



# **TEACHING & LEARNING**

## **YEAR 5**

# YEAR 5 TEAM



**Teak Class**  
**Teacher: Mrs Holt**

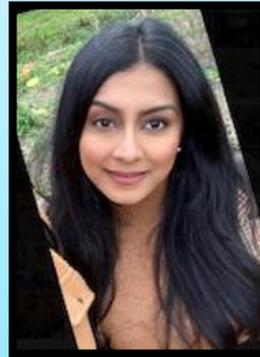


Mrs Holt

**Cedar Class**  
**Teachers: Mrs Wright and Mrs Patel**



Mrs Wright



Mrs Patel

**Mahogany Class**  
**Teacher: Mrs Pryor**



Mrs Pryor

All classes have settled well into their new classrooms and routines and have begun to consolidate good relationships with their teachers.



# DROP OFF & COLLECTION



## In the morning: 8.30 - 8.40am

Children should be dropped off at the top gate or children can walk round and come in through the usual gate.

## At the end of the day: 3.20pm

- ▶ Please pick your child up from the Teak/Cedar/Mahogany class doors unless your child has permission to walk home.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ **If you are not picking up your child, then please contact the office before 3.00pm to inform us. Please note, your child will not be released to another adult unless we have had prior notice and the use of the arranged password.**
- ▶ **If this is a regular arrangement, please send an email at the beginning of term to confirm.**
- ▶ **Walking home alone or unaccompanied by an adult is an option you may wish to consider now your child is in Year 5. If so, please send an email to the school office giving your child permission to walk home alone.**

# EVERY DAY COUNTS!



1 to 2 days a week absence from school doesn't seem much but....

| If your child misses... | That equals...    | Which is...       | ...and over 13 years of schooling that is... |
|-------------------------|-------------------|-------------------|--|
| 1 day per fortnight     | 20 days per year  | 4 weeks per year  | Nearly <u>1 ½ years</u>                      |
| 1 day per week          | 40 days per year  | 8 weeks per year  | Over <u>2 ½ years</u>                        |
| 2 days a week           | 80 days per year  | 16 weeks per year | Over <u>5 years</u>                          |
| 3 days a week           | 120 days per year | 24 weeks per year | Nearly <u>8 years</u>                        |

Please support your child in getting to school promptly and as always, we are here to help too!

Just let us know if you need us! 😊

How about 10 minutes late a day? Surely that won't affect my child?

| He/she is only missing just.... | That equals....       | Which is....              | ...and over 13 years of schooling that's.... |
|---------------------------------|-----------------------|---------------------------|--|
| 10 mins per day                 | 50 mins per week      | Nearly 1 ½ weeks per year | Nearly <u>½ a year</u>                       |
| 20 mins per day                 | 1 hr 40 mins per week | Over 2 ½ weeks per year   | Nearly <u>1 year</u>                         |
| 30 mins per day                 | Half a day per week   | 4 weeks per year          | Nearly <u>1 ½ years</u>                      |
| 1 hour per day                  | 1 day per week        | 8 weeks a year            | Over <u>2 ½ years</u>                        |

**ATTEND TODAY**  
ACHIEVE TOMORROW



# OUR SCHOOL VALUES



Our core values are:



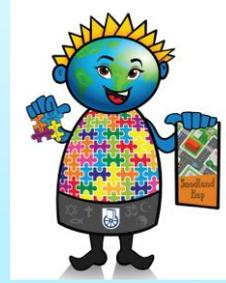
Respect



Resilience



Responsibility



Community



Compassion



Excellence

When your child models these values in school, they will either be awarded with:

- A core value sticker.
- A core value certificate – two children will be awarded a certificate from each class, every week.
- Mr Lang will issue a Headteacher Value Postcard twice a half term.

# School Celebrations and Rewards

- ▶ **Pupil Achievement Award** – a special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates** – awarded by any adults for showing our school values.
- ▶ **Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- ▶ **Ping Pong Jar Rewards**– the class is rewarded with a ping pong ball for good behavior. When the jar is full, the class will receive golden time of their choosing.



