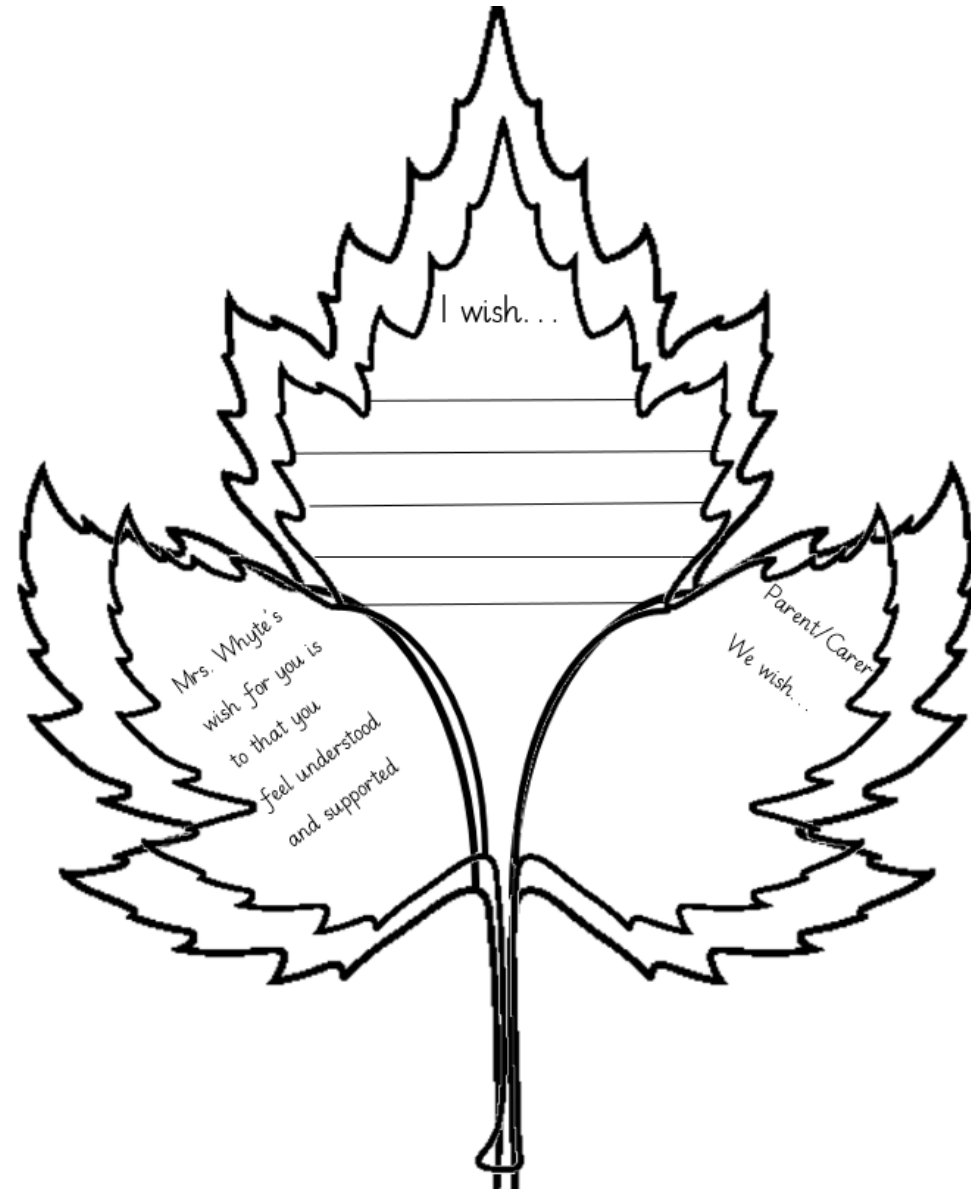


Another round of bullets hits my skin  
Well, fire away, cause today  
I won't the shame sink in

