

TEACHING & LEARNING YEAR 5

Year 5 Team

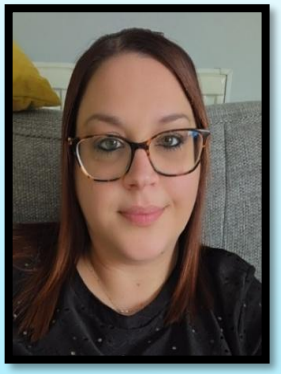








Cedar Class
Teachers: Mrs Wright and Mrs Ireland



Mahogany Class
Teacher: Mrs Pryor

Year Group LSAs



Mrs Hickling



Mrs Halford

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



Drop Off & Pick Up

In the morning: 8.30 - 8.45am

Children should come into school via the lower playground gate and walk round to enter their class through the class fire door. The door will not open before 8:30am.

At the end of the day: 3.20pm

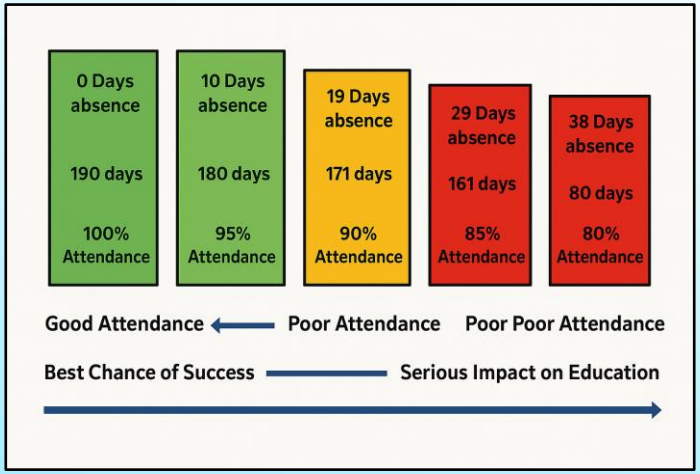
- **Please pick your child up from the Cedar or Mahogany class doors unless your child has permission to walk home.**
- **Children will be dismissed one by one when the teacher sees a known adult picking them up.**
- **Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.**
- **If you are not picking up your child, then please let the teacher know beforehand, or email the office before 12pm to inform us. If this is a regular arrangement, please send an email at the beginning of term to confirm. Please note, your child will not be released to another adult unless we have had prior notice and the use of the arranged password.**

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!

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

1 to 2 days a week absence doesn't seem much but...			
If your child misses...	That equals...	Which is...	And over 13 years of schooling that is...
1 day every fortnight	20 days	4 weeks	Nearly 1½ years
1 day each week	40 days	8 weeks	Over 2½ years
2 days each week	80 days	16 weeks	Over 5 years
3 days each week	120 days	24 weeks	Nearly 8 years



Being late surely won't affect my child but...			
Lateness	That equals...	Which is...	Over 13 years of schooling that is...
10 mins per day	50 minutes per week	Nearly 1½ weeks per year	Nearly ½ a year
20 mins per day	1 hour 40 mins per week	Over 2½ weeks per year	Nearly 1 year
30 mins per day	Half a day per week	4 weeks per year	Nearly 1½ years
1 hour per day	1 day per week	8 weeks a year	Over 2½ years

8.25am	• School gates will open.
8.30am	• Classroom doors will open for all children. • Early morning learning activities begin.
8.45am	• Morning registration. • Classroom doors and gates will close.

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 – <u>two children</u> will be awarded a certificate from each class, <u>every week</u>.**
- **Mr Lang will issue a Headteacher Value postcard twice a half term.**

School Celebrations and Rewards

- **Termly Achievement Assembly** – A special assembly for children across the whole school, held half termly.
- **School Value Certificates** - Awarded by adults for showing our school values.
- **Postcards** – Awarded by adults for showing our school values and sent home by Mr Lang.
- **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 behaviour. When the jar is full, the class will receive golden time of their choosing.



