

Welcome to Y5 with Liz

My name is Liz Jaworski. I am American and was brought up in the 'midwest' in Champaign, Illinois. After obtaining an undergraduate degree in education from the University of Illinois, I taught for five years in an elementary STEM school in Champaign. During this time, I was enrolled in night school and attained my Master's degree in Educational Administration. I began my international life last year at Rivers International School teaching Year 4.

During the school year students will experience class lessons, group work and individual instruction to suit their needs. All work tasks are differentiated in a variety of ways to meet ability, age and developmental requirements. The curriculum used is based on the English National Curriculum. We have adapted it, where necessary, to our international situation. We also adapt our teaching styles to meet the findings of current teaching practice and brain development research. Embedded in all the work is the class ethos of care and respect for others.

Year 5 students are the older children in school so they are expected to act more responsibly and independently in their daily activities. This is a point where they become role models for the younger children and take their place among the older students in the school.

Open Door

We have an open door policy. Please come and talk to us if you have any questions, comments or concerns. If something needs a longer discussion we can make an appointment at a mutually agreeable time.

Sharing Expertise

This year we have three Year 5 teachers. To ensure continuity Mary, Sander and I will plan together. We will share our expertise to the advantage of your children.

Break and lunch

We encourage healthy eating at school and would like you to support this. A piece of fruit with fruit juice, water or milk at break time; a sandwich, fruit, vegetable and drink at lunch time is suggested. It helps if all parents and students share this.

At break: the students eat their snack and socialise in class and have 15 minutes supervised outside play.

At lunch: time students have a one hour break for eating and outside play. The lunchtime supervisor will organise how the time is divided. When the weather is wet there are games to play in the classroom.

Birthdays

The teacher will make a card for the student to have signed by their friends and teachers. Students can choose to bring a **small** healthy treat for their class and teachers on their birthday.

Homework

Students are expected to read for a minimum of 20 minutes every day at home with an adult at home. This includes questions and discussion about the book. Students have a Homework & Reading Record to record comments about what they have read, as well as other occasional homework they may have. There is also a space to record your comments when you have read together. The book they're reading and the Homework Diary are kept in their book bag and should be brought to school every day.

Students will be expected to learn their spelling words each week and practice them at home. Usually there is a spelling test each week. It is useful for children to know their times tables. Children need to practice their touch typing skills. Other occasional work may be given to support work in the class. Once a term a Home Project will be given in connection with the topic.

Year 5A Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Literacy (Reading, Writing, Grammar, & Word Work)				
9:00-9:30					
9:30-10:00				Philosophy	
10:00-10:30	Fruit Break & Play				
10:30-11:00	Topic	Music	Math	Math	Drama until 11:15
11:00-11:30		Well Being	Science		
11:30-12:00		Math			Math
12:00-12:50	Lunch & Play				
12:50-1:30	Dutch & Math 12:50-2:20	Math	12:15 Dismissal	Dutch & Math 12:50-2:20	Topic
1:30-2:00		P.E. 1:30-2:15			
2:00-2:30					
2:30-3:00	Math	Math			

Reading is the basis of all our work. We help the students enjoy their reading and improve their understanding of many different kinds of texts in a lot of different ways.

Shared Reading: Reading and analysing text with the class or larger groups.

Guided Reading: Reading in a group of similar ability with the guidance of an adult.

Reading Journals: A way of comprehending, exploring and responding to the text through a wide variety of different activities.

Individual Reading: Reading alone or with an adult.

Home reading: Students read for a minimum of 20 minutes a day at home.

Listening to stories read by the teacher or peers.

Writing: The students are taught to use writing as a means of developing, organising and communicating their thoughts and ideas. They will extend their writing skills through a variety of strategies that include creative writing, modelled and independent writing, word work, grammar and handwriting. The sessions over the year cover many different genres of writing. Students are encouraged to plan, draft and edit their own work.

Writing
Punctuation,
sentence structure,
proof reading, editing &
redrafting
narratives by significant authors,
poetic style,
recounts,
critical reflection,
instructions and explanations,
traditional stories
stories,
plays,
diaries and journals
letter writing.

Word Work: Word Work is taught on an individual basis and involves spelling, word comprehension and word usage. Students will be tested twice a year for their level so they can be set work to meet their individual needs. The work involves many different activities from writing to drama. There will be a weekly spelling test on the words your child has been working on. If English is an additional language for your child it is useful to provide a mother tongue dictionary to keep in school.

Grammar: The lessons are designed to improve confidence in applying grammatical knowledge and understanding in everyday work. The lessons are differentiated to meet individual needs and there are extension tasks for those who like a real challenge.

Handwriting: Students are taught a simple cursive style if they do not already join the letters. If your child has already learned a cursive style and can write well, they can continue to use it. Good handwriting is expected at all times.

Speaking and listening: Students are given opportunities to speak for a range of purposes from exploring and developing ideas, to reading aloud.

Drama: Through a variety of activities children are given the opportunity to explore and extend their dramatic skills, language use and themselves.

Maths: We use the Abacus Maths Scheme. It is a well-designed and differentiated scheme which covers all the main areas of study in a lively and helpful way. Maths lessons include mental maths and problem solving. Students work individually or in groups depending on the task set. Each lesson incorporates core, support and extension tasks to ensure that the individual child's needs are met. Additional materials are also used where needed.

Maths
Four rules of number,
multiplication tables,
shape, space and measures,
data handling,
numbers and their properties,
fractions,
decimals,
percentages,
problem solving,
mental maths.

Topic Work: We combine Geography, History and Science in Topic work. Each topic has a curriculum focus; however we try and make links with other areas of the curriculum when it is possible. As well as covering a lot of information, children also develop the skills involved in investigating, researching and reporting what they have found out in each topic.

Our topics this year are:

Term One Rivers and Oceans

Term Two Materials

Term Three Ancient Greece

Various trips are organised to support the topic work. It is always helpful if your child has access to information linked to the topic in their native language.

Science: In addition, the students have a separate science lesson each week.

Art: Students are given the opportunity to explore different materials in themed units of work. Where possible, art activities are linked to other curriculum areas.

Dutch: Dutch lessons are given by a native Dutch speaking teacher, Jacqueline Westerbrugge, twice a week. Students are grouped according to their ability.

Music: Music is given once a week by the music teacher Crystel Benton.

Physical Education: In gym the students will explore their physical abilities through work on the apparatus, team games and use of small apparatus. The lessons are given by a trained specialist teacher; Tessa Hofman. Shorts, T shirt and separate gym shoes are needed for Gym lessons. They can be kept in a bag at school.

Philosophy: The students boost their reasoning, curiosity, social skills and overall academic performance by participating in a philosophy lesson each week.

Well Being: Well Being is about what it is to be a person, what it is to be part of a group, and what it is to be a Learner. Exploring ourselves, our role in the group, and our role as a learner. This is shared through many activities and links to other areas of the curriculum.

Help in school

Parents are very welcome to help in school in all kinds of ways from hearing children read to driving on school trips. Let us know if you have any ideas.

Teacher Development

Arnhem International School supports the professional development of teachers and each year we attend courses and conferences to both improve our practice and to keep up to date with educational research. These study days are marked on the school calendar.

We are working together to develop the potential of your child educationally, socially and emotionally. Communication between school and home is always important; please feel free to come with questions, worries, ideas, or constructive comments.