

# Catcott Primary School

Welcome to Year Five and Six  
2023-2024



CATCOTT PRIMARY



# The Team:

Teacher:

Mrs Harriett Berkeley

Miss Hannah Lintern

Teaching Assistant:

Mrs Linda Darby

Mrs Vanessa Mynott

## Autumn

Wells Literacy Festival  
**Wednesday November 1st**

## Spring

Shepton Prison Tuesday  
**23rd January 2024**

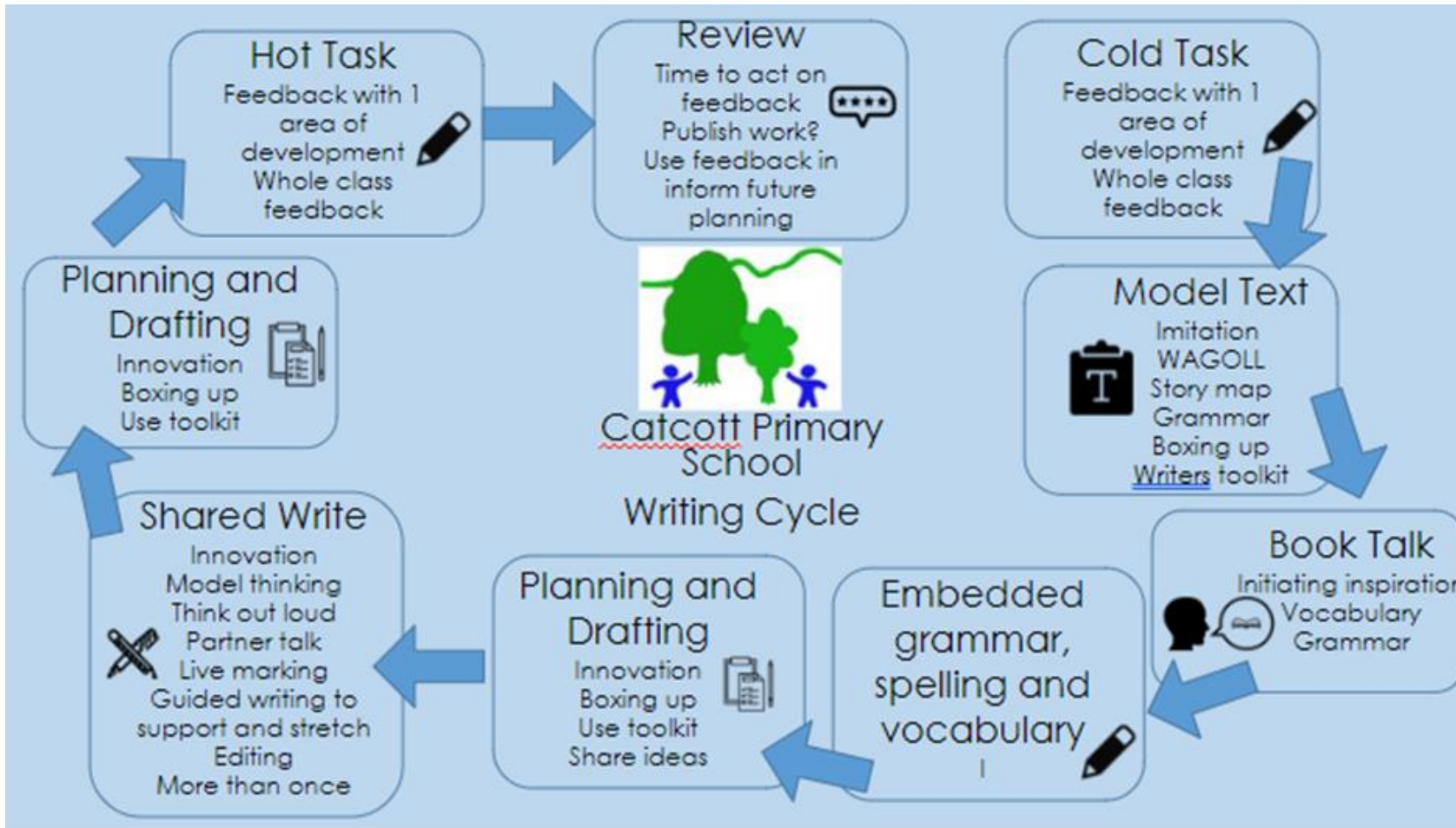
## Summer

Residential- TBC

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## School Trips

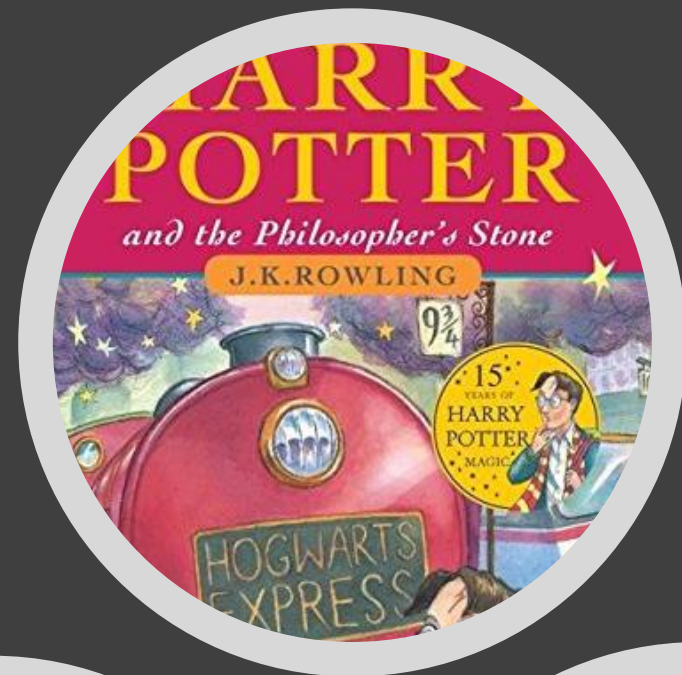
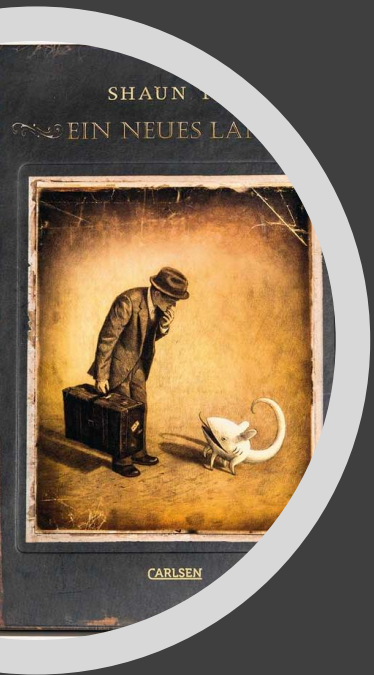




English

Writing  
process





# English Key Texts





## The Importance of Reading

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Engaging with books allows us to be transported to other places and worlds. We can become immersed in the lives of fictional characters or learn more about the world around us.

Reading is a key life skill. It is placed at the heart of our curriculum; we have carefully selected texts which will ignite children's imagination, inspire their curiosity and provide a window to the world.

**It is commonly said that a child's future academic success and job prospects are directly related to their reading proficiency.**

## Parents in Partnership

It is crucial for both school and parents to actively teach their child to read. We need you to create a home environment where reading is encouraged and seen as a pleasurable experience.

**Spending just 10-15 minutes reading with your child every day will be invaluable in developing their ability and desire to read and learn.**

## High-quality books

We will ensure that your child has a reading book which is suitably pitched to build both confidence as a reader and fluency.


We will also provide your child with a free-choice library book for enjoyment. Allowing children free choice helps them to develop their identities as a reader as they learn which books/ authors they like and which they do not.

## Supporting your child

- Read at least 3 times per week with your child
- Log your child's reading in their Reading Record so that they can access school rewards
- Make reading time pleasurable by finding a quiet, comfortable space and giving your child your full attention.
- Ask your child simple questions as they read to check their understanding
- Use positive language and praise their reading efforts
- Read to your child as part of your evening routine. This builds vocabulary, feeds imagination and can even improve sleep patterns
- Ask them about books/ stories they are reading at school and the authors they are studying.