# Wishes for year 5

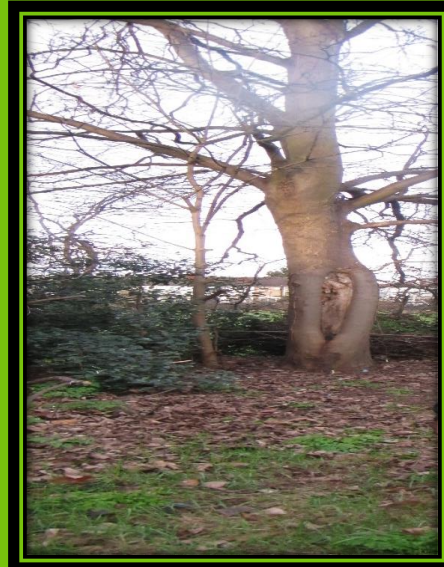


# A Warm Welcome to Year 5



2023-2024

Learning Together, Growing Together

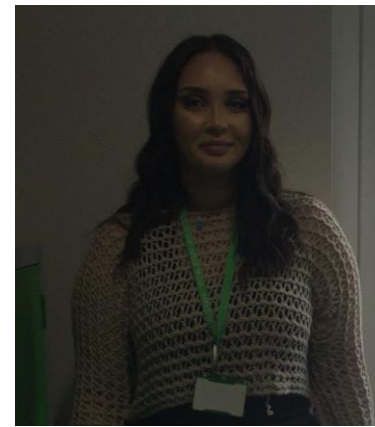


**This is me**

## **Aims of today's session:**

- **Introductions**
- **Calculations**

# Year 5 Staff



## Class Teachers

- Mrs J Gilfillian – Year group Lead/Religious Education Lead
- Mrs T Whyte – Maths Lead
- Miss R Houadef – Art Lead

## Learning Support Assistants

- Ms C Capaldi – HLTA
- Ms E St.Clare LSA
- Ms S. Omer - LSA
- Ms M. Hammond – HLTA





## New opportunities

- Year 5 will be taking part in the Enfield Borough Swimming lessons for PE. Further information will be sent out to parents regarding this.
- Visit to the Cemevi this half term
- Visit to the London Transport

Museum

Choir





# Swimming

- 5G Tuesday at 08:30 from 19<sup>th</sup> September until 28<sup>th</sup> November
- 5H Tuesday at 08:30 from 09<sup>th</sup> January until 19<sup>th</sup> March
- 5W Tuesday at 08:30 from 16<sup>th</sup> April until 2<sup>nd</sup> July

Autumn Term 2023 18 September 2023 - 01 December 2023		Spring Term 2024 08 January 2024 - 22 March 2024		Summer Term 2024 15 April 2024 - 05 July 2024	
Week 1	W/C 18 September	Week 1	W/C 08 January	Week 1	W/C 15 April
Week 2	W/C 25 September	Week 2	W/C 15 January	Week 2	W/C 22 April
Week 3	W/C 02 October	Week 3	W/C 22 January	Week 3	W/C 29 April
Week 4	W/C 09 October	Week 4	W/C 29 January	Bank Holiday Week	
Week 5	W/C 16 October	Week 5	W/C 05 February	Week 4	W/C 13 May
Half Term		Half Term		Week 5	W/C 20 May
Week 6	W/C 30 October	Week 6	W/C 19 February	Half Term	
Week 7	W/C 06 November	Week 7	W/C 26 February	Week 6	W/C 03 June
Week 8	W/C 13 November	Week 8	W/C 04 March	Week 7	W/C 10 June
Week 9	W/C 20 November	Week 9	W/C 11 March	Week 8	W/C 17 June
Week 10	W/C 27 November	Week 10	W/C 18 March	Week 9	W/C 24 June
				Week 10	W/C 01 July





# Be Ready

**Be on time!**

Every minute of school you miss is a missed opportunity to learn. Get to school 10 minutes early, if you can, get settled and ready to learn.

