

Trimley St Martin Primary
School

Meet the Teacher

PRESENTATION

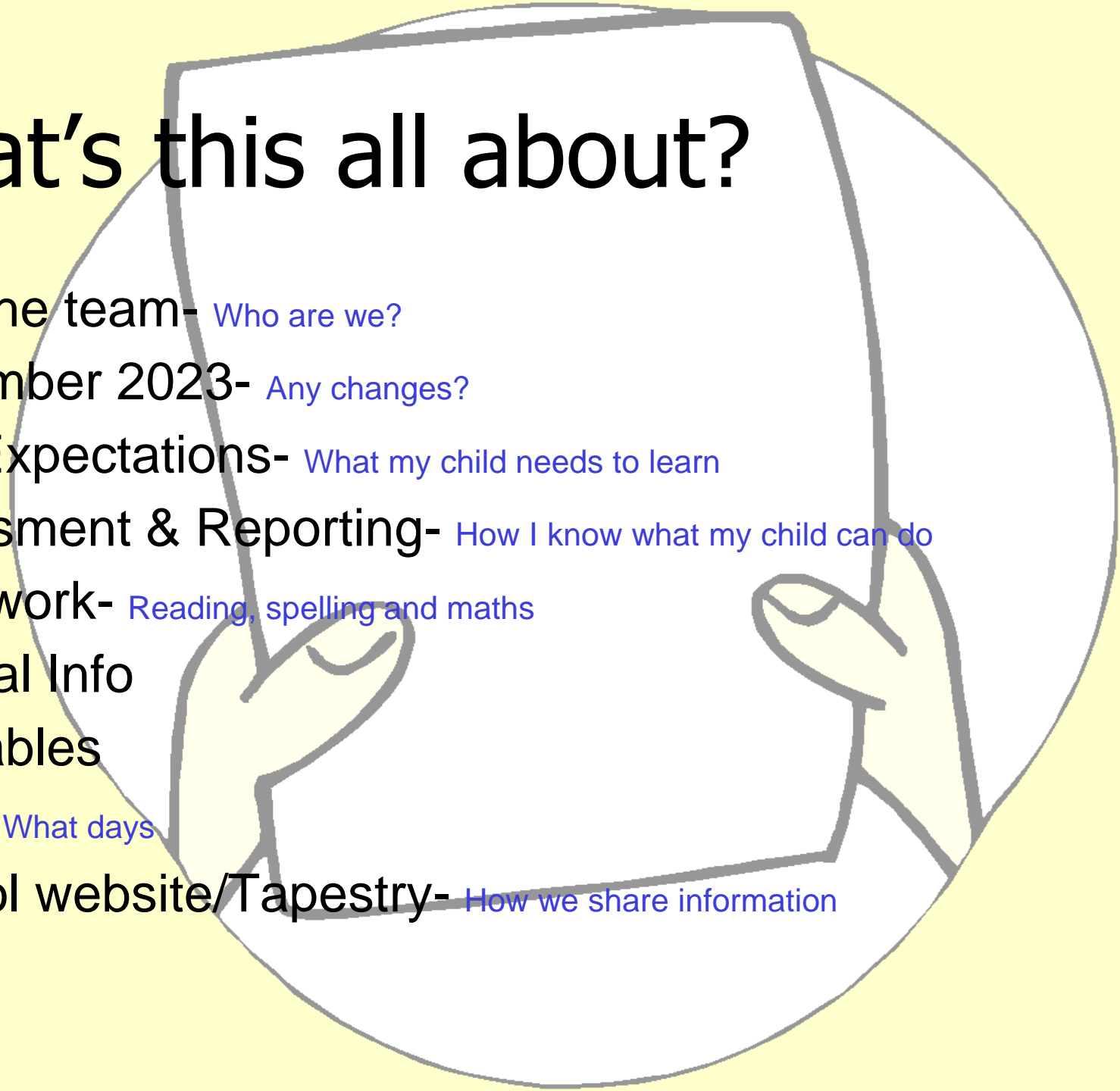


Class:

2023 - 2024



What's this all about?

- ❑ Meet the team- *Who are we?*
 - ❑ September 2023- *Any changes?*
 - ❑ Year Expectations- *What my child needs to learn*
 - ❑ Assessment & Reporting- *How I know what my child can do*
 - ❑ Homework- *Reading, spelling and maths*
 - ❑ General Info
 - ❑ Timetables
 - ❑ P.E. — *What days*
 - ❑ School website/Tapestry- *How we share information*
- 

Year 5



Mrs. Cockerill

About me...



- I haven't always worked in a school
- I have been working in education for 11 years
- This is my 4th Year 5 class
- I am the Music Lead for the school
- I will be running a choir at the school from later in the autumn term for Key Stage 2
- I teach the singing during the singing assemblies to the whole school
- I sing outside of school as my hobby
- I have very high expectations of both myself and the children in my care
- I love teaching and love my job!



Year 5 Team



Mrs. Hammond
Learning Support
Assistant



Mrs. Dunne
Learning Support
Assistant



Mr. Childs
P.E. Teacher

Our Inclusion Team

Mrs. Lawrence
SEND Lead
DDSL



Mrs. Ross
SENDCO
DSL



Ms. Rowe
Learning Behaviour
Lead
DDSL



Mrs. Matthews
DDSL



Mrs. Pelling
Intervention
Lead

DSL/DDSL- Designed Safeguarding Lead/Deputy DSL



Sept 23

- We warmly welcome 1 new teacher: Mrs Wray in Year 3
- Two new Teaching Assistants- Mrs Whitehouse-Giles and Miss Dixon
- Reading- KS1- We now have 20 copies of every Rhino Reader book for Key stage 1 linked to our phonics sessions in school
- Reading- KS2- We have invested in a new online reading tool full of quizzes that ensures children are reading books that they can both enjoy and be challenged - no more Boomreader!
- Maths- We are part of a Maths Hub providing whole school training to support the improvement of fluency in mathematical skills
- Knowledge Organisers- Each term we will be sending out a Knowledge Organiser. These will contain information on the topics/subjects being taught, including some of the new vocabulary to be learnt and links to helpful websites and even some activities you can do at home to support your child's learning



Year 5

Irwin


















● ● ● | Independence in Year 5

- In Year 5, independence is key
- Encourage your child to take responsibility for their learning
- Encourage your child to take responsibility for organising their things they need each day
- Support the school in encouraging your child's independence



