

Welcome to Year Five



The Year Five Team



Mrs Lindsay
Year Leader



Mrs Gosling
Class Teacher



Miss Emery
Class Teacher



Mrs Clark
Teaching Assistant

Year 5 Learning Environments

Mrs Lindsay's Classroom



Miss Emery's Classroom



Mrs Gosling's Classroom



**Year 5
Entrance
and Exit
Door 14**



Timetable

8.45 – 9.00 - Doors open

9.00 – 9.05 - Registration

9.00 – 10.00 – **Lesson 1**

10.00 – 10.20 – Assembly

10.20 – 11.15 - **Lesson 2**

11.15 – 11.25 - Playtime


























11.25 – 12.30 - **Lesson 3**

12.30 -1.25 - Lunch

1.25 – 2.20 - **Lesson 4**

2.20 -2.30 - Playtime

2.30 - 3.30 - **Lesson 5**

	1 9.00 – 10.00	2 10.20 – 11.15	3 11.25 – 12.30	4 1.25 – 2.20	5 2.30 – 3.20
M O N D A Y	English 	Music 	Mathematics 	MFL 	RE 
T U E S D A Y	Maths 	English 	English 	History 	History 
W E D N E S D A Y	Mathematics 	Mathematics 	English 	Art 	PE 
T H U R S D A Y	English 	English 	Mathematics 	PE 	Science 
F R I D A Y	ICT/DT 	ICT/DT 	Mathematics 	English 	Science 

Science

- Properties and Changes of Materials
- Earth and Space
- Forces
- Animals including humans : human circulatory system
- Life cycles of plants and animals



History

- Mayans
- Who left behind the Staffordshire Hoard?







Geography

- Mountains, volcanoes and earthquakes
- North America



Curriculum Coverage

English <ul style="list-style-type: none"> • Discuss my favourite contemporary author and give reasons for my choice. • Compare modern day Authors – e.g. David Walliams and Michael Morpurgo. • Write an additional chapter in the style of a chosen modern author. • Use relative clauses beginning with who, which, whose and that. e.g. <i>The wolf, which was stalking his prey, hid dangerously in the dark forest.</i> • Identify key poetic features in a given poem. • Understand letter string 'ough' makes different sounds in words. 	<div style="text-align: center;">  <h2 style="margin: 0;">Year 5 Curriculum</h2> <h3 style="margin: 0;">Autumn 1 2023-24</h3> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div> </div> <div style="text-align: center; margin-top: 10px;"> In Year Five, we are learning to... </div>		How can you help at home? <ul style="list-style-type: none"> • Listen to your child read at least 3 times a week. • Encourage your child to log on to our online platforms and complete activities – Google classroom, TTRockstars, mymaths, Bug Club. • Practise spellings regularly.
Maths <ul style="list-style-type: none"> • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. • Read, write, order and compare numbers up to 1,000,000. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000. • Add and subtract whole numbers with more than 4 digits, using formal written methods (column addition and subtraction). • Solve addition and subtraction multi-step problems. 	Art - MAN-MADE OBJECTS <ul style="list-style-type: none"> • Develop my sketching skills by making observational drawings of manmade object such as shoes and watches. • Sketch, shade and add details. 	DT – Torches <ul style="list-style-type: none"> • Investigate how torches are constructed. • Learn how to construct simple electrical circuits and make a switch. 	Health and Relationships Education (HRE) <ul style="list-style-type: none"> • National Fitness Day, which highlights the benefits of physical exercise, on mental wellbeing and happiness. • World Mental Health Day - where will discuss where and how to seek support if they are worried about their own or someone else's mental wellbeing.
PE <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance through gymnastics. • Use running, throwing and catching in isolation and in combination. 	MFL <ul style="list-style-type: none"> • Revision of prior learning. • Recap of French numbers and basic classroom instructions. • Learn how to complete maths warm-ups in French. 	Computing <ul style="list-style-type: none"> • Use search engines effectively, understand how results are selected and ranked, and discuss the reliability of search results. 	Science - Properties and changes of materials <ul style="list-style-type: none"> • Learn that materials can be used for a specific purpose according to their properties. • Describe the differences between solids, liquids and gases. • Observe changes to materials and comment on whether they are reversible or irreversible. • Use a wider range of basic equipment with greater independence when carrying out an investigation.
	Music – Living on a prayer <ul style="list-style-type: none"> • Understand the development of rock music from the Beatles onward including analysis of performance, composition and singing. • Explore how to make sound on a Brass instrument. 	RE - Sacred writings: Hinduism <ul style="list-style-type: none"> • Explore a variety of sacred books and investigate a range of religious teachings and stories. 	History/Geography - Mountains and Volcanoes <ul style="list-style-type: none"> • Describe and understand what a mountain is, how they are formed and what it they are like. • Name major mountains and mountain ranges of the world. • Understand the simple structure of a volcano. • Understand how a volcanic eruption affects places and people. • Locate places in the world using lines of longitude and latitude.

