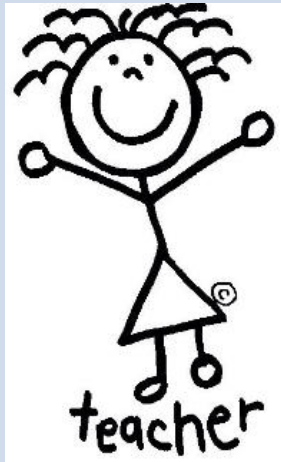
	Manday	Tuesday	Wednesday	Thursday	Friday
8:50	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
9:00	9.00 Phase assembly	Handwriting	Swimming	9.00 EB assembly	Handwriting
9:20	English L5 (from previous week's flip)	English L1 (from second week flip)	Swimming	English L3	English L4
10:30	Spelling	Whole class reading L2	Swimming	Whole class reading L4	Whole class reading L5
10:50	BREAK	BREAK	BREAK	BREAK	BREAK
11:05	Maths L1	Maths L2	English L2	Maths L4	Maths L5
12:05	Whole class reading L1	Spelling	English L2	Spelling	Spelling test
12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:15	Whole class reading L1 (finishing)	Inquiry (1.30-2.15)	Maths L3 Whole class reading L3 <i>[If time]</i>	Inquiry (1.40-2.30) <i>History 1</i>	Inquiry (1.40-2.25) <i>History 2</i>
14:15	ICT Suite B (1.30-2.15) Inquiry (2.15-3.00)	2.15-3.00 PE outside <i>[Netball]</i> <i>Middle playground</i>		Library slot: 2.30-3	
15:00	Class book reading time	Class book reading time	Class book reading time	Class book reading time	2.30 Celebration Assembly Stratos Hall
15:20	Home Time	Home Time	Home Time	Home Time	Home Time

Example timetable from Sirius Class

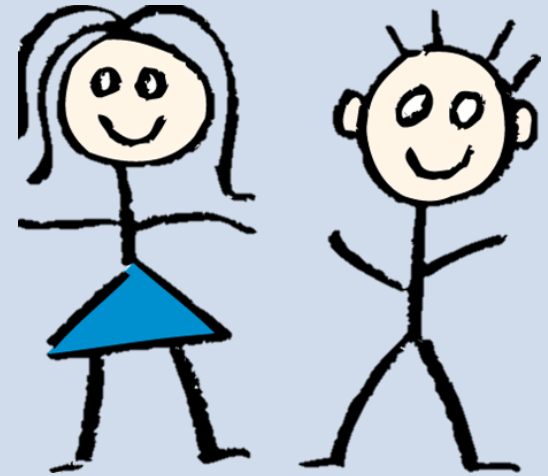
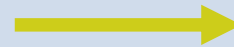
Home learning expectations

- Children need to read 3 times each week for at least 15 minutes. This should be recorded in their Reading Record. Children who achieve this will be entered into a termly prize-draw to win a £10 book voucher.
- Spelling words need to be learnt and will be tested weekly- these have been emailed to you by your class teacher.
- Regular practise of times tables using TT Rockstars. The children must know up 12 x 12!

Communication with school



Pastoral
Leader/
Academic
Leader



SLT:
Mr Browse
Ms Liley
Mrs
Henessey
Mrs Knight

Mr Burns



Miss Andrews

Trips and experiences

Bristol Aerospace Museum - Inquiry 2



Everyone can achieve. Everyone can learn. Everyone belongs.

Metacognition: Gem Powers



Independence
Thinking for yourself
Problem solving



Resilience
Bounce back ability
Controlling anger



Topaz Together
Team skills



Supportive
Kind
Empathy



Focus
Controlling
monster
distractions

Safe, Kind and Respectful

Thanks for listening!

Please feel free to come and join us in our classrooms for more class-specific information or to ask any questions.