Reading Expectations

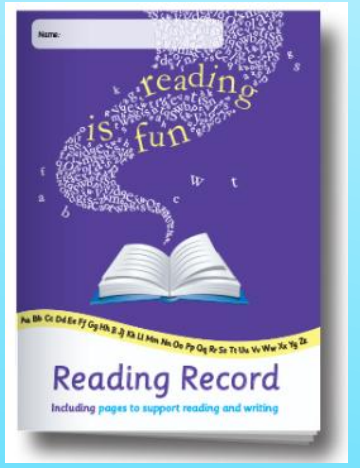
How often should your child be reading at home?

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.



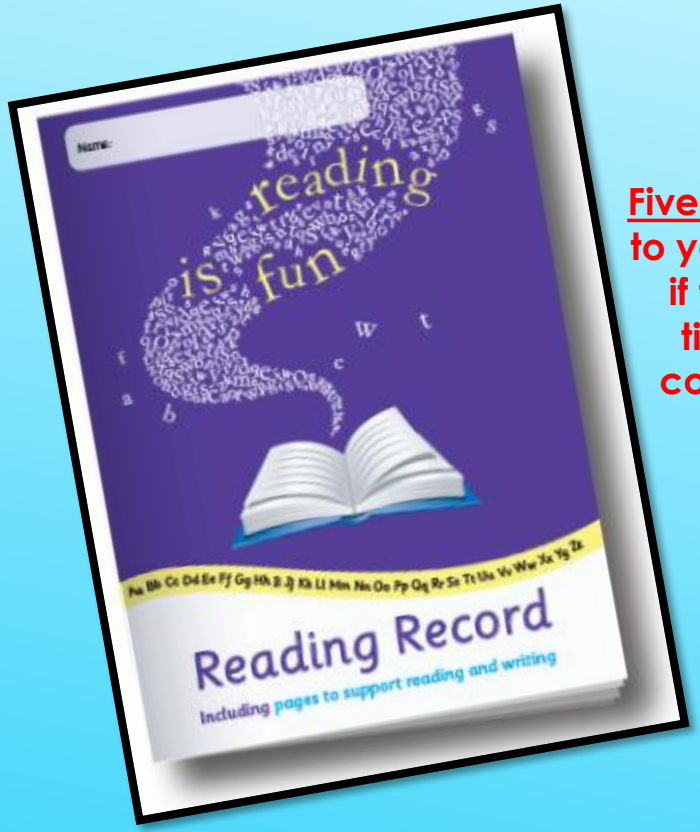
Reading Vending Machine

Twice a term, a child from each class will be nominated by the class teacher to enter a raffle for the chance to win a book from the school's reading vending machine. Teachers will pick children who have been working hard on their fluency, understanding, expression and resilience.

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

How to Complete a 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 at least once a week.