Year 5

[Year 5 Curriculum Autumn 1 Term](#)

[Year 5 Curriculum Autumn 2 Term](#)

[Year 5 Curriculum Spring 1 Term](#)

[Year 5 Curriculum Spring 2 Term](#)

[Year 5 Curriculum Summer 1 Term](#)

[Year 5 Curriculum Summer 2 Term](#)

Reading



Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - recommending books that they have read to their peers, giving reasons for their choices
 - understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding

Writing and GPS



Pupils should be taught to:

- plan their writing by:

- identifying the audience for and purpose of the writing, noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- draft and write by:

- selecting appropriate grammar and vocabulary,
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action



Grammar, punctuation and spelling

Year 3 and 4 Statutory Spellings

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

Year 5 and 6 Statutory Spellings

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

Terminology for pupils

modal verb, relative pronoun
relative clause
parenthesis, bracket, dash
cohesion, ambiguity

Summer Reading Challenge 2024

Join in NOW!

Take on the Summer Reading Challenge!

This year it is all about getting CREATIVE. Music, junk-modelling, photography, dancing, story-writing... the possibilities are endless.

Discover fantastic new books, unlock rewards along the way, and achieve something amazing this summer.

Create your profile or sign in on the home page.

Meet the characters!



Find out more at <https://summerreadingchallenge.org.uk/> or pop along to your local library from Saturday 6th July to sign up!

Maths – Our approach at Five Ways

The CPA Approach



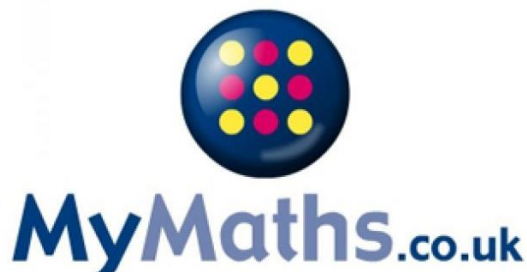
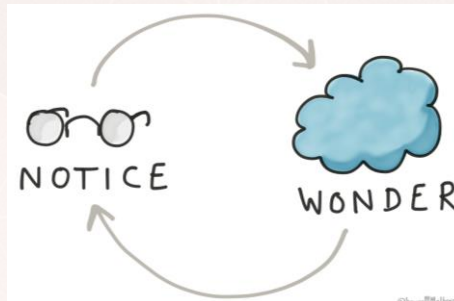
CONCRETE -
using physical objects
to solve maths problems.



PICTORIAL -
using drawings
to solve maths problems.

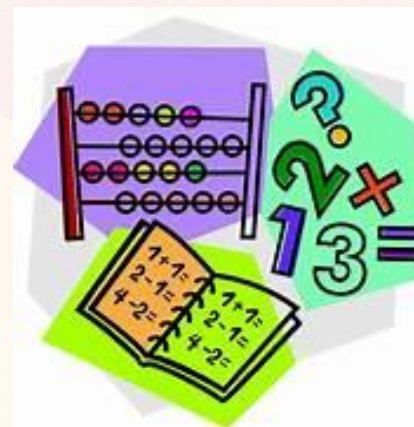


ABSTRACT -
solving maths problems
using only numbers.