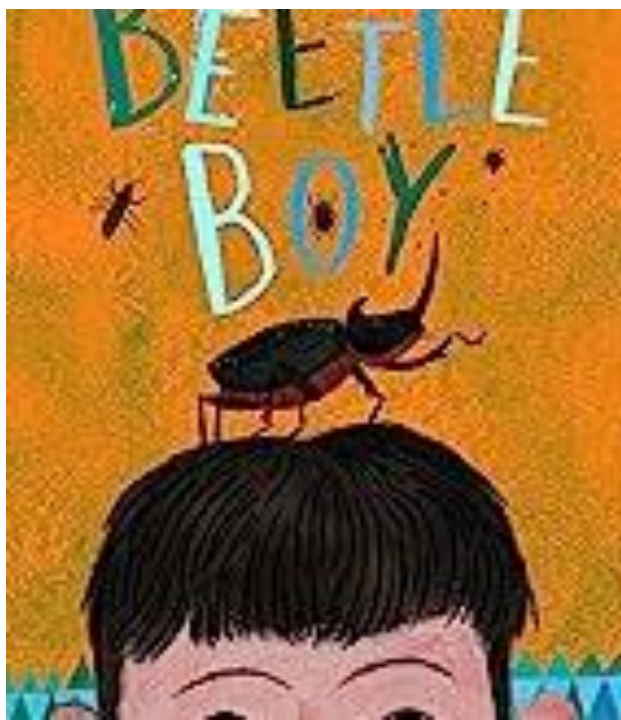
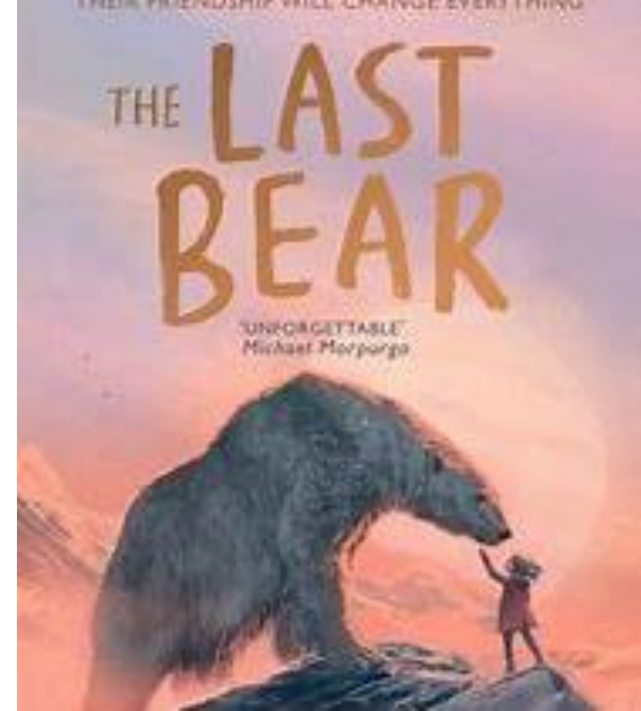
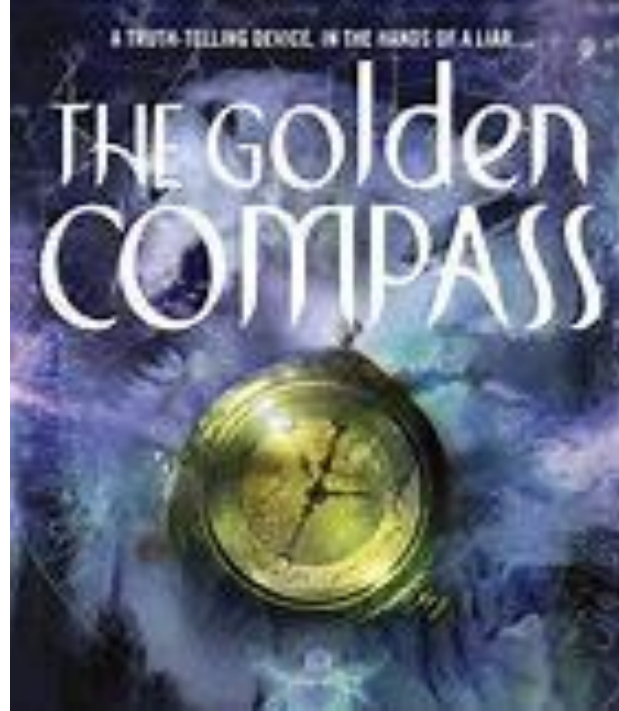