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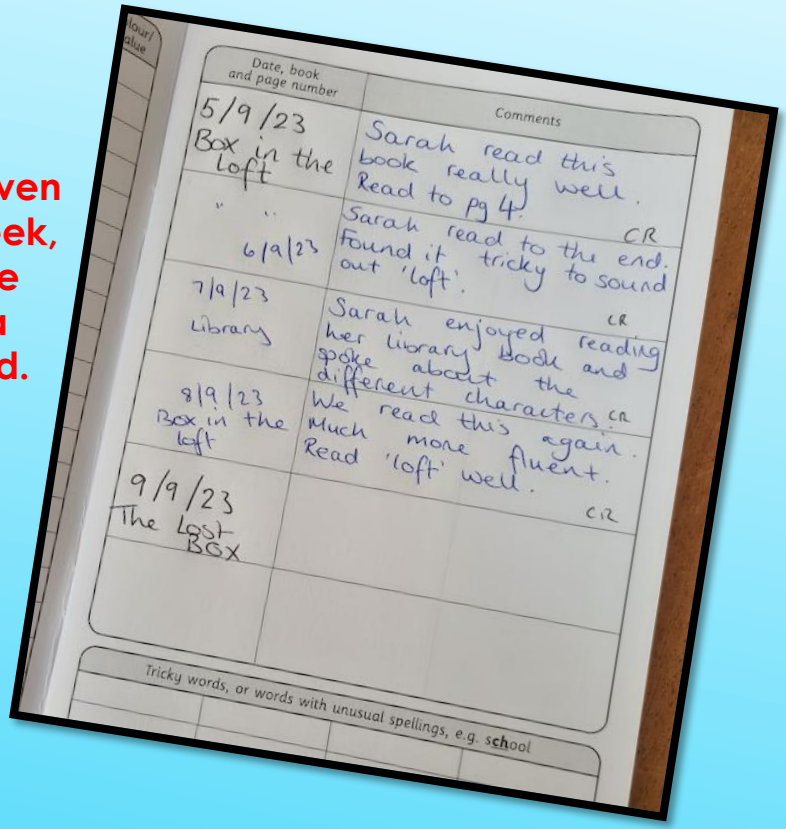
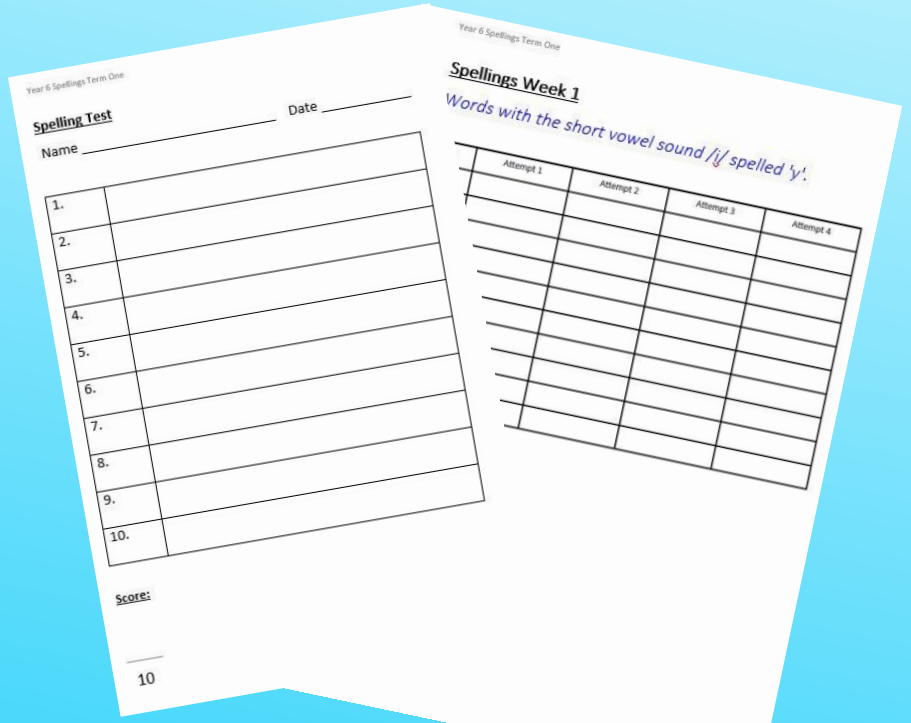