Timetable

8:45 - 9	9 - 9:30	9:30-10:30	10:30	10:45-11:45	11:45 - 12	12-1	1-1:30	1:30 - 3.15	3.15-3.30
M Ninja	Homework	Maths 	Playtime	English 	Guided Reading	Lunch	Singing Assembly	Topic	ERIC
8:45 - 9	9 - 9:30	9:30-10:30		10:45-11:45	11:45 - 12		1-1:15	1:15-3:30	
T Maths	Maths Basic Skills	Maths 		English 	Guided Reading		ERIC	Science 	
8:45 - 9	9 - 9:30	9:30-10:30		10:45-11:45	11:45 - 12		1-1:45	1:45 - 2:30	2:30-3:30
W Ninja	French 	Maths 		English 	Guided Reading		ERIC Maths Basic Skills	PSHE/RSE 	P.E. 
8:45 - 9	9 - 9:30	9:30-10:30		10:45-11:45	11:45 - 12		1-1:30	1:30-2:30	2:30-3:30
T Maths	Maths Basic Skills	Maths 		English 	Guided Reading		ERIC & handwriting	Guitars Mr Butcher OT  Computing	PE 
8:45 - 9	9 - 9:30	9:30-10:30		10:45-11:45	11:45 - 12		1-1:30	1:30-2:30	2:30-3:00 3:00-3:30
F Maths	Whole School Assembly Pastor James/Mrs Ross	Maths 		R.E.	Guided Reading		ERIC & handwriting	Topic	

Trimley St Martin – Weekly Timetable – Y5 – Autumn Term 2023

Please note that geography, history, art and D.T will be blocked



P.E



P.E. Kit needed in school on...

Wednesdays and Thursdays– trainers, white or royal blue t-shirt, royal blue shorts (in addition they may need a royal blue jumper/hoodie and charcoal/black joggers for cold weather).

Children are allowed to wear their PE kits to school on PE days.



Trips

Sutton Hoo



Visiting St Alban's



Performance
opportunities
and also the
Choir

Thorpe Woodlands



Farm shop



Communication



Check your child's bag daily for letters



Check *Seesaw* - for updates



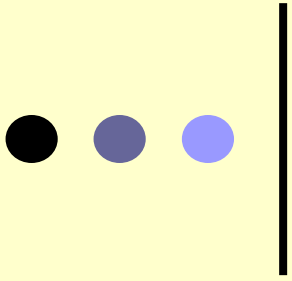
- Check the class blog and Mrs. Ross's news blog



Parent mail-



ParentMail



Homework

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HOMework



- Maths homework to consolidate learning in class
- Times Tables Rockstars x 10 games
- Punctuation / grammar homework
- Reading 5 x per week
- *Handed in to school >> Monday*
- *Work is peer marked and sent home >> Monday*



(1) Reading 5x a week

- ❑ Letters will sent home by Mrs Matthews for not completing the minimum 3x per week.
- ❑ KS1- Could you add a comment in the Reading Record Book when finishing a book and need a new one
- ❑ KS2- Reading will be monitored through our new Accelerated Reader online tool through children completing their mini quizzes



(2) Maths HW

- ❑ Should be done independently
- ❑ Meant to be a chance for children to recap, revisit basic skills
- ❑ Further challenge >> sideways not up
- ❑ Letters sent home by Mrs MacFarlane if not completed.

● ● ● | Maths (3) –

Numbots for Key Stage 1: For pupils to use efficient mental calculation strategies to add and subtract two-digit numbers, so that they can leave counting on their fingers behind!

TT Rockstars for Key Stage 2: Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.



Both the Numbots and TT Rockstars App can also be downloaded on all phones, tablets, laptops and computers.....Each child will be given a username and password

An interactive way to learn and practise times-tables, number bonds, powers of ten and more. Plus a cool way to build your own super characters!



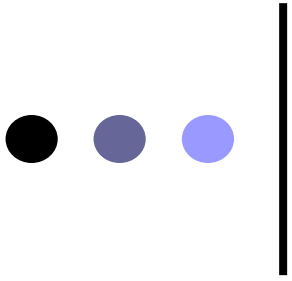
Uniform

- Our uniform code has been updated:

Children to wear P.E. kit to school on their PE days: white or royal blue top, royal blue shorts, charcoal grey/black joggers and royal blue jumper/hoodie. This has been updated by our Ambassadors with no track suits allowed.

- Watches and stud earrings allowed only.
- New KS1 Book Bags





Through the year

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Year 1 Maths Expectations

Band 1 - Maths

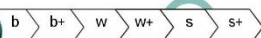
Number and Place Value



- ☐ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
I can count to and past 100, forwards and backwards starting from any number.
- ☐ Count and read numbers to 100 in numerals.
I can count and read numbers to 100 in numerals.
- ☐ Count and write numbers to 100 in numerals.
I can count and write numbers to 100 in numerals.
- ☐ Count in multiples of two, five and tens from 0.
I can count in jumps of 2, 5 and 10.
- ☐ Identify one more and one less of a given number.
I can identify one more and one less, given a starting number.
- ☐ Identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least.
I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least.
- ☐ Read and write numbers from 1 to 20 in numerals.
I can read and write numbers from 1 to 20 in numerals.
- ☐ Read and write numbers from 1 to 20 in words.
I can read and write numbers from 1 to 20 in words.
- ☐ Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives.
I can count in twos, fives and tens to solve problems.
- ☐ Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.
I can partition and combine numbers using apparatus if I need it.

Band 1 - Maths

Addition and Subtraction



- ☐ Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
I can read and understand number statements using +, - and =.
- ☐ Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
I can write number statements using +, - and =.
- ☐ Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$).
I can change calculations to give the same answers, for example $3 + 2 = 5$ so $2 + 3 = 5$.
- ☐ Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$).
I can show that addition is the opposite of subtraction, for example if $3 + 2 = 5$, then $5 - 2 = 3$.
- ☐ Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).
I can remember most of the number bonds for 10 and link the connected facts.
- ☐ Represent and use number bonds within 20.
I can use number bonds up to 20.
- ☐ Represent and use subtraction facts within 20.
I can use subtraction facts up to 20.
- ☐ Add one-digit and two-digit numbers to 20, including zero.
I can add one digit and two digit numbers to 20.
- ☐ Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.
I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures.
- ☐ Subtract one-digit and two-digit numbers to 20, including zero.
I can subtract one digit and two digit numbers to 20.