# READING EXPECTATIONS



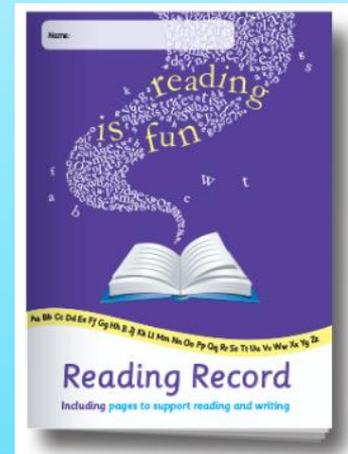
## How often should your child be reading at home?

In Year 5, children are expected to read daily for 20 minutes. We are realistic and know that this is the ideal. Please try to listen to your child read aloud as often as you can, as reading aloud fluently, with expression and an appreciation of an audience, are skills developed in school.

## Reading Records

- ❑ Reading records should be brought into school daily. These books will be monitored on a daily basis, to ensure they are being kept up-to-date. This will allow the children to move up the **Race to Read** chart in their class, earning certificates and rewards.
- ❑ Every time your child reads, they should **write down the date and the pages they have read**. You may wish to do this for your child sometimes, as you listen to them read.
- ❑ Please ensure you check your child's reading record and sign any entries they make.

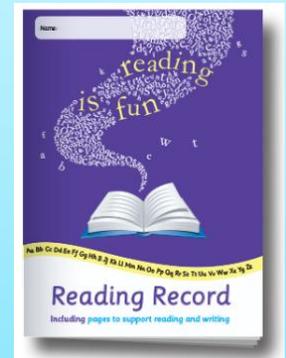
**Five dojo points are given to your child every week, if they have read five times a week.**





# READING RECORD

- ❑ Children are expected to record at least **five entries** a week in their reading diaries. These should be dated and page numbers recorded.
- ❑ Ideally parents/carers should comment daily. However, signing the reading diary is sufficient.
- ❑ Prompts for adult comments/questions:
  - Did your child recall the story?
  - Did they make any predictions?
  - Did they understand what they had read?
  - Could they infer/deduce anything from the story?





# Homework



- ❑ Homework in Year 5 is set on a three week rotation:
  - ▶ Week 1: Reading Comprehension
  - ▶ Week 2: SPAG
  - ▶ Week 3: Maths
  
- ❑ Reading and SPAG homework will be completed on paper.
- ❑ Maths homework will be set online using a website called EEDI. More information and logins will follow about maths homework.
  
- ❑ Homework is set on a **Wednesday** each week and should be returned by the following **Tuesday**.



- **6 weeks of spelling lists will be emailed to parents in advance.** These are the focus spellings for this half term.
- Some children may have **personalised spellings** and these will be given separately.



## Year 5 Spellings

**Autumn 1 2024**



At St Katherine's, we believe that in order for children to become confident readers and writers, they need to develop a secure understanding of spelling. Being a confident speller enables children to read and write fluently and make adventurous vocabulary choices.

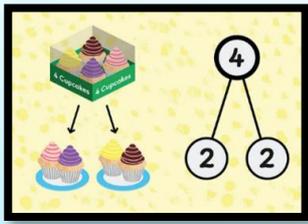
Below are the year group spellings for the first half term, which will be **given out on a Friday and tested the following Friday**. For Year 5, these will be set on Spelling Shed. **Please note, if your child has personalised spellings, they will be given out separately on a weekly basis.**

The children will have spelling inputs throughout the week to develop their understanding of the spelling patterns/ rules and learn to apply them to different contexts. In order to help your child to learn these spellings at home, please try using the strategies that we use in class, such as:

- Look, cover, write, check
- Reading and writing in a context, e.g. *The rocket blasted off to space.*
- *If you would like further ideas of strategies to use for your child, please speak to their teacher.*

