

Meet the Teacher

Garnet Class





Mrs Duffield

Class teacher



Miss

Lygo

**Teaching
assistant**



Mrs Pike
**Teaching
assistant**



Mrs Monaghan
Teaching assistant

Mrs

Burke

**Teaching
assistant**



Teacher: **Karen Duffield**

Likes: Family time, walking with my dog, Molly, looking after my bunny, Clover, as well as sewing, knitting and reading.



Dislikes: **Ironing**



I am responsible for: **Art and Design Technology and Music**

Teaching : I have taught mainly KS2 in Warwickshire and Germany and spent almost a decade at Lypiatt Primary School.

Teaching Assistants: Sheila Pike, Molly Lygo, Natasha Monaghan and Michelle Burke



Some of our
learning so far

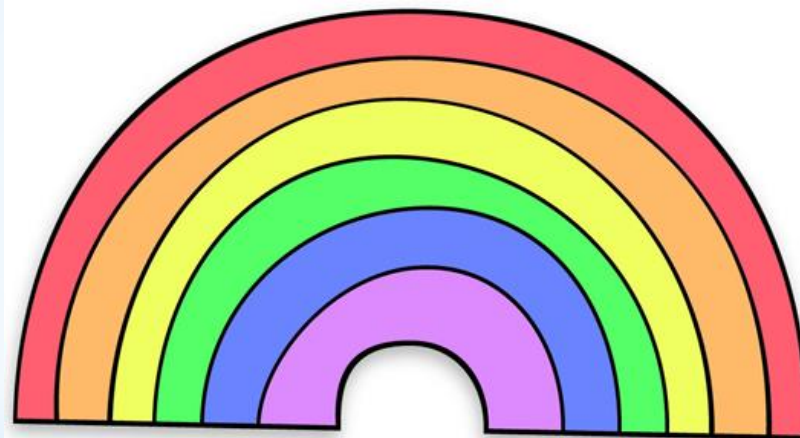




Website link



<http://www.corshamregis.wilts.sch.uk/garnet/>



Wellbeing

Timetable



Garnet Timetable Autumn 1 2020/21



	9.00 9.15	09.00-10.25		10.40 -11.40	11.40 - 12.40	13.30-14.30	14.30-15.10
MON	REGISTRATION & EMA	Maths getting started	Reading	English	Maths	Computing	Computing
TUES	REGISTRATION & EMA	Maths getting started	Reading	English	Maths	PE	Class reader
WED	REGISTRATION & EMA	Maths getting started	Reading	English	Maths	Computing	Computing
THURS	REGISTRATION & EMA	Maths getting started	Reading	English	Maths	Class reader	PE
FRI	REGISTRATION & EMA	Maths getting started	Reading	English	Maths	PSHE	Golden Time

Behaviour

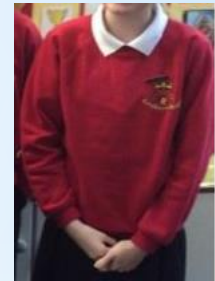


in class	theme	around the school
<p>We follow adult direction We take off face masks before we enter school We wash our hands before entering school, after playtime, before eating and before we go home We use hand sanitiser in the classroom whenever the adult asks We keep our hands away from our mouth We use a tissue or an elbow to cover our mouths when we cough or sneeze Tissues go in the bin (catch it, bin it, kill it) We can only use the toilet one at a time</p>	<p>Be Safe</p>	<p>We follow adult direction We keep our hands and feet to ourselves We line up keeping 2 metres from our classmates We only use the equipment that has been provided outside the classroom We use equipment safely We move calmly around the school with an adult and keep to the left</p>
<p>We speak kindly and respectfully to each other We listen to the teacher and follow instructions We use good manners We are honest</p>	<p>Be Kind</p>	<p>We do not push or pull We are kind in the playground We talk to each other and try to work problems out</p>
<p>We do not move around the classroom without permission from the adult We keep a distance from others when we line up in the classroom We sit at our own desks We never leave the classroom without permission</p>	<p>Be a Bubble</p>	<p>We are not allowed to move around the school without an adult We remain in our chosen part of the playground (we cannot move between different playgrounds or parts of the playground) We play non-contact games within our bubble</p>

PE



- PE Kits need to be worn to school on **Tuesday** and **Thursday**.



