Welcome To Year 5
Mrs Aughton

Staff In Year 5

Mrs Carus
Teaching
Assistant

Miss Smith
SSA

Mrs
Hollinshead
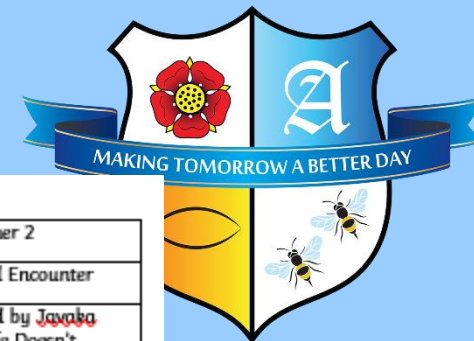SSA

Mrs Lord
Teaching
Assistant

Typical Timetable

	08:30-08:45	08:45-09:15	09:15-10:15	10:15-10:30	10:30-10:45	10:45-11:15	11:15-12:15	12:00-13:00	13:00-13:15	13:15-14:15	14:15-15:15
Mon	Registration/ Handwriting / Arithmetic	Whole School Liturgy	English	Spelling	Break		Maths	Lunch	TTRS/Reading for pleasure	RE 1 hr 15 mins	spanish/Picture News
Tue		In-Class Liturgy	English			Guided Reading	Maths		TTRS/Reading for pleasure	PSHE	14.00 Year 5 Swimming
Weds		KS Liturgy	English				Maths		TTRS/Reading for pleasure	RE 1 hr 15 mins	Geography
Thur		Sung Worship	English				FA PPA 11.30 Maths		TTRS/Reading for pleasure	Music 1.15 – 1.50	Made for Stage
Fri		Awards & Thanksgiving	English			Picture News Prayer	Maths		Class Novel	Science/DT Blocked	Computing

Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Writing	Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo The song of Hiawathwa poetry	Beowulf by Michael Morpurgo Outcomes Fiction: write a further Adventure The moon Poetry	Arthur and the Golden Rope by Joe Todd Stanton Outcomes Fiction: write a myth Vikings kennings and spells poetry	The Darkest Dark by Chris Hadfield Outcomes Recount: write a Biography Finding magic by Eric Finney Poetry	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin Outcomes Persuasion/information: write an information leaflet The sun in me By Moira Andrew Poetry	Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou Outcomes Non-fiction: write an information text Animals of Africa puns and wordplay Poetry
Maths	• Place Value • Addition and Subtraction • Multiplication and Division A	• Multiplication and Division A • Fractions A	• Multiplication and Division B • Fractions B • Decimals and Percentages	• Decimals and Percentages • Perimeter and Area • Statistics	• Shape • Position and Direction • Decimals	• Decimals • Negative Numbers • Converting Units • Volume
Science	Mixtures and separation	Life cycles and reproduction	Properties and changes	Unbalanced forces	Earth and space	Human timeline Does the size of an asteroid affect its impact strength?
History		British History 5: What was life like in Tudor England? British	History 4: Were the Viking raiders, traders or something else?			What did the Greeks ever do for us?
Geography	What is life like in the Alps?			Why do oceans matter?	Would you like to live in the desert?	
Design technology	Electrical systems: Doodlers		Mechanical systems: Making a pop up book		Developing a recipe	
MFL	Spanish greetings with puppets	Spanish numbers and ages	Shapes and colours in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
Art		Sculpture and 3D: Interactive installation		Drawing: I need space		Painting and mixed media: Portraits
PSHE	Being a Good Citizen Lifecycles 4 lessons Weekly Picture News Session	Personal Relationships 4 lessons Weekly Picture News Session Online safety Copyright and ownership	Life Online 2 lessons Weekly Picture News Session Online safety Managing online information	Keeping Safe 4 lessons Weekly Picture News Session Online safety Managing online information	Weekly Picture News Session Online safety Managing online information	Wider World 1 lesson Weekly Picture News Session Online safety

Key learning in Maths

Number - number and place value

Pupils should be taught to:

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

Number - multiplication and division

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number - addition and subtraction

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Number - fractions (including decimals and percentages)