**EVERY SCHOOL DAY COUNTS and every minute is just as important**

**LOST minutes = LOST Learning!**  
\* over one full academic year

3 days lost*	6.5 days lost*	10 days lost*	13 days lost*	19 days lost*
5 minutes late every day	10 minutes late every day	15 minutes late every day	20 minutes late every day	25 minutes late every day

**There may be a genuine reason for lateness**  
If you are going to be late:  
• Try to inform the school beforehand  
• Ask your parent or carer to give an explanation so your school can support you

**TOP TIP:** prepare for school the night before making sure your uniform and bag are ready to go!

## Punctuality

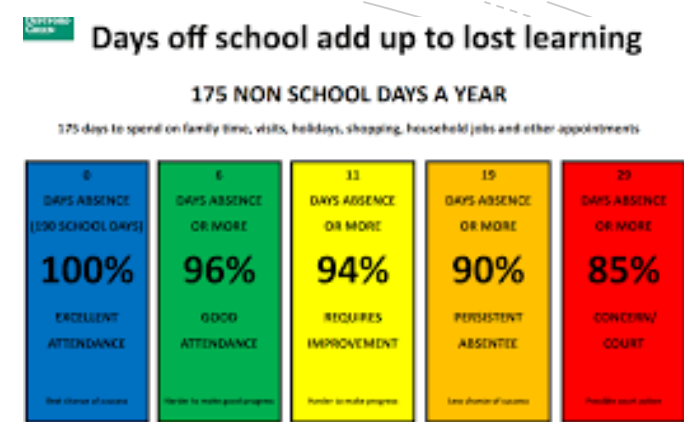
School starts promptly at 8.40am and finishes at 3.20pm.

Children line up in the playground.

## Attendance

It is important that your child does not miss any teaching days as this seriously affects their learning and opportunities

## Book lunches in advance



Be Ready

**Uniform** Children should come to school in full school uniform

Grey skirt or trousers and no leggings

**Plain black shoes with black soles**

Plimsolls for indoor PE and trainers for outdoor PE

Black or green hair bands

No jewellery. Only small ear studs allowed

PE kit (white/black shorts and white t-shirt)

***PPA day PE - On Thursdays plus Monday 5H and 5W***

Appropriate hair styles

No nail varnish





Be Ready

Children are expected to complete their homework in their homework book.

In addition to set homework there is an expectation that

- Children read everyday and have their reading record signed and brought to school every day
- Times tables should be revisited frequently at home
- Children can go onto educational websites such as: Rock Stars, Spag.com, My Maths

Homework will be set on a Friday and we expect it be brought back by the following Thursday.



Be Respectful

## Working Together

The partnership between child, parents and school is crucial to your child's success. Keep yourself informed through

- school website

- newsletter and communication via email

- accessing parent consultations, Cafés and other events

- REQUEST FOR MOBILE PHONES -only for Year 5 and 6 if requiring public transport and writing letter to Mr Bless.

If another adult is collecting children, please ensure that the office is informed of the name of the adult who is collecting your child.

If there are any concerns about learning please contact the class teacher in the first instance.

# Be Safe



**Online Safety** Follow the SMART rules to help stay safe online.

**S** Stay **safe** online by not sharing your personal information.

**M** Do not **meet** anyone who you have only become friends with online.

**A** Do not **accept** messages and friend requests from people you do not know.

**R** Not everything online is reliable. People online are strangers and you can't always trust everything they say.

**T** Tell an adult you trust if anything happens online that you do not like.

Be careful what you share online!  
Stop and think before you share information online.  
Don't say or do anything that you wouldn't do in the real world!

Medical needs - let Mrs Dunlea know

*when to stay home*

*Update details*

Place2Be

Time 2 Talk

Online safety(supervise social media), phones

Walking home alone.

