



Welcome to Remote Learning in Year 5!

We are going to make the best of the current situation and we will be supporting the learners of Year 5, and their families to continue their learning at home. We will provide opportunities to review and retrieve learning already covered, as well as continuing with the Year 5 curriculum and plenty of research topic-based learning. We are curious, independent and resourceful and a change of classroom location isn't going to stop us from learning!

An outline of a typical school day in Year 5

Our day normally begins in school with completing a page of Morning Maths arithmetic followed by independent reading (PALS). This is a peer-assisted reading session, however your child is familiar with each section (Partner reading, Retell, Paragraph Shrinking and Prediction Relay) so if you have siblings to read with, or can read with parents or independently that will be fine. We would next spend 1 hour on our Maths learning - this will include looking at examples of challenges, discussing which skills and methods we would use.

There would be peer-assisted learning as well as independent tasks (perhaps if you have siblings, they could work together sometimes – teaching someone else is the best way of remembering).

After a run around and chat on the playground, we would next begin our English learning. This will start with a spelling/grammar activity (SPAG starter) e.g. which homophone spelling matches which definition? We usually read part of our class text (currently *Kick*) and next complete a task based on what we have read.

Following an hour for lunch, chat and playing, we spend our afternoon focusing on foundation subjects.

On a normal day at school, your child would have 1 hour of English, 1 hour of Maths, 30 minutes of spelling or phonics, 30 mins of Reading and two afternoon lessons (Science, Geography, Art, Music, RE etc)

This half term Year 5 learners are focusing on: Design Technology - *Inventions*; Geography: *California*; Religious Education – *Religious Stories*; Physical Education: *Dance*; Science: *Growing Up and Life Cycles*; Me in My World: *Growing Up and What Makes us Special?* We end our day with story-time, collective singing and reflections on the successes of the day.

9:30am				
Check the daily messages and instructions from your teachers and teaching assistants.				
		Break		
Session 1 First 'chunk' of learning – English or Maths (make sure the TV is switched off!) Followed by a short break	Session 2 Second 'chunk' of learning – English or Maths (make sure the TV is switched off!)	A good length of time to relax – some physical activity if possible and something to eat and drink. If appropriate, ring a friend, Facetime a friend or relative for a chat.	Session 3 Third 'chunk' of learning – a foundation subject e.g. Science, DT, RE (make sure the TV is switched off!) Followed by a short break	Session 4 Fourth 'chunk' of learning – a physical activity such as dancing, running, playing football as your space allows.

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The length of time your child will be able to concentrate on a task will vary according to their needs – so choose what is appropriate.

Try to keep learning and playing in two different places, if possible. If you have any outdoor space, this will be beneficial for breaks and physical activity.

If not, try BBC Supermovers (www.bbc.co.uk/teach/supermovers), Cosmic Kids (www.cosmickids.com) for some indoor dance!

Maintaining some structure and routine to your day is likely to help keep your child focused and motivated and feeling secure about what is going to happen. The following timetable is a suggested structure which you might like to adapt and try.

Whilst we realise it will be challenging to replicate the entire structure of our school day, you may wish to mirror some of the features in order to provide some structure and routine to your child's learning day at home. We expect all children to complete English and Maths tasks daily, as well as some foundation research and learning and the regular reading, times-table practice and spelling learning. There will be different challenges set for *surface* (Level 1), *interpret* (Level 2) and *deep* (Level 3). All pupils should attempt *surface*, if they are able to complete this then move onto *interpret* and then *deep*. Should your child be struggling at *surface* level then please email me and I can set them some more work at this level.

A school day includes plenty of opportunities for talking - in pairs, in groups and to the whole class, but there are also times when learners are expected to be quiet, reflect on their thinking/learning or simply to listen to someone else.

We will be in contact with the Year 5 learners via Seesaw - where tasks will be set regularly. You will be able to send photographs of children's learning to us and let us know of any particular successes or difficulties and questions via email: c.raxworthy-cooper@ryders-hayes.co.uk and l.claye@ryders-hayes.co.uk and m.shaw@ryders-hayes.co.uk (Please limit these to one per day.)

Websites which we use regularly and which may be useful for you include:

trockstars.com
prodigy.com
lexia
SPAG.com
Oxfordreadingbuddy.com

All passwords for websites are included in your child's planner – please email if you need any of these.

Twinkl.com is a website which we register to use, but we believe they are providing free registrations for parents to support children at the present time. This website has many resources to support all areas of learning.

We will be in regular contact with your Year 5 learner and will do our absolute best to support them through the current situation. Of course, we will greatly look forward to seeing our Year 5 friends when we are next able.

Mrs Raxworthy-Cooper, Mrs Claye, Mrs Shaw