

YEAR 5
PARENT INFORMATION AFTERNOON

Miss Key
Mrs Green
Mr Ryder

Mrs Palmer
Mrs Day

We are not expecting a fire drill, but should one occur, please follow the teachers to the designated exits.

Dates for your diary

PE: Mondays

Swimming

Y5 two weeks starting Tuesday 23rd September

Every day Tuesday – Friday

Children will need a dry towel and clean swimming kit each day

No earrings to be worn

Parents should send a short note to school, giving permission to wear goggles

Homework

- It is expected that ALL pupils will complete the assigned homework EVERY WEEK.
- Homework will be uploaded to Seesaw every Thursday, starting from Thursday 11th September.
- All homework is to be uploaded to Seesaw by Tuesday the following week.
- Homework books will have been sent home complete with Seesaw logins and Times Tables Rockstars logins (please contact us if the logins are not working).
- There will be a Homework Club for Year 5 pupils on Mondays after school for those who are unable to complete it over the weekend (starting Monday 10th September)
- Homework may include:
 - Topic based work
 - Comprehension
 - Maths reasoning
- Homework WILL include:
 - Weekly spellings
 - Times Tables Rockstars
 - Daily Reading

Reading

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

Reading is the foundation to ALL areas of education.

Therefore, it is **CRUCIAL** that pupils are reading daily.

At home, we ask that children read for at least 20 minutes each night to an adult. This can be a book of their choice or a book from school.

A fluent reader isn't just able to **READ** the words but also **UNDERSTAND** what they have read.

Asking your child a variety of questions will support them in their understanding of what they have read.

This could include asking about vocabulary, characters (their emotions and feelings), the setting, making predictions, motivations and inferences.

2) CHILDREN PROGRESS TO COLOUR BANDED BOOKS – START AT **LIME**

	Total Phonics Level	Phonics Level	Focus Graphemes used in books	Tricky words / CEMs
Reception 4-5 years	2	2a	A, A, L, P, L, A, M, E, G, U, C, R	
		2b	R, N, L, A, S, T, L, O, R, W, E, F, Y saying /r/	to, the, no, go, I
		2c	Consolidation of Level 2	All previous words
Reception 4-5 years	3	3a	L, E, W, A, S, T, Z, Q, U, O, H, Th (theater), Th (mouth), ng	he, she, we, me, he, you
		3b	W, W, I, G, H, O, O (house), O (book), A, O, U, O, U, O, U, A, I	my, you, they, here, all, are
		3c	Consolidation of Level 3	All previous words
Reception 4-5 years	4	4a	CVCC and CCVC words. Digraphs and trigraphs without adjacent consonants	said, as, have, like, come, some
		4b	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs. CVCC and CCVC words	were, there, little, one, do, when, out, what
		4c	Polysyllabic words containing adjacent consonants and words containing three adjacent consonants	All previous words

Year 3

WTS

BOOK BANDS

EXS

GDS

Lime (Emerging)
Level 11

Brown (Expected level)
Level 12

Grey (Exceeding)
Level 13

Year 4

Brown (Emerging)
Level 12

Grey (Expected level)
Level 13

Dark Blue (Exceeding)
Level 14

Year 5

Grey (Emerging)
Level 13

Dark Blue (Expected level)
Level 14

Dark Red (Exceeding)
Level 15

Year 6

Dark Blue (Emerging)
Level 14

Dark Red (Expected level)
Level 15

Black/Black+ (Exceeding/Gifted)
Level 16

IF PHONICS KNOWLEDGE STILL NOT
SECURE BY Y4 - **BIG CAT 7+**



Spelling

All the children will complete spelling tests once a week on Fridays.

Each week, we will explore a particular spelling pattern in class.

It is recommended, as part of homework, that children should be practising every night.

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
text						
text						
text						
text						
text						
text						
text						
text						
text						
text						
text						

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
text						
text						
text						
text						



Times Tables

Times Tables Rock Stars is a Maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division.