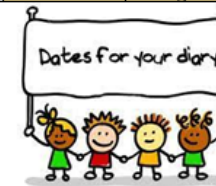
Please notify office if there is any change to who will be collecting your child/ren

# Year 5 Curriculum | Prince of Wales Primary School - Enfield

## Parent Booklet

### Welcome to year 5

Day	Time	Subject
Daily	9:00-10:20	Writing
Mon-Thu	10:30-11:10	DGR
Daily	11:10-12:05	Maths
Daily	12:05 -12:20	Reading
Daily	Sign reading record	
Mon/ <del>Thur</del>	AM/PM	PE
Tuesday	8:30	Swimming
Thursday	Homework returned	
Friday	SPAG/Spelling test/Homework sent home	

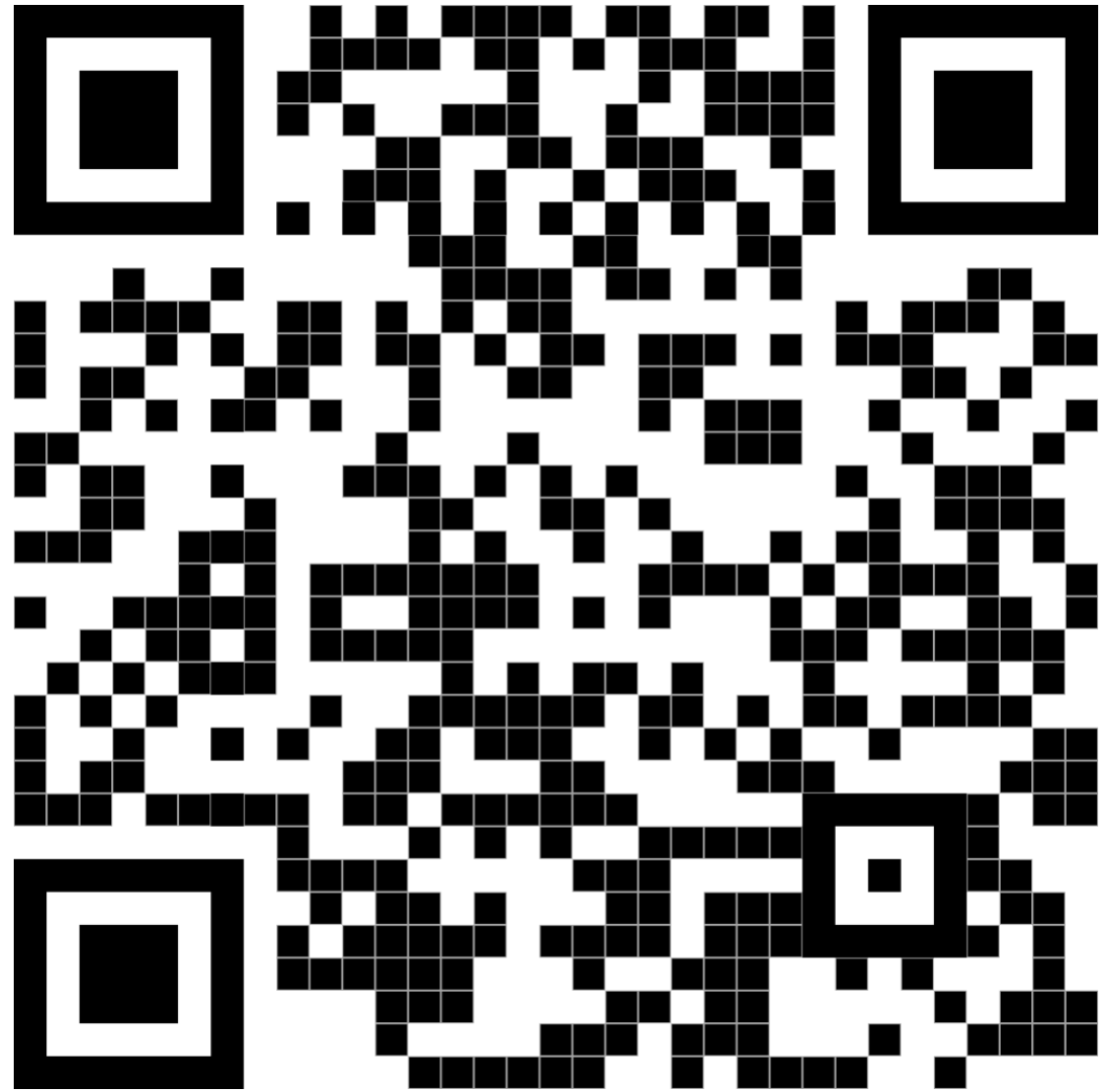


- Class photos- Friday 15<sup>th</sup> September
- Cemexi trip- Wednesday 4<sup>th</sup> and Friday 6<sup>th</sup> October
- Parent consultation meetings 10<sup>th</sup> and 12<sup>th</sup> October
- London Transport Museum- Thursday 19<sup>th</sup> October
- Inset Days- Monday 30<sup>th</sup> October
  - Friday 24<sup>th</sup> November
  - Monday 8<sup>th</sup> January
  - Monday 17<sup>th</sup> June

Instagram



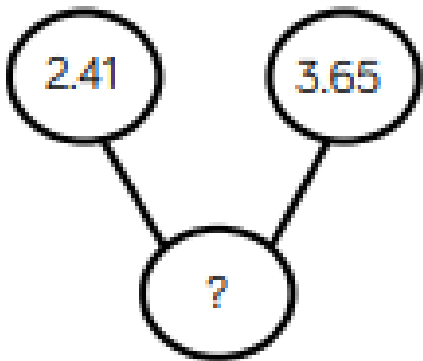
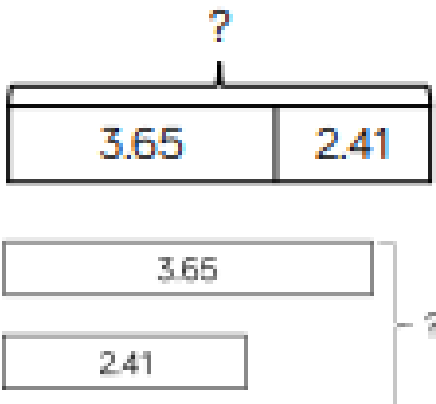
Twitter





# Adding more than 4 digit numbers using column method

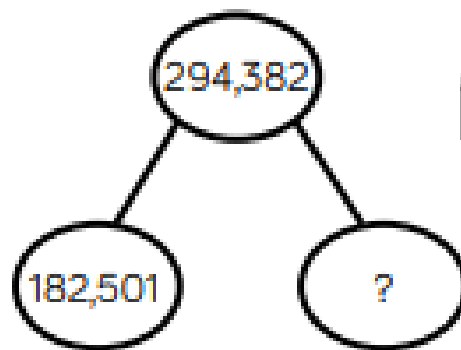
Addition

Skill: Add with up to 3 decimal places	Year: 5																								