These are the statutory words for Year 5/6.

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

We will be asking children to learn spellings at home. We ask that you spend time supporting your child with the words that they find tricky.

They will be tested every week via dictation.

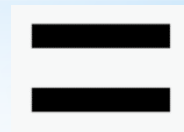


Statutory Spellings Y3/4

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

We will be asking children to learn spellings at home. We ask that you spend time supporting your child with the words that they find tricky. They will be tested every week via dictation.

We will work our way through the Key Objectives in English and Maths by using the results from our PiXL assessments.



English in Year 4

Writing Key Objectives

- I can write simple sentences from memory that have been dictated to me, using the correct punctuation.
- I can draft my work into paragraphs.
- I can organise my writing using different settings, characters and plot.
- When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.
- I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.
- I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
- I know I should not write in the same way that I talk.
- I can punctuate speech in a text.

English in Year 5

Writing Key Objectives

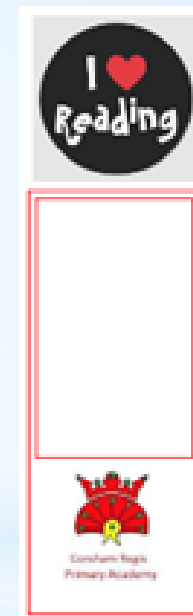
- I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.
- I review my work to add description to develop settings and characters.
- I use headings and bullet points to structure my writing.
- I use the correct tense throughout a piece of writing.
- I can read through my work to correct some spelling and punctuation mistakes.
- I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
- I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
- I use commas to structure my sentences and clarify the meaning of a text.



English in Year 4

Reading Key Objectives

- I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
- I am aware that some words sound different to how they are spelt.
- I can show you I have understood an increasing wide range of texts I have read.
- I can use a dictionary to check the meaning of new words.
- I can identify different themes and conventions in a wide range of books I read.
- I check what I have read to ensure it makes sense.
- I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- I can predict events in stories from what I have read.
- I can tell what the main ideas in a book are from reading a number of paragraphs.
- I can use non-fiction books to find out about things.



English in Year 5

Reading Key Objectives



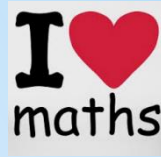
- I use some of the words and word parts that I understand already to think about what new words mean and sound like.
- I am becoming familiar with a range of books.
- I check my understanding of a text through discussion and exploring the meaning of words.
- I am able to make simple summaries of a given number of paragraphs I have read.
- I can find and make notes on information from non-fiction.
- I am beginning to participate in discussions about books I have read by listening to others' ideas.
- I am able to explain my views.

Mathematics in Year 4

Key Objectives in Maths

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can count backwards to negative numbers below zero.
- I can order and compare numbers above 1000.
- I can round a number to the nearest 10, 100 or 1000.
- I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.
- I know all my times table up to the 12 times tables.
- I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.
- I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.
- I can round decimals with one decimal place to the nearest whole number.
- I can solve measure and money problems involving fractions and decimals to two decimal places.
- I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.
- I can group 2-D shapes based on their properties (such as the number of sides) and sizes.
- I can find all the lines of symmetry in 2-D shapes.
- I can plot points using coordinates and join up the points to create a shape.
- I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.

Mathematics in Year 5



Key Objectives in Maths

- I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.
- I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.
- I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.
- I can add and subtract larger numbers in my head.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.
- I can solve problems including scaling by simple fractions and problems involving simple rates.
- I can compare and order fractions whose denominators are all multiples of the same number.
- I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
- I can read, write, order and compare numbers with up to three decimal places.
- I work on problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.
- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I can calculate the perimeter of multi-shape shapes in centimetres and metres.
- I can calculate the area of rectangles in square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- I can draw a given angle (such as 47°), and then measure them in degrees ($^\circ$).
- I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.
- I can find the information I need from a timetable or large table of data.

Homework

Practice quick-fire times table questions and mental maths.

Practice Spellings.

Read with an adult.





The class voted on their class reward.



**X 5 = Movie,
and popcorn**

**X10 = Dressing
up and disco**



**X15 = School
trip**