| Handed out | Spelling List   | Test Date |
|------------|---|-----------|
| 6.9.24     | <i>Words ending in '-ious'</i><br>ambitious, infectious, fictitious, nutritious, repetitious, amphibious, curious, devious, notorious, obvious                        | 13.9.24   |
| 13.9.24    | <i>Words ending in '-cious'</i><br>delicious, atrocious, conscious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious                          | 20.9.24   |
| 20.9.24    | <i>Ending '-cious' and '-cious'</i><br>official, special, artificial, crucial, judicial, beneficial, facial, glacial, especially, multiracial                         | 27.9.24   |
| 27.9.24    | <i>Ending '-cious' and '-cious'</i><br>potential, essential, substantial, influential, residential, confidential, impartial, preferential, torrential, circumstantial | 4.10.24   |
| 4.10.24    | <i>Ending '-cious' and '-cious'</i><br>controversial, controversially, financial, financially, initial, initially, commercial, provincial, palatial, spatial          | 11.10.24  |
| 11.10.24   | <i>Challenge Words</i><br>environment, immediately, sufficient, language, vegetable, thorough, cemetery, appreciate, convenience, conscious                           | 18.10.24  |
| 18.10.24   | Children will have spellings related to the Year 5 & 6 statutory spellings.   | 24.10.24  |





# TIMES TABLES

## What are Y5 children are expected to know?

Times Tables – The national curriculum times table expectations are that **by the end of Year 4, children should recall and use multiplication and division facts for multiplication tables up to 12x12.**

- ❑ <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ❑ <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
- ❑ <https://www.timestables.co.uk/multiplications-tables-check/>
- ❑ <https://www.timestables.co.uk/speed-test/>
- ❑ Children will **be assessed weekly** on their times tables.





- ❑ Times Tables Rock Stars is **a carefully sequenced programme** of daily times tables practice.
- ❑ Each week there will be a Year 5 tournament set where children can battle against the other Year 5 classes.
- ❑ As a school we encourage the children **to use TT Rockstars at home at least 3 times a week.**
- ❑ Usernames and passwords **are already with your child.**
- ❑ Please let us know if you don't have access to the Internet.

