

# Welcome to Year 5!

5C

Miss Cole  
Mrs Miller

5W

Miss Webb  
Mrs Ibisi



# School uniform

- Shoes must be black or brown, no slip on shoes and no open toed sandals.
- No jewellery is to be worn in school.
- Bags must be appropriate school bags or backpacks, no handbags or suitcase style bags.
- Hair longer than collar length must be tied up, extremes of fashion such as shaved patterns / lines or partings, colours, very short hair on one side with longer on the other etc. are not allowed.



**Winter Uniform** (can be worn all year round)



White blouse or shirt to be worn with a school tie  
and

Navy blue cardigan\* or jumper\* with school crest  
*to be worn with*



Navy blue skirt or pinafore dress with white socks or navy blue tights

or

Grey trousers and grey socks



**Summer Uniform** (can be worn during Terms 1, 5 and 6 only)

Navy blue and white checked (gingham) dress with white socks

or

Navy skirt with white socks or grey trousers or

shorts with grey socks

*to be worn with*

white polo necked t-shirt with the school crest\*



# PE

Tuesday afternoon – Indoor

Thursday afternoon – Outdoor

Wednesday afternoon – Swimming Terms 1 and 2 (wear PE kit)

Please ensure your child wears a full PE kit to school:

- Navy or black shorts
- Coloured house team t-shirt
  - Plimsolls/trainers
- Navy or black jogging bottoms (no logo)
- Navy or black sweatshirt (no hoods or logo)

Please label ALL PE kit.



# The Year 5 Curriculum

YEARLY CURRICULUM MAP - YEAR 5													
	CORE TEXTS	ENGLISH	MATHS	SCIENCE	ART AND DT	COMPUTING	RE	PSHE	Geography	History	P.E	MUSIC	MFL
TERM 1	War of the Worlds & Skellig	Fiction - Narrative based on a Journey Non-Fiction - Planet Profiles	Number - Place Value Addition and Subtraction Statistics	Earth and Space - Planets Solar System Day/Night	Art - Space Peter Thorpe	CODING Program - 2Code ONLINE SAFETY Program - 2Publish Plus, Writing Templates, Display Boards, 2Connect (mind map)	Creation	Relationships	Ancient Greece Maps/Atlases key Physical & Human features	Ancient Greece How did the Ancient Greeks influence the western world?	SWIMMING RUGBY	Composer Richard Strauss & Composition notation	Space exploration - in French
TERM 2	A Long Walk to Water & Space Oddity	Fiction/Poetry - Suspense writing Non-Fiction - Discussion text	Number - Multiplication and Division Area and Perimeter	Earth and Space - Movement of the Moon Forces - Gravity Air Resistance	DT- Making Solar System pop up cards	SPREADSHEETS Program - 2Calculate	God's Covenants Buddhism - Stories and Prayers	Relationships	Modern Greece Maps/Atlases key Physical & Human features	Greece Where is Greece located in the world? What geographical features be identified?	HANDBALL/NETBALL DANCE	South and West African percussion	French monster pets Body parts
TERM 3	Street Child/ Great Expectations	Fiction - Characters perspective Non-Fiction - instructional Victorian Workhouses	Number - Multiplication and Division Fractions	Forces - Water Resistance Friction Mechanisms	DT - Bridges & Structures Art - Portraits drawing skills	DATABASES Program - 2Investigate (database) Avatar creator	Inspirational People	Living in the Wider World	British Empire How far did the British Empire extend and change the world?	Victorians How did the Victorians affect the world?	GYMNASTICS HOCKEY	Blues - History of Music - purpose	Shopping in France
TERM 4	Cont. Street Child & The Highway Man	Fiction - Poetry - Imagery archaic language	Number - Fractions Decimals and Percentages	Materials - Properties Dissolving Separating Electricity	DT- Embroidery Art - Designs and colours for victorian patterns	GAME CREATOR Program - 2DIY 3D Writing Template 2Blog (Blogging)	Reconciliation Buddhism - Places of Worship	Living in the Wider World	Local Study How has Rochester changed and grown since the 1800's.	Industrial Revolution How did the Victorians change technology and engineering?	TENNIS OAA	Drums Rhythm - Composing and performing	French speaking world
TERM 5	The Pearl Diver & Romeo and Juliet	Fiction Tragedy story writing Non-Fiction - Explanation Text	Geometry - Angles Properties of Shape Position and Direction	Habitats - Plants Life Cycles Metamorphosis	Art- Turner - Water colour	3D Modelling Program - 2Design and Make, Writing Templates	Life in the Risen Jesus	Health and Wellbeing (RSE coverage)	Tudor Exploration - How the world was mapped?	World Rivers - How rivers are affected and used by humans?	ROUNDERS GYMNASTICS	Drums Rhythm Looping and remixing	Verbs in a French week
TERM 6	A Boy in the Girls' Bathroom	Fiction - Play scripts Non-Fiction- Balance Arguments Discussions	Measures - Converting Units Volume	Animals - Stages of Development Sex Education	Art- Tudor portraits DT Food - Keeping healthy	CONCEPT MAPS Programs - 2Connect	Other Faiths - RE week Buddhism - Festivals, Belongings and Values	Health and Wellbeing (RSE coverage)	Tudors Hever Castle study - how the Tudors settled?	Tudors Exploration - How did the Tudors play an important role in world exploration?	ATHLETICS ROUNDERS	Drums Musical theatre performance	Meet my French family