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <math display="block">\begin{array}{r} 3.65 \\ + 2.41 \\ \hline 6.06 \\ 1 \end{array}</math> </div> </div> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b><math>3.65 + 2.41 = 6.06</math></b> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Ones</th> <th style="width: 33%;">Tenths</th> <th style="width: 33%;">Hundredths</th> </tr> </thead> <tbody> <tr> <td>1 1 1</td> <td>6 6 6</td> <td>6 6 6</td> </tr> <tr> <td>1 1</td> <td>6 6 6</td> <td>6</td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Ones</th> <th style="width: 33%;">Tenths</th> <th style="width: 33%;">Hundredths</th> </tr> </thead> <tbody> <tr> <td>3 3 3</td> <td>6 6 6</td> <td>6 6 6</td> </tr> <tr> <td>2 2</td> <td>6 6 6</td> <td>6</td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> </div>	Ones	Tenths	Hundredths	1 1 1	6 6 6	6 6 6	1 1	6 6 6	6	1			Ones	Tenths	Hundredths	3 3 3	6 6 6	6 6 6	2 2	6 6 6	6	1			<p>Place value counters and plain counters on a place value grid are the most effective manipulatives when adding decimals with 1, 2 and then 3 decimal places.</p> <p>Ensure children have experience of adding decimals with a variety of decimal places. This includes putting this into context when adding money and other measures.</p>
Ones	Tenths	Hundredths																							
1 1 1	6 6 6	6 6 6																							
1 1	6 6 6	6																							
1																									
Ones	Tenths	Hundredths																							
3 3 3	6 6 6	6 6 6																							
2 2	6 6 6	6																							
1																									