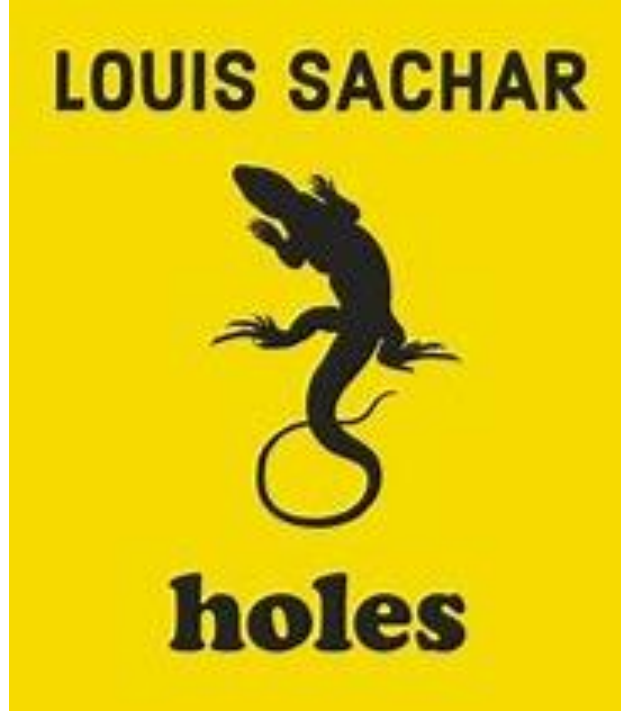
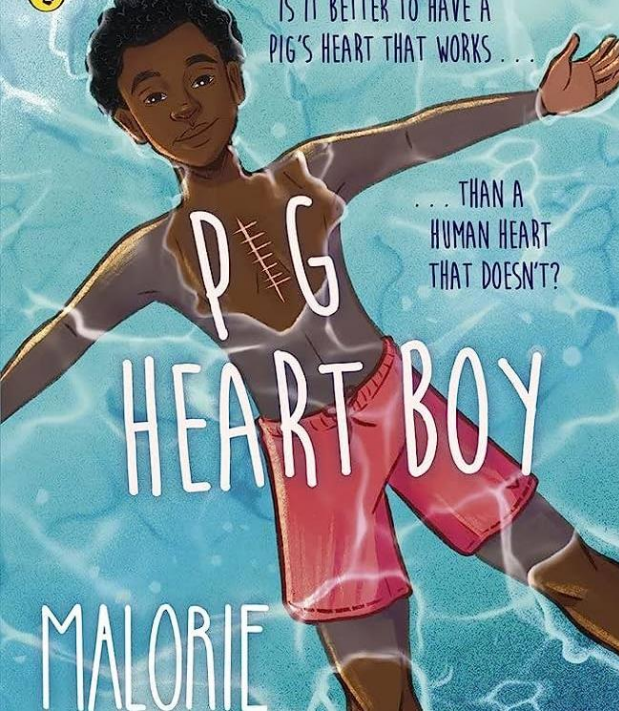
## School Routines