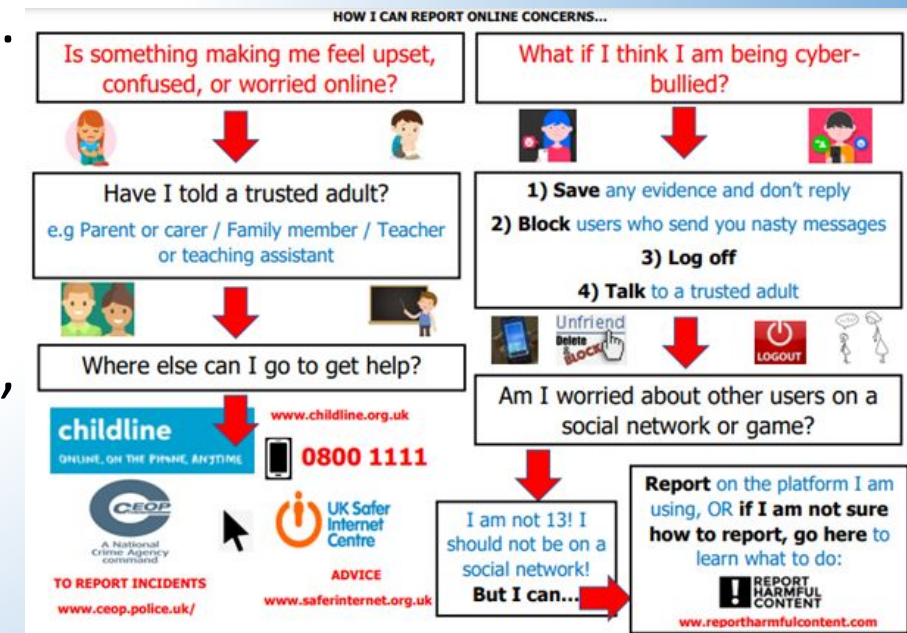
Knowing your times tables will support ALL areas of the Maths curriculum.

As well as TTRS, please encourage your children to use other online times table games, chanting, songs, rote learning, short quizzes, random questions and whenever the opportunity rises!



ONLINE SAFETY

- For support, guidance and resources on all aspects of **online safety** – from setting parental controls to identifying age-appropriate apps and games – you can visit our school website for useful information
- If there has been an online safety issue, worry or concern that your child has raised, please contact your child's class teacher or **Mr Beardshaw-Brown** (Assistant Headteacher & Online Safety Lead) via the school office.
- Parental guides are available for numerous apps and platforms – please ask Mr Beardshaw-Brown for a copy
- You can also refer to our 'Reporting Concerns flowchart' for information on how to support your child in getting help online – there is a copy in their homework book



Learning Across The Year-

Autumn Term



Curriculum Summary for Autumn Term: Year 5 2025-2026

English:

In English, we will be building on previous learning of grammar, punctuation and spelling and extending the children's understanding and use of these through regular Target work practise and different genres of writing to include:

- Traditional Tales - Beowulf
- Non-Chronological Reports
- Poetry – Structured Poetry

To support their learning, the children will be reading a range of texts, using their reading and comprehension skills to further their understanding and use of English as a vehicle of communication both written and spoken. Also spellings will be taught and tested each week.

Our class focus reading books will be *Clockwork* by Philip Pullman, *The Legend of Podkin One-Ear* by Kieran Larwood and *The story of Beowulf and the Monster* as retold by Brian Pattern

HISTORY:

- Placing the Anglo-Saxon invasion and settlement of Britain in historical context;
- Britain's Settlement by the Anglo-Saxons:
 - Who were the Anglo-Saxons?
 - Where did they come from?
 - Why did they come and where did they settle?
 - What was an Anglo-Saxon settlement like?
- Study of a significant Anglo-Saxon ruler;
- The Anglo-Saxon Legacy (Gloucester).
- William the Conqueror as part of the whole school enrichment story of significant British Monarchs.

PSHE:

- Class Charter
- British Values
- What is needed to make an effective learner and how we overcome difficulties

RE:

- What does it mean if Christians believe that God is holy & loving?
- Why do Christians believe Jesus was the Messiah?

SCIENCE:

- Materials and their properties
- Dissolving, filtering and evaporating
- States of matter and changes of state
- Reversible and irreversible change

Many key skills are developed through investigation and experimentation.

MATHEMATICS:

- Numbers and the number system
- Counting and comparing
- Addition and Subtraction
- Calculating: Multiplication and Division
- Properties of Shape
- Times Tables and the Division Inverse to 12

Computing:

- E-safety
- Updating skills using desktop publishing

FRENCH:

- Numbers 0-50
- Family members
- Initial French phonics

GEOGRAPHY:

- Understand why people chose to settle in a place
- Identify and locate Anglo-Saxon regions and local saxon settlements
- Name, identify and draw 1:50,000 Ordnance Survey map symbols

PE:

- Invasion games: Netball, Football and Swimming
- Healthy exercise: jogging, running, skipping and other general keep fit routines

DESIGN AND TECHNOLOGY:

- Testing materials
- Design and make Anglo-Saxon money bags

MUSIC:

- Charanga – *Livein' On A Prayer*
- Listening and appreciating
- Musical vocabulary, composition and performance

ART & DESIGN:

- A Study of the Artist Sephen Wiltshire and his Citiscap art
- Developing techniques: mark making and shading

Our topic this term is:
Invaders & Settlers
(The Anglo-Saxons)



Suggestions of ways in which you can help your child at home to reinforce their learning: These are some websites which are useful for investigating our theme:

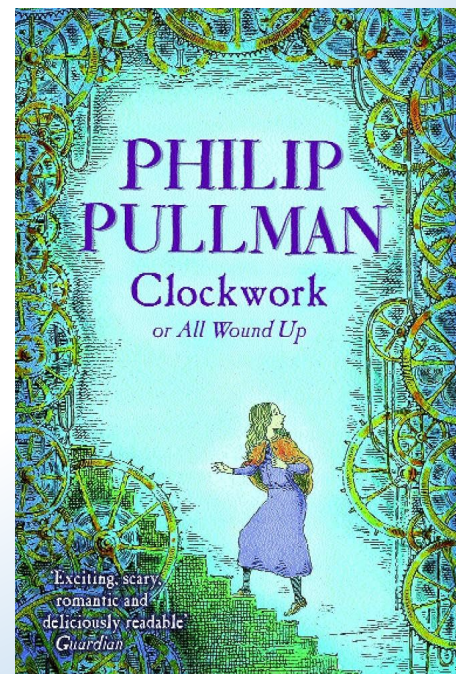
<https://www.bbc.co.uk/bitesize/topics/zxsbcdmht>
<https://www.primaryhomeworkhelp.co.uk/saxons.htm>

These websites are useful for other curricular areas, particularly Numeracy and Literacy:

<https://www.bbc.co.uk/bitesize/topics/zprrd2p>
<https://trockstars.com/login>

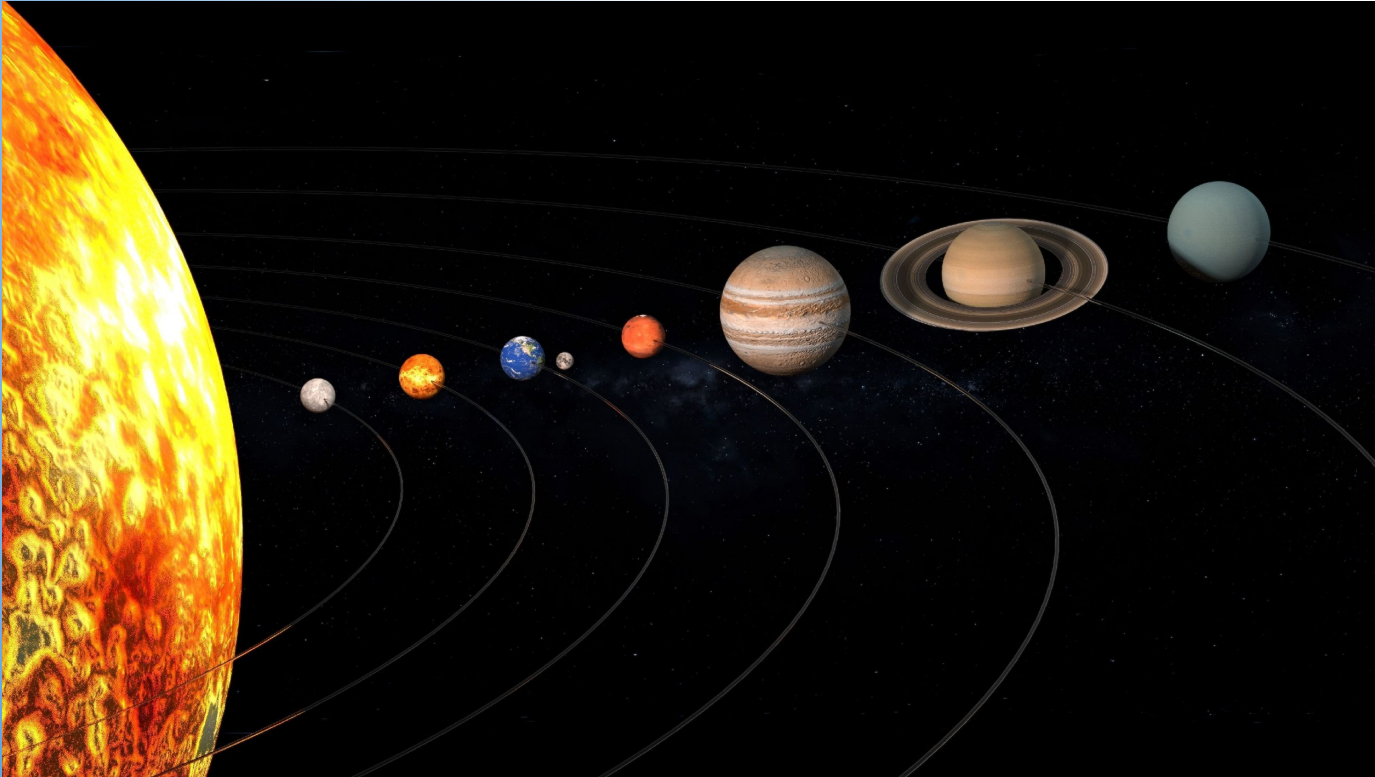
'Podkin One-Ear already feels like a classic.'
BookTrust