# Subtraction

Skill: Subtract numbers with more than 4 digits

Year: 5/6



$$294,382 - 182,501 = 111,881$$

HTh	TTh	Th	H	T	O
<del>2</del>	<del>9</del> <del>8</del> <del>8</del>	<del>4</del> <del>3</del>	2 2 2 2 2 2 2	8 8 8	<del>2</del>

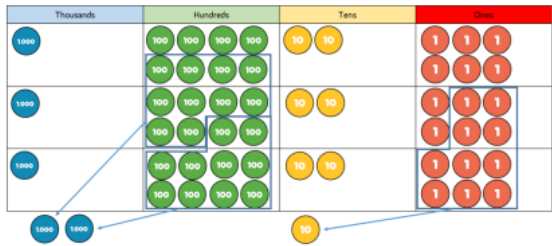
	2	9	<del>3</del>	13	8	2
-	1	8	2	5	0	1
	1	1	1	8	8	1

Place value counters or plain counters on a place value grid are the most effective concrete resource when subtracting numbers with more than 4 digits.

At this stage, children should be encouraged to work in the abstract, using column method to subtract larger numbers efficiently.

Skill: Multiply 4-digit numbers by 1-digit numbers

Year: 5



$$1,826 \times 3 = 5,478$$

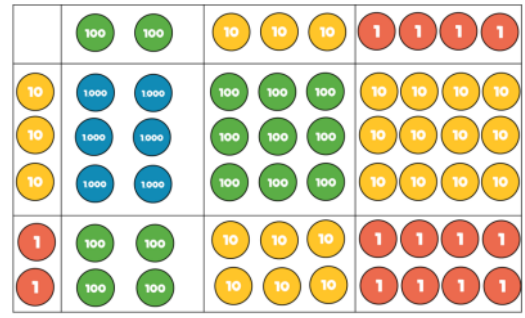
	Th	H	T	O
	1	8	2	6
×				3
	5	4	7	8
	2		1	

When multiplying 4-digit numbers, place value counters are the best manipulative to use to support children in their understanding of the formal written method. If children are multiplying larger numbers and struggling with their times tables, encourage the use of multiplication grids so children can focus on the use of the written method.