- Your child's reading book will be changed regularly:
- Every 3-5 days in Key Stage one, with a book to share coming home every Friday.
- Reading records are checked daily.



Reading is the key to success...





### Half termly author study

- 1. MG Leonard
- 2. Hannah Gold
- 3. Philip Pullman
- 4. Malorie Blackmoor
- 5. Louis Sacha
- 6. Shaun Tan

# Maths

## Teaching for Mastery

At Catcott Primary, we are currently working towards embedding the 'Teaching for Mastery' approach. Our Teaching for Mastery is underpinned by the NCETM's 5 Big Ideas as well as working collaboratively with the White Rose Scheme.

- Opportunities for **Mathematical Thinking** allow children to make chains of reasoning and connections with the other areas of mathematics.
- A focus on **Representation and Structure** ensures concepts are explored using concrete, pictorial and abstract representations. This includes actively looking for patterns and generalisations that underpin sets of numbers and 'laws' .
- **Coherence** is achieved through the planning of small, connected steps to link every question and lesson within a topic. The curriculum is broken into small steps to develop mastery and address all aspects in a logical progression. This will ensure deep and sustainable learning for all pupils.
- Teachers use both procedural and conceptual **Variation** within their lessons and there remains an emphasis on **Fluency** with a relentless focus on number, the quick recall of facts and procedures, the flexibility and fluidity to move between different contexts and representations of mathematics



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>		<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>			
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>		<div>Measurement</div> <div>Volume</div> <div>VIEW</div>	

# Maths – White Rose Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term												
	Number Place value VIEW		Number Addition, subtraction, multiplication and division VIEW				Number Fractions A VIEW		Number Fractions B VIEW		Measurement Converting units VIEW	
Spring term												
	Number Ratio VIEW		Number Algebra VIEW		Number Decimals VIEW		Number Fractions decimals and percentages VIEW		Measurement Area, perimeter and volume VIEW		Statistics VIEW	
Summer term												
	Geometry Shape VIEW		Geometry Position and direction VIEW		Themed projects, consolidation and problem solving							

# Maths – White Rose Year 6

# Year 5

## Addition and Subtraction

### Addition

**Vocabulary:** Part, whole, tens of thousands boundary, [Also see previous years](#)

Adding numbers with more than 4 digits including decimals

Using place value charts are key to this as well as place value counters to help with the decimals.

$$45867 + 32192 =$$

$$\begin{array}{r} 45867 \\ + 32192 \\ \hline 78059 \\ \hline \end{array}$$

$$3.17 + 4.25 =$$

$$\begin{array}{r} 3.17 \\ + 4.25 \\ \hline 7.42 \\ \hline \end{array}$$

$$3.46 + 3.792 =$$

$$\begin{array}{r} 3.460 \\ + 3.792 \\ \hline 7.252 \\ \hline \end{array}$$

Zero used as a place value holder.

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

This is not a form of getting the correct answer but helping to guide children to the correct operation.

MacDonalds sold £9957.68 worth of hamburgers and £1238.5 worth of chicken nuggets. How much money did they take altogether?

?	
£957.68	£1238.5

### Subtraction

**Vocabulary:** Part, whole, tens of thousands boundary, [Also see previous years](#)

Subtract with at least four digit numbers including two decimal places.

Include money, measures and decimals ensuring that children do this practically before the abstract.

$$\begin{array}{r} 88086 \\ - 2128 \\ \hline 85958 \\ \hline \end{array}$$

$$\begin{array}{r} 77680 \\ - 3725 \\ \hline 73955 \\ \hline \end{array}$$

Subtract with decimal values, including mixtures of integers and decimals, aligning the decimal point.

$$4.63 - 2.91 =$$

$$\begin{array}{r} 4.63 \\ - 2.91 \\ \hline 1.72 \\ \hline \end{array}$$

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

A whole to Lapland costs £5005 for a family of four, the Smith's have only saved £3787.75, how much money do they still need to find?

£5005	
?	£3787.75



# Year 5

## Multiplication and Division

### Multiplication

**Vocabulary:** Part, whole, cube numbers, prime numbers, square numbers, common factors, prime number, prime factors and composite numbers

Multiplying up to four digit numbers by two digits using long multiplication.

Children need to be taught to approximate first, e.g. for  $72 \times 38$ , they will use rounding:  $72 \times 38$  is approximately  $70 \times 40 = 2800$ , and use the approximation to check the reasonableness of their answer.

$$\begin{array}{r} 3652 \\ \times \quad 8 \\ \hline 29216 \end{array}$$

$$\begin{array}{r} 1234 \\ \times \quad 16 \\ \hline 7404 \\ 12340 \\ \hline 19744 \end{array}$$

(1234 × 6)

(1234 × 10)

When children start to multiply  $3d \times 3d$  and  $4d \times 2d$  etc., they should be confident with the abstract:

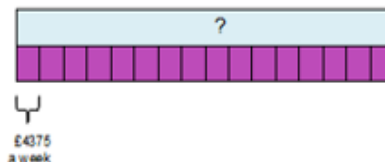
To get 744 children have solved  $6 \times 124$ .  
To get 2480 they have solved  $20 \times 124$ .

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$$

Answer: 3224

Using the bar to support multiplication.

The cost to run a sports centre is £4375 a week, how much would it cost to run for 16 weeks?