# Timetable

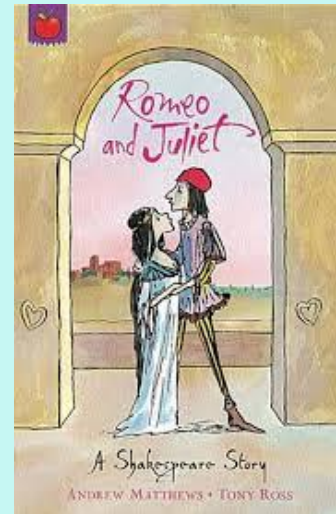
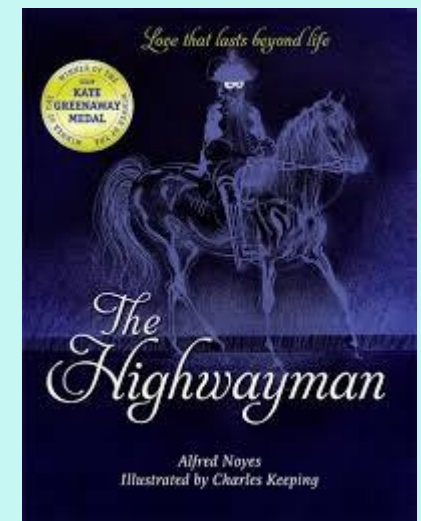
Day	8.40-9.00	9.00-9.30	9.30-10.50	Break 10.50-11.10	11.10-12	12-12.20	Lunch 12.15-1.15	1.15-2.15		2.15-3.15
Mon	EMW	WHOLE SCHOOL ASSEMBLY	Maths		English	Spelling/ handwriting		Science	Computing	
Tues	EMW	AR reading	English		Maths	Spelling/ handwriting		Library	Indoor PE	RE
Wed	EMW	Collective worship	Maths		English	Spelling/ handwriting		PPA PSHE and Music		
Thurs	EMW	KS2 ASSEMBLY	English		Maths	Spelling/ handwriting		Outdoor PE	French	
Fri	EMW	WHOLE SCHOOL ASSEMBLY	RE		Humanities	Spelling/ handwriting		Art	Auction	



# Year 5 English Texts

- Skellig by David Almond – some language will be omitted from the text
  - Street Child by Berlie Doherty
  - The Highwayman by Alfred Noyes
    - Romeo and Juliet by William Shakespeare
  - Great Expectations by Charles Dickens
- The Pearl Diver by Julia Johnson & Patricia Al Fakhri
- There's a Boy in the Girls Bathroom by Louis Sachar

These books are used in English across the year.  
Please **DO NOT** read them at home.





# Fine Motor Skills and Handwriting in Year 5

In Year 5, children will continue to be supported to develop fine motor skills.