End of Year Expectations



Year 2 Reading Expectations

Band 2 - Reading

Word Reading



- ☐ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
I can use the sounds I know to decode words automatically and my reading is fluent.
- ☐ Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
I can read and blend all sounds I have been taught.
- ☐ Recognise alternative sounds for graphemes.
I can recognise alternative sounds for letters or groups of letters.
- ☐ Read accurately words of two or more syllables that contain graphemes taught so far.
I can read words of two or more syllables that contain sounds I have been taught.
- ☐ Read words containing common suffixes.
I can read words containing common suffixes.
- ☐ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
I can read further common exception words and see where the sounds do not match the spelling.
- ☐ Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.
I can read most words quickly and accurately without needing to sound and blend words I have seen before.
- ☐ Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.
- ☐ Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.
I can re-read books sounding out new words correctly to improve my speed and confidence.

Band 2 - Spoken Language



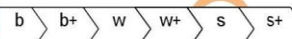
- ☐ Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.
I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.
- ☐ Discuss the sequence of events in books and how items of information are related.
I can discuss the order of events in books and how items of information are related.
- ☐ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.
- ☐ Discuss his/her favourite words and phrases.
I can discuss my favourite words and phrases.
- ☐ Answer and ask questions.
I can answer and ask questions.
- ☐ Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say.
- ☐ Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.
I can explain and discuss my understanding of books, poems and other material.
- ☐ Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.
I can improve my writing by planning or saying out loud what I am going to write about.



Year 3 Writing Expectations

Band 3 - English Writing

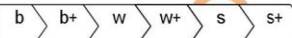
Spelling



- ☐ Use the prefixes un-, dis-, mis-, re-, pre-.
I can use the prefixes un-, dis-, mis-, re-, pre-.
- ☐ Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- ☐ Use the suffix -ly.
I can use the suffix -ly.
- ☐ Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- ☐ Spell words with endings which sound like 'zhun' e.g. division, decision.
I can spell words with endings which sound like 'zhun' e.g. division, decision.
- ☐ Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
- ☐ Spell words that are often misspelt with reference to (English Appendix 1).
I can spell words that are often misspelt.
- ☐ Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- ☐ Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- ☐ Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- ☐ Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- ☐ Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- ☐ Use the first two or three letters of a word to check its spelling in a dictionary.
I can use the first two or three letters of a word to check its spelling in a dictionary.
- ☐ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Band 3 - English Writing

Handwriting



- ☐ Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined.
I can use more of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to one another, are best left unjoined.
- ☐ Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.





Year 4 Maths Expectations

Band 4 - Maths

Number & Place Value

- ☐ Count in multiples of 6, 7, 9, 25 and 1000.
I can count in multiples of 6, 7, 9, 25 and 1000.
- ☐ Find 1000 more or less than a given number.
I can find 1000 more or less than a given number.
- ☐ Count backwards through zero to include negative numbers.
I can count backwards through 0 to include negative numbers.
- ☐ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).
- ☐ Order and compare numbers beyond 1000.
I can order and compare numbers beyond 1000.
- ☐ Identify, represent and estimate numbers using different representations including measures.
I can identify, represent and estimate numbers using different representations including measures.
- ☐ Round any number to the nearest 10, 100 or 1000.
I can round numbers to the nearest 10, 100 or 1000.
- ☐ Solve number and practical problems that involve all of the above, and with increasingly large positive numbers.
I can solve number and practical problems that involve large positive numbers.
- ☐ Read Roman numerals up to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.
I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.

Band 4 - Maths

Addition & Subtraction

- ☐ Add numbers with up to four digits using the formal written methods of columnar addition.
I can add numbers with up to four digits using formal column methods.
- ☐ Estimate and use inverse operations to check answers to a calculation.
I can use estimating and inverse operations to check my answers.
- ☐ Subtract numbers with up to four digits using the formal written methods of columnar subtraction.
I can subtract numbers with up to four digits using formal column methods.
- ☐ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
I can solve two step addition and subtraction problems, using different methods, and explain why I used them.



Year 5 Spoken Language Expectations

Band 5 - Spoken Language

- ☐ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ☐ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.
- ☐ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ☐ Ask questions to improve his/her understanding.
I can ask questions to improve my understanding.
- ☐ Identify and discuss themes and conventions in and across a wide range of writing.
I can identify and discuss themes and conventions in and across a wide range of writing.
- ☐ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.
- ☐ Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- ☐ Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
- ☐ Pronounce mathematical vocabulary correctly.
I can pronounce mathematical vocabulary correctly.
- ☐ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can know and use the vocabulary of prime numbers, prime factors and composite numbers.
- ☐ Use and understand the terms factor, multiple and prime, square and cube numbers.
I can use and understand the terms factor, multiple and prime, square and cube numbers.
- ☐ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.
- ☐ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- ☐ Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and talk about how scientific ideas have developed over time.
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time.



Year 6 Writing Expectations

Band 6 - Writing

Spelling

- ☐ Add suffixes beginning with vowel letters to words ending in -er e.g. referring, preferred, referee, preference.
I can add suffixes beginning with vowel letters to words ending in -er e.g. referring, preferred, referee, preference.
- ☐ Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- ☐ Distinguish between homophones and other words which are often confused with reference to (English Appendix 1).
I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- ☐ Use dictionaries to check the spelling and meaning of words.
I can use dictionaries to check the spelling and meaning of words.
- ☐ Spell most of the year 5 and 6 words correctly (English Appendix 1).
I can spell most words correctly including words that are often misspelt.
- ☐ Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
I can use a dictionary to check the spelling of less common or interesting words I want to use.
- ☐ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- ☐ Use a thesaurus with confidence.
I can use a thesaurus with confidence.

Band 6 - Writing

Handwriting

- ☐ Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.
I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.
- ☐ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.



Knowledge Organisers

These are an overview of the learning taking place in Year 5 over the term.

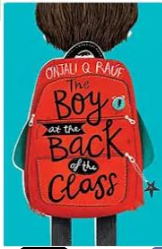
Year 5: Knowledge Organiser: Autumn



Try at home and add to Seesaw



Key book this term:



Cross-curricular links

PSHE – learning about citizenship, racism, asylum and refugee.