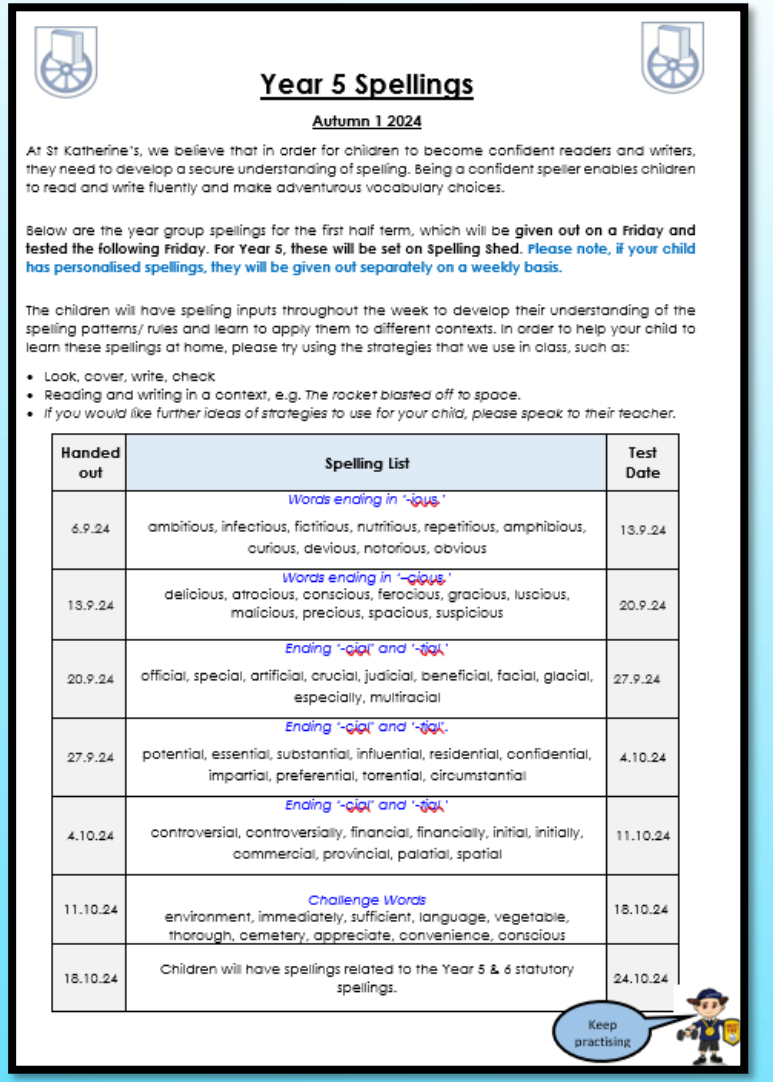
Homework

- **Homework and spellings will be sent home on a Friday, as a result of listening to Parent voice**.
- In Year 5, we are setting maths tasks and reading homework every week on IXL and Reading Plus. These are a computer resources that we use in class.
- A grammar activity will be set every two weeks.
- Activities will either reinforce learning that has taken place in class or revisit previous learning to help strengthen children's retention of key knowledge across the curriculum.
- The tasks will be set on Friday and need to be completed by the following Thursday.

Spellings

- **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

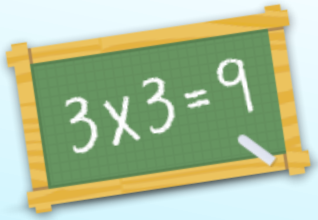
At St Katherine's, we believe that in order for children to become confident readers and writers, they need to develop a secure understanding of spelling. Being a confident speller enables children to read and write fluently and make adventurous vocabulary choices.

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	*Words ending in '-ious'* ambitious, infectious, fictitious, nutritious, repetitious, amphibious, curious, devious, notorious, obvious	13.9.24
13.9.24	*Words ending in '-cious'* delicious, atrocious, conscious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	20.9.24
20.9.24	*Ending '-cial' and '-tial'* official, special, artificial, crucial, judicial, beneficial, facial, glacial, especially, multiracial	27.9.24
27.9.24	*Ending '-cial' and '-tial'* potential, essential, substantial, influential, residential, confidential, impartial, preferential, torrential, circumstantial	4.10.24
4.10.24	*Ending '-cial' and '-tial'* controversial, controversially, financial, financially, initial, initially, commercial, provincial, palatial, spatial	11.10.24
11.10.24	*Challenge Words* 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

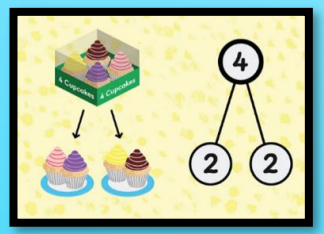


What are Y5 children are expected to know?