# Homework

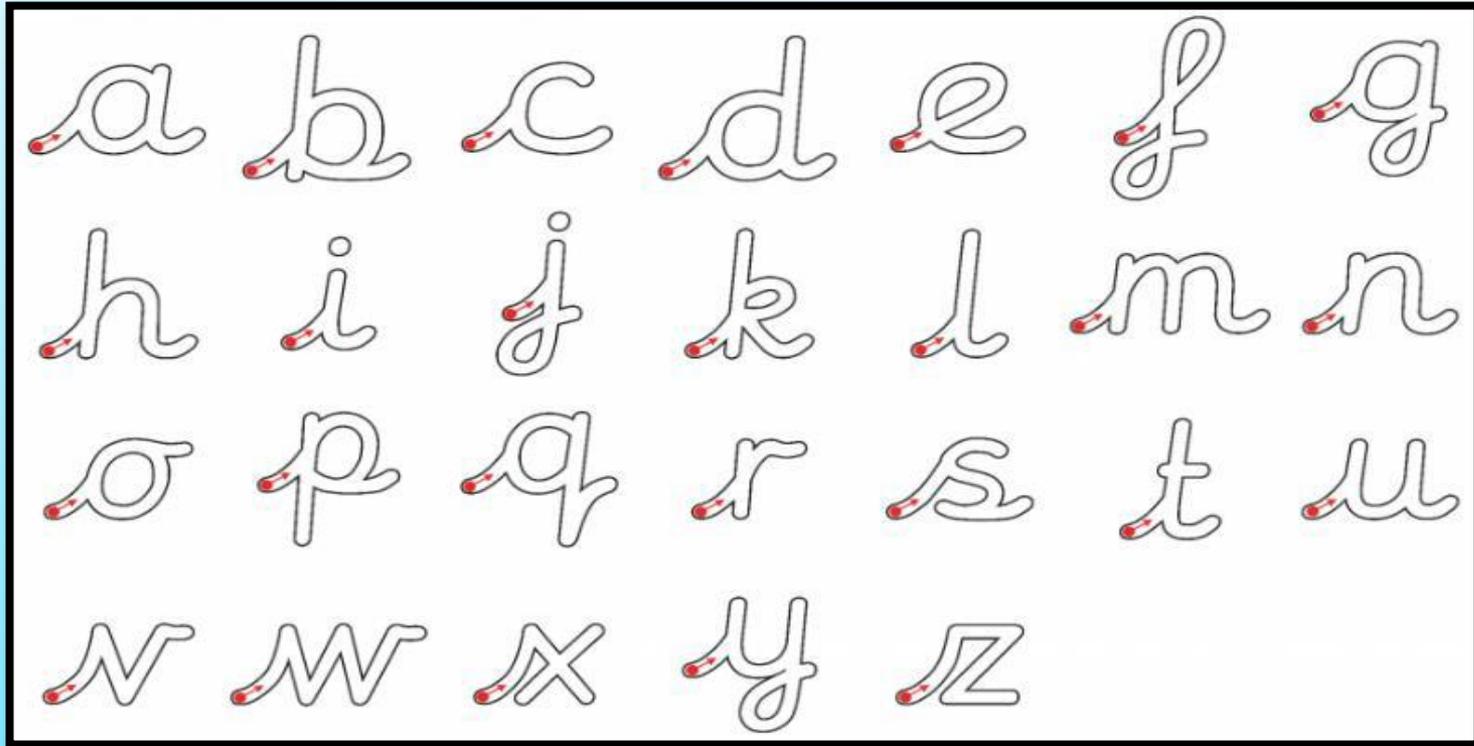


## Homework Summary

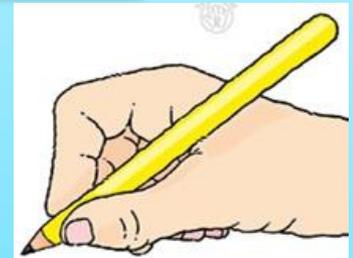
- ❑ Regular reading to an adult – **20 minutes daily**
- ❑ **Home Learning**
- ❑ Times table Rock Stars – **Recommended 3 times a week**
- ❑ **Spellings**



# LETTER FORMATION



**Please consolidate and continue the school approach to letter joins and handwriting at home.**



**Please encourage your child to hold a pencil/pen correctly at home.**



❑ 1 indoor and 1 outdoor session a week:

**Outdoor PE** takes place on: **Thursday** for all classes.

**Indoor PE** takes place on:

**Tuesday** for Cedar and Mahogany

**Wednesday** for Teak

▶ Earrings must be taken out before your child comes to school or they must be able to do it themselves. Ears cannot be taped.

▶ Long hair must be tied back.

*Please provide **a navy coloured tracksuit** for the colder weather when we do outdoor P.E. and ensure that all clothes are **named**.*



## PE & SPORT:

- Navy blue shorts
- T-shirt (colour of house – **red, green, yellow or blue**)
- Black plimsolls / Trainers
- Plain trainers for outside only and trim trail
- Swimming trunks/shorts or swimming costume (not bikini), swimming hats
- Navy blue tracksuit

\*Children should wear their PE kits into school on the days they have PE.



# OTHER INFORMATION



## Encourage Independence

- ❑ Please support your child in remembering everything they need for the school day e.g. reading books and record etc.

## Celebration Assembly

- ❑ If your child has achieved an award or certificate outside of school, we would like to celebrate this in our weekly Celebration Assembly! Please ensure that the certificate/trophy etc. is brought into school by Thursday so that it may be added to the PowerPoint that will be shared.

## Naming

- ❑ **All** items of uniform, including shoes and coats, must be labelled with your child's name.