We will also teach and support your children to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

*Curly Caterpillars*

*c a d e s g f q o*

*Ladder Letters*

*l i u t y j*

*One-Armed Robots*

*n m h k b p r*

*Zig-zag Monsters*

*z n w x*

*More complex letters from the 4 families:*

*f j y*

*Digits 0 - 9*

*0 1 2 3 4 5 6 7 8 9*

In Year 5, children are supported and expected to consistently join their handwriting with increasing speed during independent writing. They will also understand when it is best that handwriting is left unjoined (eg. for labelling a diagram or data, writing an email address, or for algebra and capital letters, eg. for filling in a form).

# Spelling

- Spellings will be taught every week, following a phonic scheme which follows on from children's learning in Foundation Stage and Key Stage 1.
- Children will be taught the letters in their sound families and they will investigate these in class.
- These spelling patterns will be reviewed, before moving on to a new spelling pattern.
- At home, you can talk to your children about the spellings of the week, spot these patterns when sharing books with your children and highlight any exceptions from rules.
- When writing, encourage children to break the words into their syllables and try to spell a syllable at a time.
- Encourage your children to spell a word in a variety of ways using the same sound and ask them to choose which word looks right.

For example: rane, rain, rayn, reyn, ran.

- The Year 5/6 spelling words are revised weekly in class.



# Spelling in Year 5

Children are taught to consolidate and continue their phonic understanding through Spelling Workshop lessons (including etymology, root words, prefixes, suffixes and syllables).

Your children will also be working on the following spelling patterns and rules this year including:

- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Adding -ing / -ed to words ending -fer, for example: 'prefer', 'preferring' and 'preferred'
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ie / ei, for example: 'piece' and 'ceiling'
- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words such as 'doubt', 'thistle' and 'knight'
- Homophones (words which sound the same but are spelled differently) for example: 'principle' and 'principal'

# Maths Year 5 Overview

	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 <b>Place value</b>  <a href="#">VIEW</a>		Number <b>Addition and subtraction</b>  <a href="#">VIEW</a>		Number <b>Multiplication and division</b>  <a href="#">VIEW</a>			Number <b>Fractions A</b>  <a href="#">VIEW</a>				
Spring term	Number <b>Multiplication and division</b>  <a href="#">VIEW</a>		Number <b>Fractions B</b>  <a href="#">VIEW</a>		Number <b>Decimals and percentages</b>  <a href="#">VIEW</a>			Measurement <b>Perimeter and area</b>  <a href="#">VIEW</a>		Statistics  <a href="#">VIEW</a>		
Summer term	Geometry <b>Shape</b>  <a href="#">VIEW</a>		Geometry <b>Position and direction</b>  <a href="#">VIEW</a>		Number <b>Decimals</b>  <a href="#">VIEW</a>			Number <b>Negative numbers</b>  <a href="#">VIEW</a>	Measurement <b>Converting units</b>  <a href="#">VIEW</a>		Measurement <b>Volume</b>  <a href="#">VIEW</a>	

# Number bonds and times tables weekly challenge

Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

Progression has been carefully mapped across the school in line with the national curriculum to give the children a secure recall of key number facts relevant for their year group.

- Year 4 - recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Year 5/6 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

**The weekly maths challenge will happen on a Thursday.**



# Year 5 Topics



## Humanities

- Ancient Greece
  - Greece
- Victorian Empire
  - Local Study
    - Rivers
- Tudor Exploration

## Science

- Earth and Space
- Forces (2 terms)
- Materials and their Properties
  - Life Cycles
- Stages of Development (Sex Education taught alongside RSE/ PSHÉ topics)

## Religious Education

We now follow 'The Way, the Truth and the Life' RE scheme of learning. Here are the termly topics:

- Creation
- God's Covenants
- Inspirational People
  - Reconciliation
- Life in the Risen Jesus
  - Other Faiths

# Homework

**Reading** - 10-20 mins, write title and pages they have read in reading diaries. Parents to check this is done, to ask about the content of their reading and to sign reading diary to show this has been done.

**Spelling** – To be set every week and practised daily at with a test of 10 spellings in class.

**Times tables** – to be practised daily and tested once a week in class.

**MyMaths/Purple Mash** – A task will be set every week. Occasionally we may set an **independent task** such as researching topics or producing a fact sheet which will be instead of MyMaths/Purple Mash.

As a school we recognise the importance of **family time**. Some of the activities set will encourage your child to spend time completing activities with their family, such as, playing a board game or teaching your family a new game they have learnt at school.