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 Summary

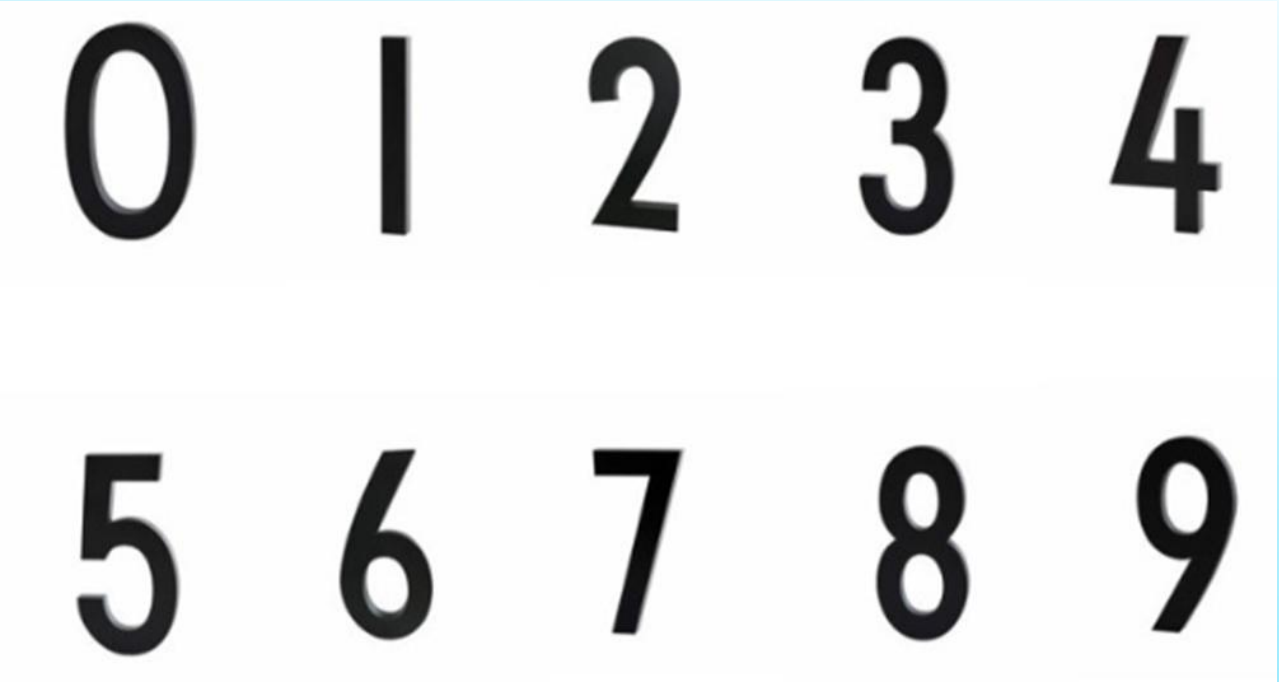
Homework and spellings will be given out on Fridays, as a result of listening to Parent Voice.

- Regular reading to an adult – **daily**
- **Home Learning –IXL (maths) + Reading Plus Weekly**
- **Every two weeks – Grammar sheet**
- Times table Rock Stars – **Recommended 3 times a week**
- **Spellings**