### Division

**Vocabulary:** see year 4: Part, whole, common factors, prime number, prime factors, composite numbers, short division, square number, cube number, inverse, power of

Diving with up to four digit numbers by one digit including numbers where remainders are left.

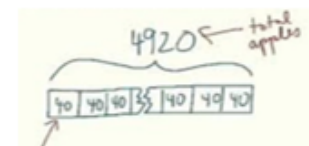
Short division with remainders: Now that pupils are introduced to examples that give rise to remainder answers, division needs to have a real life problem solving context, where pupils consider the meaning of the remainder and how to express it, i.e. as a fraction, a decimal, or as a rounded number or value, depending upon the context of the problem.

$$\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 535029} \end{array}$$

Using the bar to support division problems.

**Bar Model to support understanding of problem solving:**

Frank has 4920 apples. He needs to put them into baskets of 40. How many baskets does he need?



# Year 6

## Addition and Subtraction

### Addition

Vocabulary: Part, whole, See previous years

Adding several numbers with up to three decimal places.

$$\begin{array}{r}
 23.361 \\
 9.080 \\
 59.770 \\
 + 1.300 \\
 \hline
 93.511 \\
 212
 \end{array}$$

Adding several numbers with different numbers of decimal places (including money and measures):

- Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.

Empty decimal places should be filled with zero to show

Adding using the bar.

Jack went on holiday. His flight cost £70.50, the hotel £1295 and spending money £427.89. How much did Jack spend on his holiday?

?		
£70.50	£427.89	£1295

### Subtraction

Vocabulary: Part, whole, See previous years

Subtracting with increasingly large and more complex numbers and decimal values. Very important to use in a range of contexts- measures and money.

$$\begin{array}{r}
 1506.99 \\
 - 899.49 \\
 \hline
 607.50
 \end{array}$$

$$\begin{array}{r}
 15.419 \text{ kg} \\
 - 36.080 \text{ kg} \\
 \hline
 69.339 \text{ kg}
 \end{array}$$

Using the bar for subtraction.

Chloe wants to buy a new car for £6450. She has £4885.87 in her savings account. Her Dad gives her £150 for her birthday. How much more money does she need to save?

£6450		
£4885.87	£150	?





# Science

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## Autumn

1. Theme: Human species

Year 5: Animals including humans

Year 6: Evolution and Inheritance

2. Electricity

## Spring

1. Light

## Summer

1. Animals including humans (Year 6 objectives)

2. Living things:  
Year 5: Living things and their habitats

Year 6: Living things and their habitats

# A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
History			Crime and Punishment		Battle of Sedgemoor	
Geography	North America		Global Trade		Rivers	
Computing	Communication and collaboration	Web page creation	Variables in games	Spreadsheets	3D modelling	Sensing movement
Art	2D drawing to 3D making		Exploring identity		Shadow puppets	
Music	Year 6 Ukelele	Year 6 Ukelele	Year 5 Ukelele	Year 5 Ukelele	Summer production	Summer production

# A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
French	Presenting myself	Family	Goldilocks, or Tudors	Habitats	Classroom	My home
PSHE	Relationships		Living in the wider world		Health and wellbeing	
RE	What do Christians believe about Agape?		What do Christians believe about Salvation?		What do Hindus believe about Dharma, Deity & Atman	
PE- Thursday (with teachers)	Hockey	Dance	Gymnastics	Tennis	Outdoor adventurous activity	
PE- Monday (with Strode)	Netball	Basketball	Football	Tag Rugby	Striking skills	Athletics



# Swimming



## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

**Children who have not yet met this milestone will swim in the Summer term.**

# Homework

Reading

Spellings

- Sent home every week

TT Rockstars and Numbots



# Snacks

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- Healthy snacks only- No chocolate, crisps or sweets.
- We encourage children to eat fruit at this breaktime. This is freely available to all.
- Please remember we are a nut free setting.



# Class Dojo

- This is used to reward positive dojo points
- Inform parents of key dates and messages
- Show parents what has been happening in class.
- Messaging class teachers
- **Teachers will:**
  - Reward dojo points daily linked to our school values
  - Update the class story weekly with photos and explanations of what we have been learning
  - Inform you of key messages and dates
  - Respond to messages during working hours 9-4





# School Expectations

Children should be in school uniform everyday- this includes black school shoes or trainers. No boots.