# Reading

Reading impacts all areas of the curriculum. Engaging your child with reading activities is of utmost importance if they are to succeed. Talk to your child about what interests them. Allow them access to a wide range of texts.

Spend at least ten minutes daily sharing or reading with them, visit libraries, look at stories online, download free apps for iPads/ iPods if available and talk about what you have read too!

Here are some ideas of reading materials which you may wish to obtain:

- First News (available via newsagents)
- Newsround online/BBC stories
- Audio books
- Holiday brochures
- Cookery books
- Instruction books (e.g. How to make...)
- Fiction stories
- Non-fiction
- Ipad/ipod free books
- Kindle free books



# What is Accelerated Reader?

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives pupils a reading level (ZPD number). Pupils take computerised quizzes on the books and will aim for a quiz target of at least 85%.



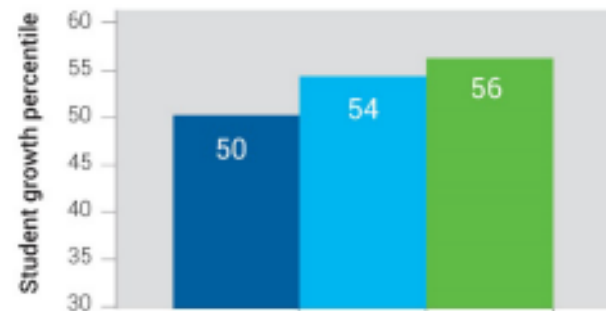
## Why use Accelerated Reader?

A study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

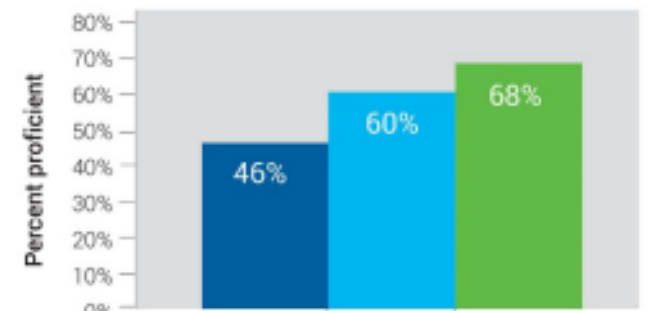
In primary school, research has shown that pupils using Accelerated Reader make significantly more progress.

Figure 3. Elementary students who used Accelerated Reader grew more

Student growth relative to academic peers



College and career readiness



Elementary (grades 1-5)

Elementary (grades 3-5)

■ No Accelerated Reader use   ■ Moderate Accelerated Reader use   ■ Best Practice Accelerated Reader use

# How does Accelerated Reader work?

1. Pupils will be assessed at the beginning of the year on their reading understanding **and** fluency. This will give them a ZPD number.
2. Pupils will pick a book to take home based on their ZPD number. Please continue to read with your child as normal and fill in their reading log.
3. When they finish the book, pupils will take a short quiz in school. Your child's teacher will monitor your child's quiz performance and adjust their ZPD number if necessary.

Please note – AR books are categorised **completely differently** from our previous book band scheme. AR takes into account understanding as well as fluency, therefore please do not be alarmed if your child brings home a book with a lower band than they were on previously!