# Multiplication

Skill: Multiply 3-digit numbers by 2-digit numbers

Year: 5



	Th	H	T	O
		2	3	4
×			3	2
		4	6	8
	17	10	2	0
	7	4	8	8

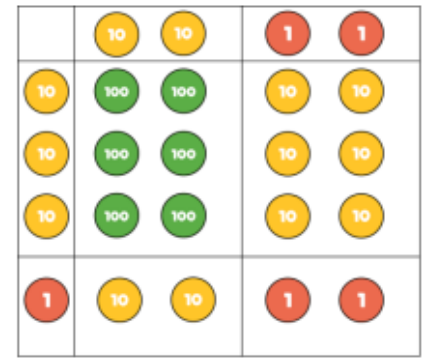
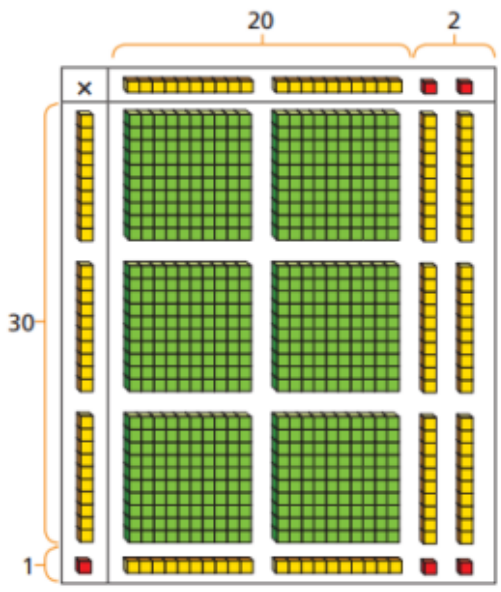
×	200	30	4
30	6,000	900	120
2	400	60	8

$$234 \times 32 = 7,488$$

Children can continue to use the area model when multiplying 3-digits by 2-digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers. Children should now move towards the formal written method, seeing the links with the grid method.

Skill: Multiply 2-digit numbers by 2-digit numbers

Year: 5



×	20	2
30	600	60
1	20	2

	H	T	O
		2	2
×		3	1
		2	2
	6	6	0
	6	8	2

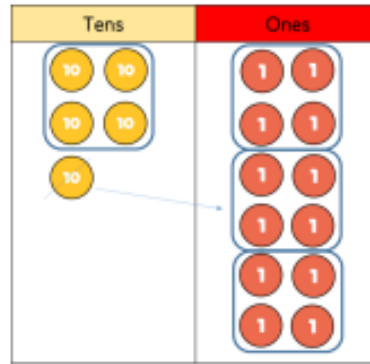
$$22 \times 31 = 682$$

When multiplying a multi-digit number by 2-digits, use the area model to help children understand the size of the numbers they are using. This links to finding the area of a rectangle by finding the space covered by the Base 10. The grid method matches the area model as an initial written method before moving on to the formal written multiplication method.

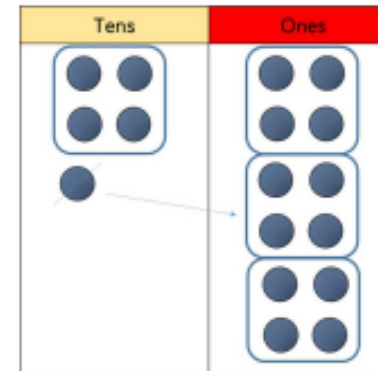
# Division

## Skill: Divide 2-digits by 1-digit (grouping)

Year: 5



	1	3
4	5	12



$$52 \div 4 = 13$$

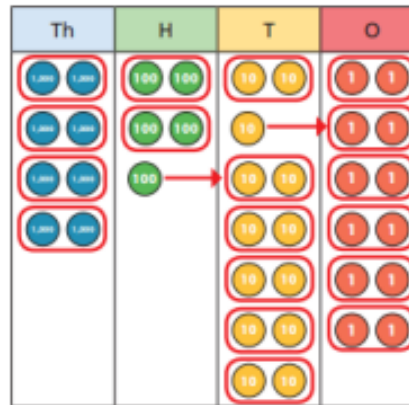
When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor.

Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'

Remainders can also be seen as they are left ungrouped.

## Skill: Divide 4-digits by 1-digit (grouping)

Year: 5



	4	2	6	6
2	8	5	13	12

$$8,532 \div 2 = 4,266$$

Place value counters or plain counters can be used on a place value grid to support children to divide 4-digits by 1-digit. Children can also draw their own counters and group them through a more pictorial method.

Children should be encouraged to move away from the concrete and pictorial when dividing numbers with multiple exchanges.

Feedback



Scan the QR code to  
vote or go to  
[https://forms.office.com/  
e/j7r6XGVTBE](https://forms.office.com/e/j7r6XGVTBE)