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Key learning in Writing

Year 5

Y5 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	• Write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form	✓					
Tense	• Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs)				✓		
	• Use Standard English forms for verb inflections instead of local forms (e.g. *we were* instead of *we was*)						
	• Use modal verbs to indicate degrees of possibility					✓	
Appropriate vocabulary and grammatical structures	• Extend the range of sentences with more than one clause by using a wider range of conjunctions				✓		
	• Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative			✓			✓
	• Make appropriate choices of vocabulary and grammar to enhance meaning					✓	
Level of detail	• Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely		✓	✓			
	• Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)			✓			✓
	• Use adverbs to indicate degrees of possibility						✓
	• Integrate dialogue in narratives to convey character and advance the action		✓				
Cohesive devices	• Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition					✓	✓
	• Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before)			✓	✓		✓
Text structure & organisation	• Use paragraphs to organise more complex information and themes	✓					
	• In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)						
Punctuation	• Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession	✓	✓				
	• Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity	✓		✓	✓	✓	
Transcription	• Application of full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurate spelling of words from the year 3/4 word list						
	• Some accurate spelling of words from the year 5/6 word list and rules/patterns from Appendix list 1						
Edit and evaluate	• Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement						
Proof-read	• Proof-read for spelling and punctuation errors						

Swimming Tuesday

Kit needed:

Swimming costume or swim shorts
Towel
Swimming hat for children with long hair

Swim clothes can be worn but they must be specialist swim wear and not a wet suit or a 'normal' t-shirt.

P.E. Tuesday after Christmas

Kit needed:
Pumps/ trainers
Blue Shorts
House T-shirt
Trainers
Tracksuit Bottoms

Homework

Maths:

TTRS – two '3 minute' garage sessions (6 minutes a day).

English:

Read for 15 minutes at least 3 times a week – please discuss the text and ask questions.

Spelling practise.

Extra:

Purple Mash and Numbots are also available.

Prospective School Trip

I will be looking to book a school trip for the children to go on in later this year or early next year linked to our History topics.

School trips are becoming increasingly expensive, mainly due to transport costs.

My plan is to book and announce our trip shortly, with the estimated price to be around £20.

Any issues, feel free to contact the office and I will return your call, or speak to me at the end of the day.

Uniform Reminders

Jewellery:
Children may wear a small, simple watch. (If a digital watch is causing distraction, staff will ask a child to remove it.) One pair of plain stud earrings may be worn in the lower lobe of the ear. No earrings may be worn for PE- if a child cannot remove and replace their own earrings, they must not be worn on a day that a child has a P.E. lesson. Please only take children for ear piercing at the start of the six-week Summer holidays so that ears have time to heal. If a child has their ears pierced during school time, they would have to miss six weeks of P.E. as we do not permit children to do P.E. with plasters covering earrings. No other jewellery of any sort is permitted. If children attend school wearing jewellery, the jewellery will be removed and parents will be required to collect it from the school office. Any requests to wear jewellery based on religious beliefs must be discussed with the Headteacher.

Presentation:
Make-up, nail polish, false tan, false lashes and any form of false fingernails are not permitted. Hairstyles that are extreme in terms of cut or colour are not permitted in school. Hair must be one natural colour. Pupils with hair longer than shoulder length must tie their hair back. Children must not have patterns shaved into hair whilst razor shaves on the back and sides should be no shorter than a "2" in grade.

Please label your child's uniform (including PE kit). Initials are fine and better than nothing.

Could you be entitled to free school meals?

Your child will get free school meals if you receive the following support payments:

- Income Support (IS)

- Income Based Jobseekers Allowance

- An income-related employment and support allowance

- The guarantee element of State Pension Credit (PCGC) support under part VI of the Immigration and Asylum Act 1999

- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by Inland Revenue that does not exceed £16,190

If you are entitled school can also help with:

- Food parcels for your family

- Support with uniform

- Free book bag and water bottle for your child

Please speak to the school office and we can help you apply

Wrap around care

Please be reminded that we offer wraparound care from 8am—6pm in school between Monday—Friday.

Breakfast club is charged at £2 per session and starts at 8am. Children will be offered a selection of healthy breakfast items.

Afterschool club is now £2.50 per session and is open until 6pm. Children will be provided with a light meal (e.g. sandwiches).

The afterschool sports timetable is below but there is also gaming and crafts that will be running if children do not wish to participate in the sports.

You do not need to book, you will be charged via the App.

Wrap around care timetable

Day	3:15AM - 4:15AM	4:30PM - 5:30PM	5:30PM - 6PM
Monday	Football	Hockey	Wellness Zone
Tuesday	Football	Kickboxing	
Wednesday	Boxing / Kickboxing	Benchball	
Thursday	Boxing / Kickboxing	Boccia	
Friday	Dodgeball	Multi-Sport	

Questions