- Develop secure knowledge and understanding of British history
- Use appropriate historical terms
- Understand historical knowledge in based on a number of sources
- Construct informed responses using historical information
- Note connections and contrast over time
- Address and devise historical questions

Locations: Scandinavia, Denmark, UK, East Anglia, Sutton Hoo

Key Vocabulary: Invasion, reconstruction, Dark Ages, pagan, plunder, hoard, ecclesiastical, preserved, counter argument, Old English,

Cross-curricular links

English – drama, story-telling and debating
Geography – map work, settlements physical geography and its impact on settlements
R.E. Exploring different beliefs and burial practices

Science: Why materials were selected for certain jobs

PSHE: Making informed and sensible choices

Guided Reading: The boy at the back of the classroom

Key Skills/knowledge:

- Retrieve – summarising, recording and presenting information
- Interpret – questioning, inferences, predicting and comparisons
- Choice – language and structure and reading for range and purposes
- Perform – performing poems and playscripts to read aloud
- Viewpoint – Identify themes and justify views.
- Review – Discussing books, recommending books and giving reasons for choices.

Key Vocabulary: conflict, conundrum, ingenious, peers, blistering, contagious, infamous, disarray, immigrant, asylum, refugee, restrictions, chauffeuring.

Anglo-Saxons – Was the Anglo-Saxons really a Dark Age?

Wedge:

French Salute Gustave'

- Greetings and personal information,
- Saying what people have and have not
- Saying what people are like

History - to complete and support the of learning of the Anglo-Saxons learners will be visiting Sutton Hoo.

Geography - Historian coming to visit class to show photos and maps of the local environment in days long past.

Do you know what this was made for?



Learning Gems



Can you name the planets in our Solar System?



Cross-curricular links

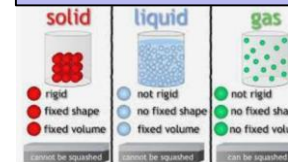
Art – drawing models of the solar system

History – learning about scientist and using a timeline

Geography – learning about time zones
Maths – a sphere is a 3 dimensional shape

States of matter

What do you know about states of matter?



Geography: Changes in our local environment

Key Skills/knowledge:

- Name and locate countries and cities in the UK
- Use maps and atlases to describe features and located countries
- Understand geographical similarities – human and physical
- Use four and six figure grid references
- Record and present information of physical features in a local area using a range of methods

Key Vocabulary: sustainability, legacy, regeneration, county, borough region, city, physical and human features

Locations: United Kingdom, Great Britain, England, East of England, East Anglia

Cross-curricular links

English – create a magazine article
History – learning about regional changes in WW2 and locally.
P.E. – leaning about planning of the 2012 Olympic Games

Science: The solar system - physics

Key Skills/knowledge:

- What's in our Solar System?
- To make a Solar System Model
- Learn about the scientist that discovered the Solar System
- Understand what is in the centre of the Solar System
- Understand how night and day occur and what makes a month
- Learn how time zones work across the world

Key Vocabulary: Solar System, Sun, star, planet, centric, geometric, heliocentric, timeline, celestial body, night-time, day-time, orbit, time zone, sphere, cycle, horizon

Science: Properties of materials – chemistry and physics

Key Skills/knowledge:

- Compare and group everyday materials
- Know some materials will dissolve in a liquid to make a solution and know how to reverse this change
- Use knowledge of solid, liquid and gas to decide how to separate mixtures
- Give reasons based on evidence from comparative tests
- Demonstrate dissolving, mixing and changes of state are reversible changes
- Understand that new materials are formed with irreversible changes

Key Vocabulary: solid, liquid, gas, transparent, soluble, insoluble, conductor, filtering, evaporation, e

Can you find what these vocabulary words mean?



PSHE/RSE:

Jigsaw: Being me in my world

My Year Ahead, Being a citizen in my country, Responsibilities, Rewards and consequences, Learning charter

Key Vocabulary: responsibilities, citizen, denied, empathise, persecution, conflict, migrant, asylum, refugee

Jigsaw: Celebrating difference

Different cultures, Racism, Rumours and name-calling, Types of bullying Does money matter?, Celebrating difference across the world

Key Vocabulary: racism, colour race, discrimination, culture, indirect, homophobic, rumour



Physical Education: Athletics
Invasion Games Challenge
Gym Challenge
Dance Challenge

R.E. – afternoon tea with the Lay Preacher

Religious Education: Why is the Gospel such good news for Christians?

Key Skills/knowledge:

- Jesus is the saviour of the world. This is good news.
- The Gospels are the books of Matthew, Mark, Luke and John. They are found in the Bible and tell the stories of Jesus.
- Christians live by the Bible and by the things Jesus said.
- The teachings of Jesus have authority in their life.

Key Vocabulary: Gospel, Annie Vallotton, Lectern, Parables, Miracles, Bible, New Testament.

Religious Education: Hinduism – What spiritual pathways to Moksha are written about in Hindu scriptures?

Key Skills/knowledge:

- Life is a journey toward reunion with God and there are different pathways.
- Hindus read from the Gita for guidance, comfort and advice.
- Most Hindus follow Bhakti yoga, which teaches how to reach Moksha.
- Many Hindus direct the devotion to Krishna to help them with their route to Moksha.

Key Vocabulary: Moksha, Samsara, Yogas, Krishna, Gita, Bhakti, Janmashtami.

Descriptive writing – create a piece of imaginative writing using expanded noun phrases and figurative language such as similes, metaphors and personification.

Biography writing – research and write a biography on a well known wildlife presenter. I will do this by structuring my work in paragraphs and in chronological order, sustaining third person, use of coordinating conjunctions and conjunctions and relative clauses, whilst maintaining a formal tone.

Third person story writing – write a third person story set in another culture. Learn to develop the characters and setting and use dialogue (speech) to tell the story, using cultural references. Learn the use of modal verbs, modal adverbs, commas for clauses and the use of inverted commas (speech marks).

Writing a playscript – create scene 2 of a playscript. Lots of acting and drama required for this writing unit as the children learn to convey the characters in what they say and how they say it and demonstrate shifts in formality.