The Legend of
Podkin One-Ear
**KIERAN
LARWOOD**
BLUE PETER AWARD WINNER



'Exciting, scary, romantic and deliciously readable.'
Guardian

Learning Across The Year- Spring Term Blast Off



Book: Boy in the Tower Polly Ho-Yen

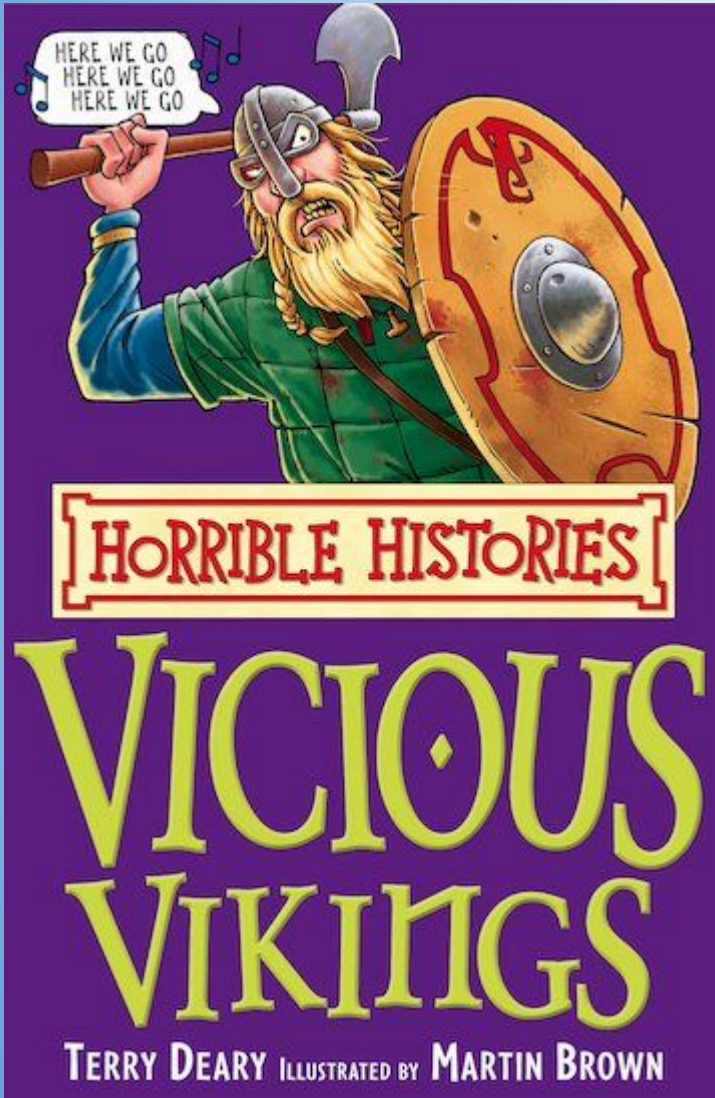
Children will be writing their own science-fiction story, a persuasive advert for a fictional planet and an explanation text concerning the moon.

During our topic lessons, pupils will be exploring and learning about the solar system.

Learning Across The Year-

Summer Term

Vicious Vikings



Book: Where the World Turns Wild by Nicola Penfold

Children will be writing a balanced argument on animals being kept in Zoos and a diary from the perspective of a monk and Viking around the time on Lindisfarne.

During our topic lessons, pupils will be discovering about the Viking invasions and subsequent settlers. We will also be exploring Scandinavian human and physical geography.

Any questions?