No jewelery except small stud earrings

Hair should be tied up- our children are active and this can cause safety issues. If it is long enough to be tied up, please do.

PE kit should be worn on PE days- this is a coloured tshirt to match your house colour and a plain black or blue jumper.

# After School Provision

TLE will be responsible for all wraparound care. This needs to be booked in advance through the TLE website. [Event Search | TLE Sports Coaching.\(coordinate.cloud\)](#)

School will run breakfast club, which needs to be booked 48 hours in advance through parentmail.

School run clubs can be booked termly through parentmail.

# TLE Timetable

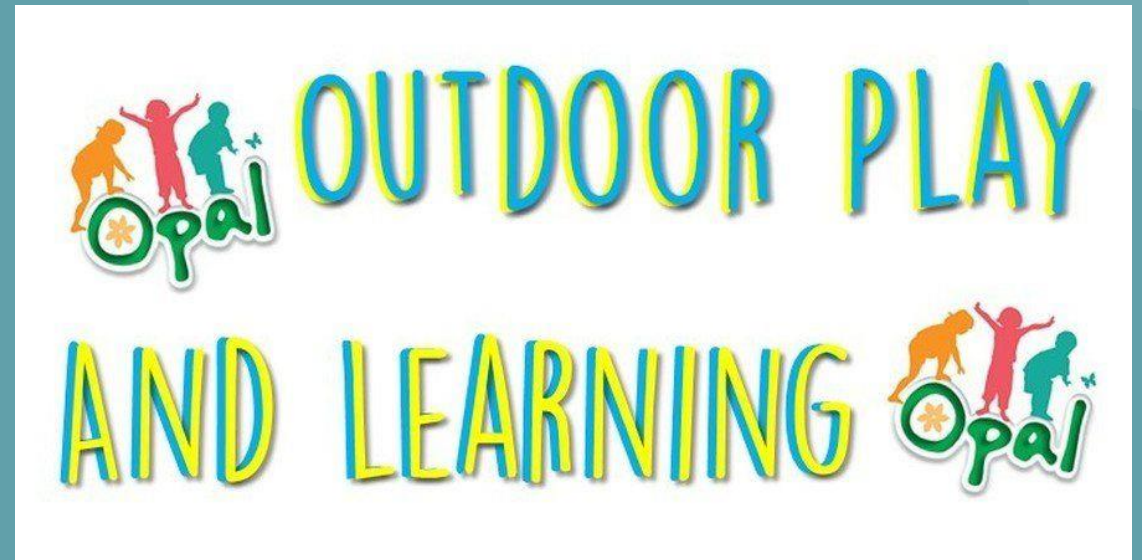
## Catcott Primary School

### Timetable 2023 – 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:30 (ASC1)	Nerf	Science	Dodgeball	Football	Arts
3:30 – 5:00 (Wrap Around)	Games / Craft	Games / Craft	Games / Craft	Games / Craft	Childrens Choice

To make sure children can play outdoors everyday they need to be warm, dry and comfortable, with the right clothing for all kinds of weather.

The children may get a bit messier and so we are asking for every child to have named wellies or waterproof shoes, a waterproof coat (not showerproof) and waterproof trousers (or puddle suits) if possible in school every day-even in KS2.





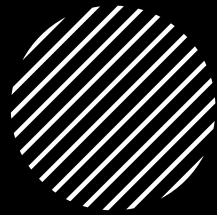
Each class will have 1 session per half term. Children need to wear outdoor clothes suitable for the weather.  
They will get muddy!

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KS2 SATs  
Assessment  
arrangements  
Monday 13th  
May- Thursday  
16th May



At the end of Year 6, children will take SATs in:

- Reading
- English grammar, punctuation and spelling
- Maths
- Writing is teacher assessed – with possible moderation by county

Children will be awarded a level:

- Working towards age-related expectation
- Working at age-related expectation
- Working beyond age-related expectation



Any questions?

- If you have any worries, questions or concerns, please do not hesitate to contact the class teacher.
- The best ways to contact us:
- email the school office. We will respond as soon as possible.
- catch us at the end of the day when we bring the children out.