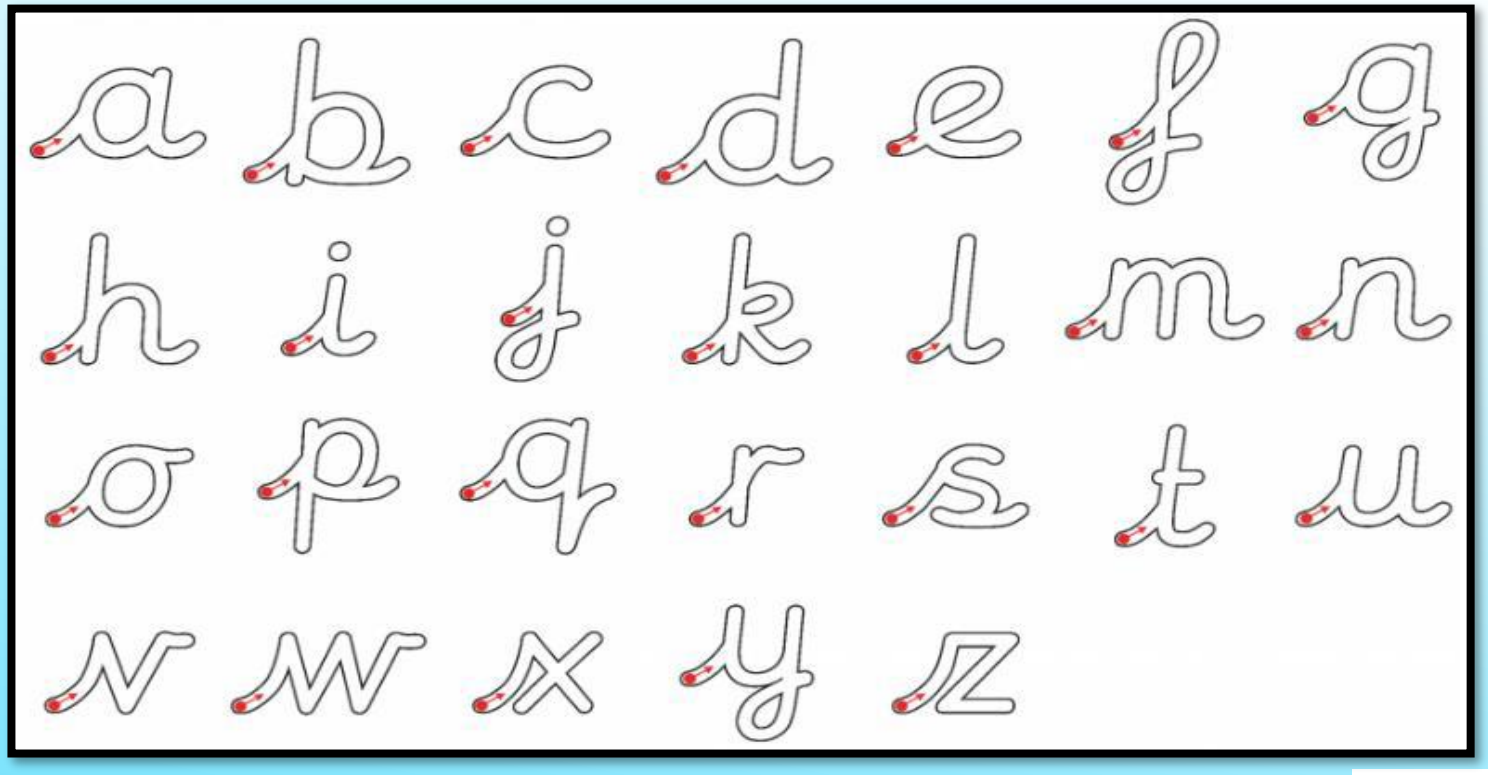


Number Formation

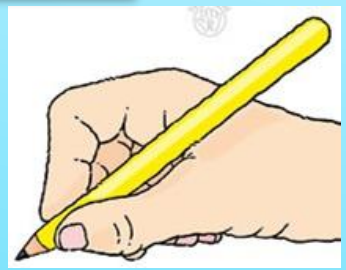


Please reinforce and continue the school approach in homework and in any work completed at home.

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.

An Engaging Curriculum

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.

English

- Children will revise and develop their sentence writing skills whilst writing a narrative with a focus on settings.
- Children will use expanded noun phrases with prepositional phrases, conjunctions and fronted adverbials.
- Children will explore different sentence types; simple, complex and compound.

Design & Technology - Pop-up Books

- Children will create a functional four-page pop-up storybook design.
- Children will use a lever, sliders, box folds and mouth fold to create paper-based mechanisms.

Science - Forces

- Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Children will identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Children will recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.

RE - Why do people believe God exists?

- Children will discuss a Christian understanding of what God is like, using examples and evidence.
- 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.
- Children will express thoughtful ideas about the impact of believing or not believing in God.
- Children will present different views on why people believe in God or not. including their own ideas.