Mathematics

Unit 1: Decimal Fractions – learning outcomes

- Tenth as a part of a whole and a decimal fraction
- Count, describe and write tenths in differing ways.
- Compare and explain decimal tenths
- Add and subtract tenths and decimals
- Identify and describe hundredths as a part of whole, fraction and decimal
- Describe, write and partition decimal numbers with hundredths
- Round decimal numbers
- Read, write and compare numbers up to 3 decimal places

Unit 2: Money – learning outcomes

- Explain and represent pounds and pence as a quantity
- Explain and compare amounts of money
- Convert money between pounds and pence
- Add and subtract money
- Find change when purchasing items

Mathematics

Unit 3: Negative numbers – learning outcomes

- Pupils interpret numbers greater and less than zero in different contexts
- Read, write and explain how negative numbers relate to a number line
- Use knowledge of negative numbers to place numbers on a number line and intervals
- use negative numbers on coordinate grids and graphs

Unit 4: Multiplication and division – learning outcomes

- Multiply two, three and four-digit number by a single number
- Divide a two, three and four digit number by a single number

Art - Drawing

Outcome: Use natural form for drawing, enlarge images, to work in the negative, review work, observational drawings, review and modify work.

Key Vocabulary: imagination, comparison, methods, layers, negative, graphite, texture, tone, form, media, enlarging

Design Technology – Build a vacuum cleaner

Outcome: To design and build a working vacuum clearer using a closed circuit and a switch.

Key Vocabulary: fan, force, circuits, switches, closed switch, toggle switch, materials

Cross-curricular links

Science – Electricity and how switches work
Art – designing the vacuum cleaner

Music - Guitars

Key Skills/knowledge:

- Care and preparation including awareness of the need for tuning.
- Posture and instrument hold for good tone
- Play open strings, changing between strings
- Play fretted notes and simple related chords
- Play the correct open/fretted string for a named note/ chord
- Play a range of open string/chordal pieces from a range of notations.

Key Vocabulary: Frets, strum, pulse, rhythm, pitch, ostinato, treble clef, beats, crotchet, quaver, minim, semi breve, counts.



Can you write a sentence using a metaphor?

Something **is** something else.

For example:
• Ali **is** a walking dictionary.
• Time **is** money.



Coordinating conjunctions
FANBOYS



Can you write a sentence using a simile?

busy **as** a bee

sparkle **like** diamonds

hungry **as** a bear

flat **as** a pancake

hard **as** a rock

SPAG – using and understanding the terms

Expanded noun phrase – one of more adjectives and a noun to provide more information.

Figurative language - simile, (sharp **like** knives) metaphors (the sea **is** glass) and personification (the tree **reached** into the night sky) to help the reader picture the scene in their mind.

Coordinating conjunctions (FANBOYS)– to connect words or phrases together – and, so, for, nor, yet, but.

Subordinating conjunctions - to connect a main clause to a subordinate clause to make a complex sentence – although, because, unless, even though, whereas, etc.

The crocodile was walking along the river **whilst** savagely gnashing its teeth.

Relative clauses – a subordinate clause that begins with the relative pronouns who, whom, that, which, whose, whomever and whoever.

Steve Irwin, who was known to be fearless, was a well-known naturalist and television presenter.

Third person – use of third person pronouns such as he, she, they, them.

Modal verbs – verbs that indicate degrees of possibility – might, might not, could, could not, should, etc.

There **might** be a crocodile in the lake.

Modal adverbs – adverbs that indicate degrees of possibility – perhaps, surely, crucially, immediately, etc. She considered for a moment that **perhaps** she was wrong.



Assessment at TSM

The expectation is that every child is secure for their year group.

Class teachers will initially look at the previous years expectations and address early on any missed learning.



TSM Assessment Criteria

Year Group	Beginning	Beginning +	Working within	Working within +	Secure	Secure +
Year 1	1b	1b+	1w	1w+	1s	1s+
Year 2	2b	2b+	2w	2w+	2s	2s+
Year 3	3b	3b+	3w	3w+	3s	3s+
Year 4	4b	4b+	4w	4w+	4s	4s+
Year 5	5b	5b+	5w	5w+	5s	5s+
Year 6	6b	6b+	6w	6w+	6s	6s+

Target Tracker



Target Tracker

File Home EYFS Reports Steps Reports Charts Other Reports Levels Reports Admin Statement Assessment Filters Pupil Groups Pupil Filters Help

Reading Pupils Previous Pupil Next Pupil I Can... Statements Interim Framework Statements Statement Groups Search Options

Band 1 (23 statements)	Band 2 (24 statements)	Band 3 (16 statements)	Band 4 (17 statements)
Reading I can use the letter sounds to work out and read new words	Word Reading I can use the sounds I know to decode words automatically and my reading is fluent	Word Reading I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words	Word Reading I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words
Reading I can quickly identify the sound of all the letters and letter groups	Word Reading I can read and blend all sounds I have been taught	Word Reading I can read further exception words including words that do not follow spelling patterns	Word Reading I can read and decode further exception words accurately including words that do not follow spelling patterns
Reading I can read new words correctly by blending the letter and group sounds I have been taught	Word Reading I can recognise alternative sounds for letters or groups of letters	Comprehension I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work	Comprehension I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Reading I can read many common exception words	Word Reading I can read words of two or more syllables that contain sounds I have been taught	Comprehension I can show that I enjoy reading by reading lots of different types of books	Comprehension I can show that I enjoy reading by reading lots of different types of books and for different reasons
Reading I can read words made up of the letter sounds I know and have endings -s, -es, -in, -ed, and -est	Word Reading I can read words containing common suffixes	Comprehension I can read a wide range of books including fairy stories, myths and legends and retell some of them to others	Comprehension I can use a dictionary to check the meaning of words
Reading I can read words of more than one syllable using sounds I have been taught	Word Reading I can read further common exception words and see where the sounds do not match	Comprehension I can tell you what a book that I am reading is about	Comprehension I can read a wide range of books, fairy stories, myths and legends and retell some of them to others
Reading	Word Reading	Comprehension	Comprehension