# An Engaging Curriculum

|  |   |   |
|--|---|---|
| <p><b>English</b></p> <ul style="list-style-type: none"><li>Children will revise and develop their sentence writing skills whilst writing a narrative with a focus on settings.</li><li>Children will use expanded noun phrases with prepositional phrases, conjunctions and fronted adverbials.</li><li>Children will explore different sentence types; simple, complex and compound.</li></ul>   | <p><b>PSHE</b></p> <p><b>How is our identity formed?</b></p> <ul style="list-style-type: none"><li>Children will identify a range of factors that contribute to a person's identity.</li><li>Children will discuss how individuality and personal qualities make up someone's identity.</li><li>Children will learn about stereotypes.</li><li>Children will look at how to challenge stereotypes and assumptions about others.</li></ul> | <p><b>Mathematics</b></p> <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"><li>Children will read, write, order and compare numbers to at least 1 000 000 understanding the value of each digit.</li><li>Children will round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li><li>Children will solve number problems and practical problems.</li></ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"><li>Children will add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)</li></ul> |
| <p><b>DT</b></p> <p><b>Pop-up Books</b></p> <ul style="list-style-type: none"><li>Children will create a functional four-page pop-up storybook design.</li><li>Children will use a lever, sliders, box folds and mouth fold to create paper-based mechanisms.</li></ul>  | <p><b>Year 5</b><br/><b>Autumn Term 1</b><br/><b>2025</b><br/><b>Curriculum</b><br/><b>Coverage</b></p>    | <p><b>History</b></p> <p><b>Topic- The Benin Kingdom</b></p> <ul style="list-style-type: none"><li>Children will learn how the Benin Kingdom began.</li><li>Children will learn what life was like for the Edo people in the Benin Kingdom.</li><li>Children will learn how trade links were established and what goods were traded.</li><li>Children will understand what the transatlantic slave trade was.</li><li>Children will learn about the Benin Bronzes and what they teach us about the Benin Kingdom.</li></ul>   |
| <p><b>Science</b></p> <p><b>Forces</b></p> <ul style="list-style-type: none"><li>Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li><li>Children will identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li><li>Children will recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.</li></ul>  |   | <p><b>Computing</b></p> <p><b>Coding</b></p> <ul style="list-style-type: none"><li>Children will know how to create a simple simulation using 2Code, for example, a traffic light sequence.</li><li>Children will know what different variable types are.</li><li>Children will know how to set and change variable values in code.</li></ul>   |
| <p><b>RE</b></p> <p><b>Topic – Why do people believe God exists?</b></p> <ul style="list-style-type: none"><li>Children will discuss a Christian understanding of what God is like, using examples and evidence.</li><li>Children will give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.</li><li>Children will express thoughtful ideas about the impact of believing or not believing in God.</li><li>Children will present different views on why people believe in God or not, including their own ideas.</li></ul> | <p><b>Music</b></p> <p><b>Emotions and Musical Styles</b></p> <ul style="list-style-type: none"><li>Children will listen to and discuss music from different genres.</li><li>Children will begin to incorporate this into their own work.</li></ul>   | <p><b>PE</b></p> <p><b>Lacrosse</b></p> <ul style="list-style-type: none"><li>Children will learn to use a number of techniques to pass, dribble and shoot.</li><li>Children will learn to pass in different ways.</li><li>Children will learn to choose a tactic for defending and attacking.</li></ul>  |

Curriculum Coverage Sheets will be sent out to parents **every half term** to summarise the key knowledge and skills that are being taught during this time.

# School Visits



We provide children with **ongoing enrichment opportunities through trips and visitors**, which relate to the topics that they learn throughout the year.

We are currently in the process of confirming these trips and visitors. A letter will be coming out to you shortly to confirm which trips will be taking place and the cost.



# WINTER UNIFORM

- Grey skirt, grey pinafore dress and grey trousers
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper (preferably with the school logo)
- School tie (not required in Nursery)
- **Black shoes**



# SUMMER UNIFORM



- Grey skirt, grey pinafore dress, grey trousers or grey shorts
- Navy blue and white checked dress
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper with logo or without
- School tie (not required in Nursery)
- **Black shoes**





# WINTER OR SUMMER?

- Children can choose to wear summer or winter uniform up until the October half term. After this point, children will switch to their winter uniform.
- Please be aware that if there is a significant change in the weather before half term, in the interest of the children, we may need to move to the winter uniform at an earlier point in the term.

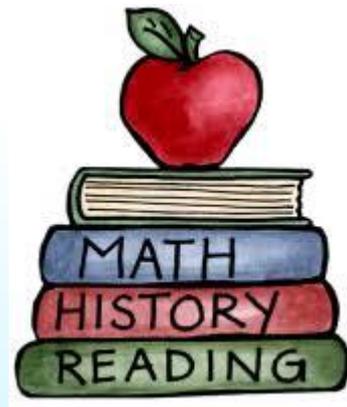
# YOUR IMPACT ON YOUR CHILD'S LEARNING



We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- Discussion about texts** – comprehension
- Outings and trips** – building cultural capital
- Building character** – resilience, excellence
- Establishing effective routines** – timetabling home learning

# HELP AT HOME...



- ❑ **Reading regularly** and sharing books with your child– including asking questions
- ❑ **Times Tables** – mixed
- ❑ **Practise spellings** (and meanings) in context
- ❑ **Practise cursive** script

# Thank you for coming to meet us today.



Teaching & Learning Presentations  
for Parents - September 2025