French

- Children will be able to greet each other confidently and introduce
- Children will be themselves and their family.
- Children will be understand the numbers 1-10 and use them to say how old they are.

PSHE

Mental Health and Well-being

- Children will learn about managing thoughts and emotions in everyday situations.
- Children will learn about helpful and less helpful distractions and strategies to manage them.
- Children will learn about brain plasticity and how changing thinking habits can support wellbeing.
- Children will learn how changing the way someone thinks about an event can support wellbeing.
- Children will learn about managing reactivity can support wellbeing.

Year 5
Autumn Term 1
2026
Curriculum
Coverage

Music

Year 5 –Glockenspiel 2

- Children will learn more complex rhythm patterns.
- Children will revise, play and read the notes C, D, E, F + G.
- Children will earn to play a range of piece of music following written notation.
- Children will compose using the notes C, D, E, F + G.
- Children will listen and appraise piece of music using musical terminology.

Mathematics - Decimal Fractions

- Children will understand the value of decimal numbers and how tenths, hundredths and thousandths are related.
- Children will read, write and compare decimal numbers, placing them correctly on number lines.
- Children will add, subtract and solve problems with decimal numbers using efficient written and mental methods.
- Children will apply decimal knowledge in real-life contexts, including money and measures.
- Children will develop reasoning and problem-solving skills.

History - Topic- The Benin Kingdom

- Children will learn how the Benin Kingdom began.
- Children will learn what life was like for the Edo people in the Benin Kingdom.
- Children will learn how trade links were established and what goods were traded.
- Children will understand what the transatlantic slave trade was.
- Children will learn about the Benin Bronzes and what they teach us about the Benin Kingdom.

Computing - Coding

- Children will know how to create a simple simulation using 2Code, for example, a traffic light sequence.
- Children will know what different variable types are.
- Children will know how to set and change variable values in code.

PE – Lacrosse & Gymnastics

- Children will learn to use a number of techniques to pass, dribble and shoot.
- Children will learn to pass in different ways.
- Children will learn to choose a tactic for defending and attacking.
- Children will know how to use large apparatus to create routines.
- Children will analyse their own and others' performances.



PE



- 1 indoor and 1 outdoor session a week:

Outdoor PE takes place on: **Friday** for both classes.

Indoor PE takes place on: **Monday** for both classes

- 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.

Children should come to school in their PE kits on their PE day.

PE Uniform

- Navy blue shorts
- T-shirt (colour of house – **red, green, yellow or blue**)
- Black plimsolls / Trainers
- Plain trainers for outside only and trim trail
- Navy blue tracksuit

- Swimming trunks/shorts
- swimming costume (not bikini)
- swimming hat



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

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
- Black shoes



Winter or Summer Uniform?

- **Children can choose to wear summer or winter uniform up until the October half term.** After this point, children will switch to their autumn 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

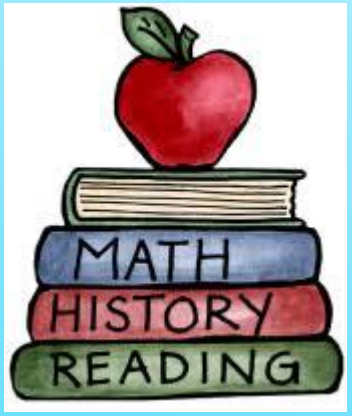


We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- **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



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.

Learning Together Workshops

This year, we are excited to offer a range of **Learning Together Workshops** for parents and carers, providing **opportunities to learn alongside your child** and **gain a greater understanding of how we support learning at St Katherine's**.

Our KS2 workshop will focus on **Reading** and will take place during the **Autumn Term.**

During the session, you will **learn about the approaches we use to teach Reading** and **discover practical ways to support your child.**

You will also have the **opportunity to join your child's class** and **experience a Reading lesson first hand**.







ST KATHERINE'S LEARNING TOGETHER WORKSHOPS
Learning • Sharing • Growing

Thank you for coming to meet us today.



Teaching & Learning Presentation for Parents - September 2026