6s	6s	6s+	N	02-Jan-2007	6s	6s	6s	N	11-Sep-2006
6s	6s	6w	N	18-May-2007	6s	6s	6s+	N	02-Jan-2007
6s+	6s	6s	N	15-Sep-2006	6s	6s	6w	N	18-May-2007
6s	6s	6w+	N	30-Apr-2007	6s+	6s	6s	N	15-Sep-2006
6s+	6s+	6s+	N	16-Mar-2007	6s	6s	6w+	N	30-Apr-2007
6s+	6s	6s	N	24-Jun-2007	6s+	6s+	6s+	N	16-Mar-2007
6w+	6w+	6s	K	15-Feb-2007	6s+	6s	6s	N	24-Jun-2007
6s+	6s	6s+	N	03-Jun-2007	6w+	6w+	6s	K	15-Feb-2007
6s+	6s+	6s+	N	10-Jun-2007	6s+	6s	6s+	N	03-Jun-2007
6s	6s	6s	K	06-Apr-2007	6s+	6s+	6s+	N	10-Jun-2007
6w+	6w	6s	K	30-Mar-2007	6s	6s	6s	K	06-Apr-2007
6s+	6s+	6s+	N	02-Oct-2006	6w+	6w	6s	K	30-Mar-2007
6s+	6s+	6s+	N	17-Dec-2006	6s+	6s+	6s+	N	02-Oct-2006
6s	6s	6s	N	30-May-2007	6s+	6s+	6s+	N	17-Dec-2006
6s+	6s+	6s+	N	25-Jan-2007	6s	6s	6s	N	30-May-2007
6w+	6w+	6w+	K	27-Dec-2006	6s+	6s+	6s+	N	25-Jan-2007
6w+	6w	6w	K	08-Aug-2007	6w+	6w+	6w+	K	27-Dec-2006
6s+	6s+	6s	N	12-Nov-2006	6w+	6w	6w	K	08-Aug-2007
Samantha Ross (Admin) Current Term: Summer 2 Pupil Sele					6s+	6s+	6s	N	12-Nov-2006
					6s	6s	6s+	N	03-Jul-2007
					6s+	6s+	6s+	N	26-May-2007
					6w+	6w+	6w+	K	17-Jul-2007

Target Tracker will be used to assess where children are at each half term and allows teachers and Mrs Ross to see where children have gaps and these can then be addressed in class

No Assessment Data or comparison	Working below age related expectation	At risk of working below age related expectation
Working at age related expectation	Working above age related expectation	Working significantly above age related expectation
Autumn	Spring	Summer

Date of entry is this academic year: *



How well is my child doing?

- Parents Evening OCTOBER
- Parents Evening FEBRUARY
- School Reports JULY

Progress towards National Expectations grid - [Reports](#)

- January
- April
- July

Termly Reporting





Trimley St Martin Primary School
Termly Pupil Monitoring Learning Report 2017/18

Date:

Name:	Year Group:	Class:	Teacher:
-------	-------------	--------	----------

Subject:	Beginning of the academic Year:	Current performance:	End of Year target:
Reading			
Writing			
Maths			

Learning Goals	At risk 	Exceeding 
Reading Autumn		
Reading Spring		
Reading Summer		
Writing Autumn		
Writing Spring		
Writing Summer		
Maths Autumn		
Maths Spring		
Maths Summer		

How are we going to achieve it?

Trimley St Martin Primary School Behaviour for Learning Record
2017/2018

What can school do?	What can you do?	What can your parents do?


- We want children and parents to know actually what they have achieved
- We want children and parents to know what they need to work on next
- We want parents to work with the school to ensure progress

From parent feedback our termly report has been updated

End of Year Report

How this report works

- This end of year report shares your child's attainment
- This report shows if the progress targets for reading, writing & maths set at the beginning of the year were achieved
- This reports shows if your child has achieved the Years Expectation in all subjects



Timbley St Martin Primary School

Oliver Road
Walsingham
Norfolk NG24 0EG
Telephone: 01253 865122
Headteacher: Mrs J. Day

Annual School Report

Name: _____ Year Group: _____ Class: _____ Teacher: _____

Actual Attendance: % _____ Unauthorised Absences: _____
From 21 September 2022 - 20th July 2023

Teacher's comments:

Headteacher's Comments:

Signed- Headteacher: _____

Signed- Class Teacher: _____

National Expectations for Attainment for each year group

Year group	Reading	Writing	Maths	Science	History	Geography	Art	Music	PSHE	RE	Physical Education
Year 1	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a
Year 2	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b
Year 3	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a
Year 4	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a
Year 5	5a	5a	5a	5a	5a	5a	5a	5a	5a	5a	5a
Year 6	6a	6a	6a	6a	6a	6a	6a	6a	6a	6a	6a

Your child's attainment this year in Reading, Writing and Maths

Subject	Beginning of the academic year	End of Year Target	End of Year Result
Reading			
Writing			
Maths			

Your child's progress this year in Reading, Writing and Maths

Learning Goals	Exceeded 7+ points progress	Met 5-6 points progress	Good 3-4 points progress	Acceptable 1-2 points progress	Needs Improvement 0 points progress
Reading					
Writing					
Mathematics					

Multiplication Test Results

Results	Score
MTS Score	25

Preparation for Learning

	Attendance	Behaviour	Effort	Homework
Exceeded	Attendance is 100% or higher. Always in school on time and ready to start to learn at then.	A role model for other pupils due to their excellent behaviour both in class and around the school.	Works hard and always goes beyond expectations in all lessons.	Always, without exception, reads 3 times or more a week, completes homework/challenges and any other homework sent home every week.
Good	Attendance is 90% or more.	Behaviour is good in class and around the school.	Works hard and always goes beyond expectations in all lessons.	Always, without exception, reads 3 times or more a week, completes homework/challenges and any other homework sent home every week.
Needs Improvement	Attendance falls below 90% or is occasionally late to school.	On occasion misses learning opportunities due to lack of focus or poor behaviour.	Effort is sometimes good, but not always consistently applied.	Occasionally misses elements of the weekly homework.
Does Not Measure Up	Attendance is below 90% or frequently late to school.	Incidents of poor behaviour cause disruption for other pupils.	Shows a poor attitude to lessons.	Rarely completes reading or/and weekly homework set.