Maths – Year Five Key Objectives

- Secure knowledge of place value to 1 000 000 including decimals.
- Secure knowledge of times tables facts and related division facts up to 12×12 .
- Use calculation strategies confidently with up to 4-digits, including formal written methods.
- Identify equivalent fractions and decimals.
- Find unknown angles in triangles.
- Develop explaining and reasoning skills.



How can you help?

- Telling the time
- The ability to estimate
- To use maths in a real-life context
- Cooking
- Shopping



P.E.

- 2 lessons per week
- Health and Safety

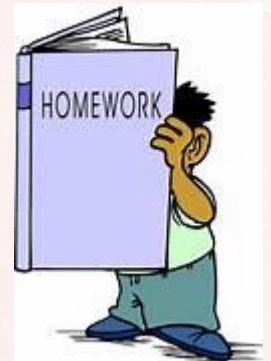


P.E. Kit uniform



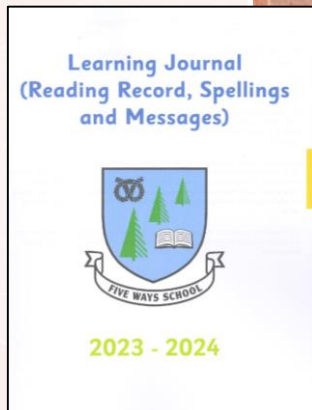
Homework

- Homework will be sent home on **Friday** and is to be handed in by the following **Wednesday**.
- Should take 30 - 45 minutes. [May be independent work or project work.]
- English or Maths
- Weekly spelling practice or spelling investigation
- Reading at least 3 times a week [comments in reading diary section of Home-Link book]



Home-Link Book

- Learning Journal (Reading Diary – please record each time you hear your child read. We aim for all pupils to read at least three times a week, at home, as part of their homework.)
- Behaviour Stickers
- Weekly Communication
- Spelling Test
- Support for Learning



Daily Diary continued...

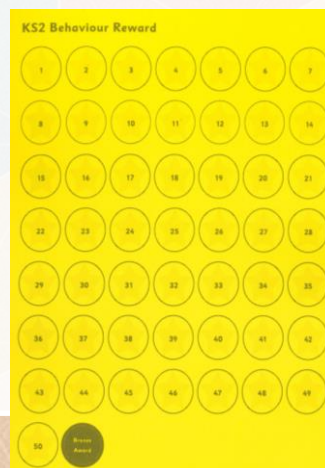
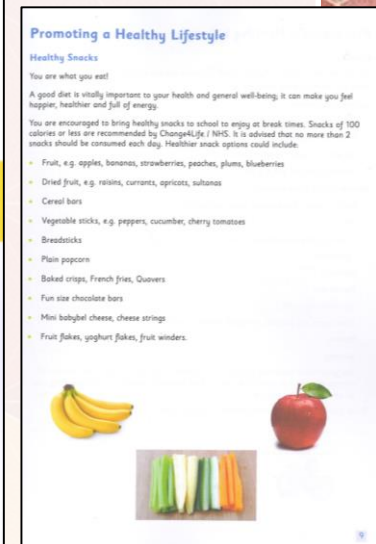
SATURDAY

SUNDAY

Spellings and Messages

Spelling test	New spellings
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

Important messages between Home and School



Upcoming Events



New Vic Theatre
Newcastle-under-Lyme
Thursday 16th January 2025



Wednesday 7th – Friday 9th
May 2025

Year 5 Residential

3-day residential - Wednesday 7th May, 2025
(normal school time) to Friday 9th May, 2025
(for the end of the school day).

Peak Venture is situated in the Peak District,
near Sheffield, South Yorkshire.

Your child will take part in a programme which
will include a range of physically and mentally
challenging activities, tailored to Year 5 pupils
providing them with an exciting and
memorable outdoor adventure.

- A non-refundable deposit of £50.00 to be
paid by 4th September 2024 at the latest.



We will be holding a separate meeting closer to the time. If you wish to find out
more about Kingswood, please visit www.kingswood.co.uk