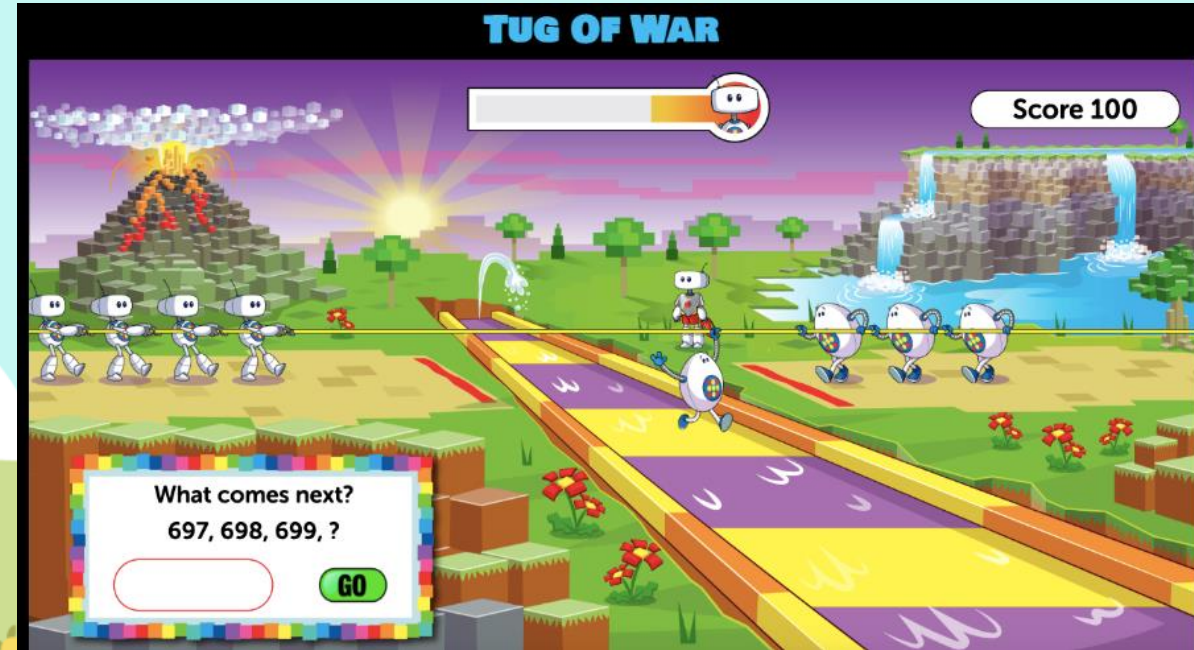
# What is MyMaths?

MyMaths is a whole-school interactive resource for use both in the classroom and at home. It is used to increase mathematical fluency and consolidate learning. Predominantly, we will be using MyMaths as an online homework platform.

# Why use MyMaths?

MyMaths offers interactive lessons and homework tasks, all of which are matched to the National Curriculum. Children's answers are marked at the click of a button, providing immediate feedback. If children choose to, they can try homework tasks again. In fact, the resource provides limitless practice. In addition, MyMaths has a wide variety of games designed to motivate pupils to consolidate their maths skills whilst enhancing their enjoyment of the subject.

The screenshot shows the MyMaths interface for a homework task. At the top, it says "Online Homework" and "Bar multiplication". The task is titled "Q1 Q1 - Bar models for groups and items" and asks to "Match the bar models to the statements." There are three bar models on the left, each with a bracket underneath indicating the number of groups. The first bar model has 2 groups of 8 items each, with a bracket labeled "8". The second bar model has 3 groups of 4 items each, with a bracket labeled "4". The third bar model has 8 groups of 2 items each, with a bracket labeled "2". On the right, there are three statements: "2 groups with 8 items in each group", "3 groups with 4 items in each group", and "8 groups with 2 items in each group". Each statement has a green checkmark next to it, indicating it is a correct match. At the bottom, it says "You have scored  $\frac{3}{3}$  so far." and has a "Continue" button. On the left side of the interface, there are navigation buttons for "Q1", "Q2", "No calc", and "Total".



# Golden Rules

1. Follow instructions. Listen to all adults working in the school.
2. Be gentle, kind and polite: keep hands, feet and unkind words to yourself.
3. Value people's belongings; respect the school and other people's property.
4. Be honest and tell the truth.

If children break a golden rule they will be asked to reflect their actions by completing a 4W form.

# Rewards

Children are rewarded in a number of ways:

- Verbal praise
- Marking
- House points
- Merit award
- Attendance recognition
- Head teacher award at end of each term
- Auction – pretend money awarded so children can bid for an auction prize on Friday.

# Communication

- We are always happy to discuss any issues that may arise. This can be done by making a telephone appointment via the reading diary or office.
- Please remind your child to show us your note! It is their responsibility to show us.
- If you are unable to pick up your child, please let the office know as we are unable to send your child home with someone else otherwise.
- Reading diaries must be brought into school everyday.

Please write in your child's reading diary if you are:

- Sending them home with someone else (please list adults)
- Have a medical appointment during the week
- Regular afterschool club days



Thank you  
for your continued support  
and we look forward to a  
fantastic year ahead!