Your child's attainment in other subjects:

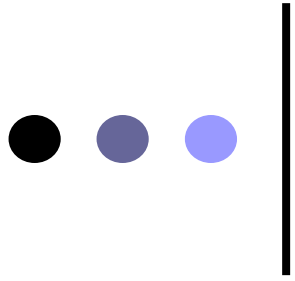
Learning Goals	Exceeded 7+ points progress	Met 5-6 points progress	Good 3-4 points progress	Acceptable 1-2 points progress	Needs Improvement 0 points progress
Science					
Computing					
History					
Geography					
Design & Technology					
Art and Design					
Music					
Physical Education					
Religious Education					
PSHE/RE					
French (KS2)					

Your child's targets:

Reading: _____

Writing: _____

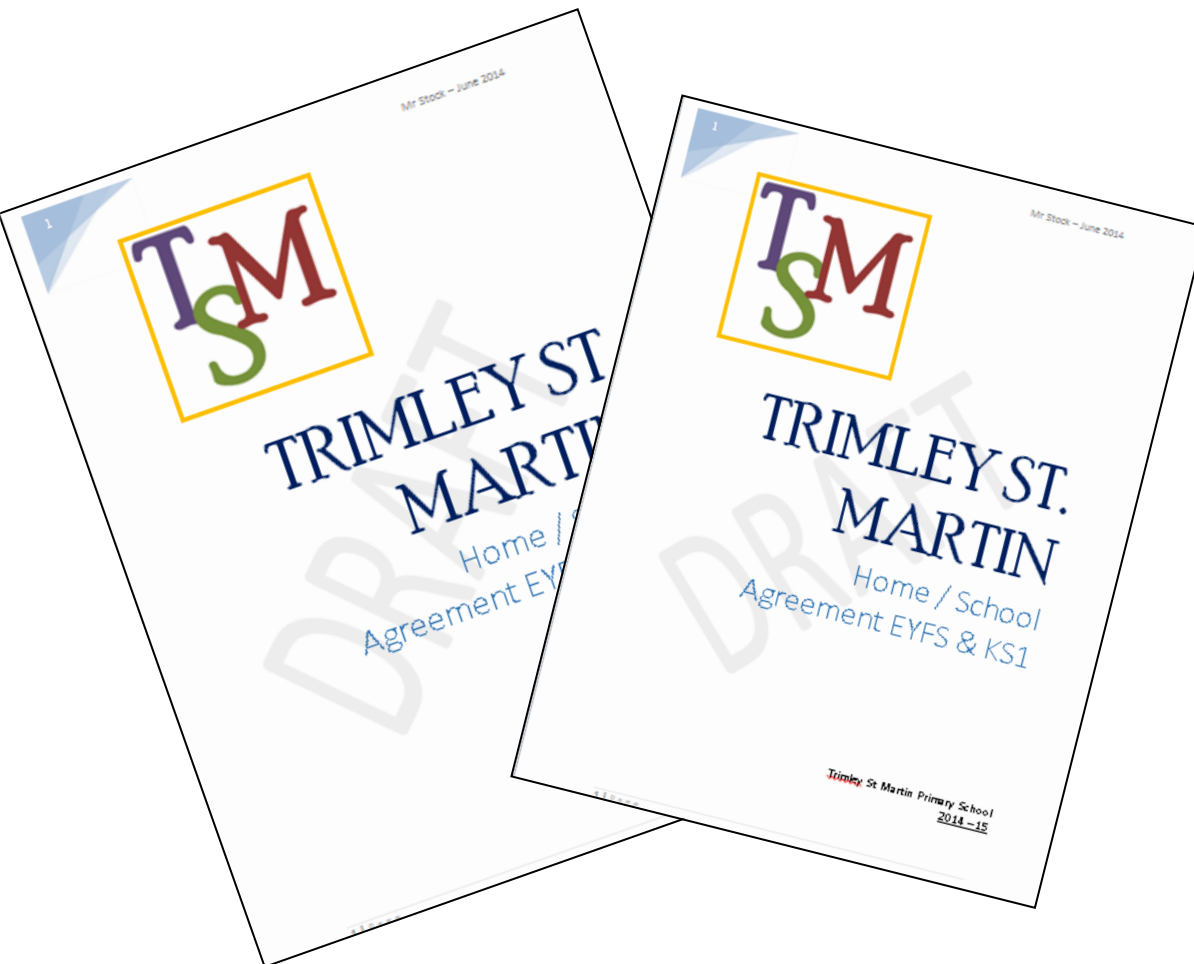
Maths: _____



House Keeping

.....

Home School Agreement & Digital Technology Forms



Pupil Use of Digital Technology Agreement (KS2)

School

Digital technologies have become important parts of all of our lives. They help us by stimulating discussion, helping us to be creative and to put some of our learning within the real world outside of Trimley St Martin Primary School. Because of this it is important that you have safe internet access at all times.

This agreement is to make sure that:

- you will be responsible and stay safe while using the internet and other digital technologies for educational, personal use and whilst you are playing.
- school systems and other users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to make sure that you will have good access to digital technologies to support you in your learning and will, in return, expect you to agree to be responsible users.

Pupil

I understand that I must be responsible when I am using school computing systems, so that there is no risk to my safety or to the safety and security of the computing systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of school equipment.
- I will keep school usernames and passwords safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not give any personal information about myself or others when on-line (this includes names, addresses, email addresses, telephone numbers, age, what school I go to, etc)
- I will not arrange to meet people that I have only met on-line.
- If I see any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line I will minimise it on screen and immediately tell an adult.

I understand that everyone has equal rights to use technology and:

- I understand that the school systems and devices are there for educational use and that I will not use them for personal use or to play on unless I have permission.
- I will not try (unless I have permission) to make large downloads which may slow down the computers for others.
- I will not use the school systems or devices for playing games online, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not open, copy, remove or change anyone else's files, unless they know about it and have given their permission.

Pick Up Arrangements and Yearly Consent Forms

Have you returned yours to the office ?

TM Pick Up Arrangements 2020-2021

Child:	
Class:	

Year 5 & 6 only –	
My child is allowed to go home by themselves...	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please note - if you tick this box, you are accepting that once your child has left the school site, the school is no longer responsible for your child.	
My child is allowed to cycle home by themselves	
Yes <input type="checkbox"/>	No <input type="checkbox"/>

Who is allowed* to pick up your child?	
*Please note – Parents are automatically allowed to pick up a child from school as they have, what is known, as P.R. – Parental Responsibility. Please name them. Include step parents' names also as well as child-minders or Grandparents etc. Basically, we need to know who you are allowing us to release your child to.	
Name	Relationship to child
1	Parent
2	Parent
3	
4	
5	
6	
Who is <u>not</u> allowed* to pick up your child?	
*Please note – Only complete this section if you have a court order which prevents a particular person from picking up your child. The school will need to see a copy of this.	
1	
2	

If your child attends after school clubs on regular days each week, please indicate these below...

After School club (regular night) Please tick ✓	M	T	W	Th	F
---	---	---	---	----	---



Kirton Road, Trimley St Martin, Felixstowe, Suffolk IP11 0QL
Headteacher: Mrs Samantha Ross
E-Mail: ad.trimlevstmartin.p@talk21.com
www.trimlevstmartinprimaryschool.com
Telephone: 01394 448313 Facsimile: 01394 448422

YEARLY CONSENT FORM 2020-2021

Pupil Name: Year Group:

Please sign and date the form below to give permission for your child to do the following:

- ☐ Go on school trips off school premises which are in walking distance e.g. Kirton Church, The Rec, The Farm Shop, and Trimley St Martin.
- ☐ Watch U or PG films.
- ☐ Take part in cooking and tasting activities and in class treats or parties, recognising that it is my responsibility to inform the school in writing of any changes in food allergies.
- ☐ For your child to be administered with Calpol, Nurofen or Piriton (if required), if the schools unable to contact a parent or carer on the contact sheet, a text message to say when it was given will be sent out to you.
- ☐ For the school to make referrals for Early Help and outside agencies to support my child's learning (for example, School Nurse, Speech & Language, Dyslexia Outreach and Educational Psychologist)

For data protection and safeguarding purposes the following information must be kept up to date via the school office.

- Photos taken to be displayed in school.
- Photos taken to be displayed in public e.g. websites and newspapers.
- Medical conditions.
- Parents and Carers contact details.
- Home School Agreement.
- E-Safety Forms.

Parents/Carers Comments: _____

In conjunction with the GRPR regulations (Data Protection Act) you are entitled to withdraw consent in writing at any time (unless required in Law).

Parent/Carer Signature: Date:



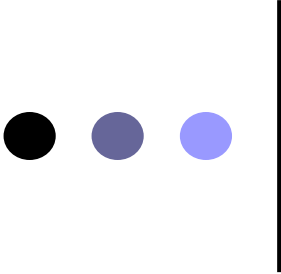
Attendance & Holidays

- If a holiday request is unauthorised it is an **instant** fine
- All schools in the Felixstowe cluster are following the same process
- Felixstowe School may be different as it is an **academy**.



Getting to speak to Teachers

- ❑ After school is best
- ❑ Messages can be sent to teachers via Seesaw and the contact form on the class blog.
- ❑ Telephone appointments can be made through the school office.



Who do I speak to about...?

BULLYING

1st >> **Class Teacher**

2nd >> Senior Leader (Mrs. Matthews, Mrs. MacFarlane)

3rd >> Mrs. Ross

SEND

1st >> **Class Teacher**

2nd >> Mrs. Lawrence

3rd >> Mrs. Ross



Who do I speak to about...?

CHILD'S LEARNING & PROGRESS

1st >> Class Teacher

2nd >> Senior Leader (Mrs Matthews, Mrs MacFarlane)

3rd >> Mrs Ross

CHILD PROTECTION

**1st >> Mrs Ross, Mrs Matthews, Mrs Lawrence
or Ms Rowe**

2nd >> Mrs Mann (Governor) or Mrs Painter (Chair of Governors)

Safeguarding children is everybody's business!

Designated Safeguarding Lead (DSL)

Mrs Samantha Ross

Head teacher

It is your DUTY to report any concerns that you have about a child or an adult.

Deputy Designated Safeguarding Leads (DDSL)

Mrs Joanna Matthews

Assistant Headteacher

Mrs Julie Lawrence

SEND Admin

Ms Christine Rowe

Learning Behaviour and Pastoral

Care Lead

Governors Responsible for Safeguarding

Mrs Lucy Ainsley

Chair of Governors

Mrs Alicia Mann

Safeguarding Governor

Safeguarding children is everybody's business!

With the introduction of the newly updated “Keeping Children Safe in Education 2021”, we are rewriting our Safeguarding and Child Protection Policies.

All documents can be found on the school website.....

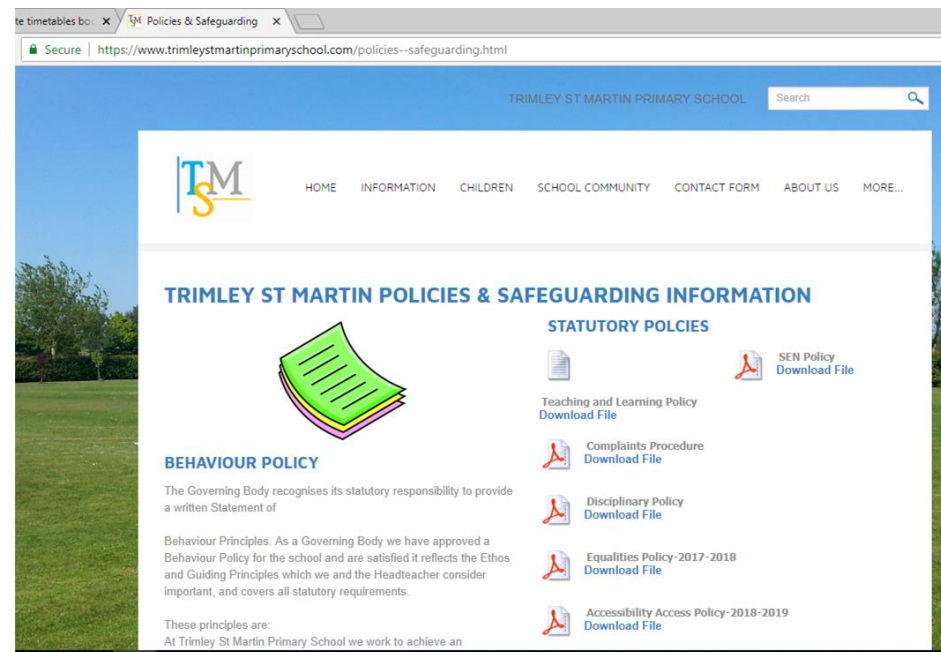


Keeping children safe in education

Statutory guidance for schools and colleges

FOR INFORMATION ONLY

REVISED GUIDANCE WILL COMMENCE: 3 September 2018





Child Protection

- Report all child protection concerns to an adult
>> preferably those listed on the following page.
- However **small** the information may be, we may already have other information about the child.



Any questions?

Please direct your questions via our
Class Seesaw
Contact Form on class web page
School email-
ad.trimleystmartin.p@talk21.com