

Welcome to Year 5

Meet the Team

Creativity - Excellence - Resilience

Who's Who

Maple

Miss Allison
Mrs Loughlin

Holly

Mr Perfect
Mrs Perfect
Mrs McInnes
Miss Kinley

Mr Miles (Music)
Mrs Smith (Art)
Mrs Pearman (Forest School)
Laura (Dance)



Year 5

Year 5 Residential

- During Term 1 we will be going on our residential visit.
- Carroty Wood – Monday 6th to Wednesday 8th October 2025.
- See info on website.
- You should have already received medical forms and kit lists, please ensure these have been returned already. If you have any concerns please make a time to come and share these with us as soon as possible please.

Walk in Wednesdays

Wednesday 5th November @ 3pm

Wednesday 29th April @ 3pm

Share my learning assembly.

Thursday 15th January @ 9 am

Swimming

- Children can wear their costumes / swim shirts etc. under their clothes if they wish , but please make sure they have underwear to change back into. There are changing facilities at the pool.

Cycling Proficiency

- Year 5 will complete their Level 1 cycling proficiency.
- It will be during the Spring term – date tbc

CATs

- The Year 5 children will sit the CATs test around the start of June.

Year 5

- Children to come straight into class when they arrive at school.
- Please could pencil cases and school equipment stay in school. (If pencil cases don't fit in trays, they are too big!)
- Children may bring a **healthy snack** (such as fruit) for break time.
- Children need to come to school wearing their PE kit on Mondays and Fridays (swimming).
- As the weather turns, please ensure children have a coat in school as we would like them to be able to play outside as much as possible.



Year 5 Long Term Plan 2025-26



Year 5 2024-25	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme & Trips	Acceptance Residential to Carrotty Wood Understanding Seasonality Adopt a school scheme The Pig visit.	Equality Water Pollution whole school project Space Day in school Walk <u>In</u> Wednesday – Lost Thing Focus Christmas Card Delivery around Bridge	Resilience Forest School Trip to Covert Woods Sharing Assembly – Hidden Figures/Civil Rights Understanding Seasonality Adopt a school scheme The Pig visit.	Historical Fiction Canterbury Tour with Karen Evans - Anglo Saxons	How Things Work Bike ability Understanding Seasonality Adopt a school scheme The Pig visit. River Dour and Stour trips	Greece Greek day CATS
English Texts	The Lost Thing by Shaun Tan Lost Words Poetry	Hidden Figures by Margot Lee Shetterly	Twisted Tales Inside the Villains by Clotilde Perrin	Beowulf by Michael Morpurgo	Clockwork by Philip Pullman	Who Let the Gods Out? Maz Evans

English Genres and Focus	<p>Creative writing - Story starter</p> <p>Instructions on how to look after your lost thing (Modal Verbs)</p> <p>Poetry – Free verse</p>	<p>Persuasive letter</p> <p>Diary entry</p>	<p>Narrative - Children to add a twist of their own to a traditional tale</p> <p>Villain perspective</p>	<p>Newspaper article</p> <p>Recount a historical event</p>	<p>Postcard/Brochure</p> <p>Setting description</p>	<p>Explanation text – blueprints for a cracking contraption</p>
Mathematics	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Multiplication and Division</p> <p>Fractions</p>	<p>Multiplication and Division</p> <p>Fractions</p>	<p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p>	<p>Shape</p> <p>Position and Direction</p>	<p>Decimals</p> <p>Negative Numbers</p> <p>Converting Units</p> <p>Volume</p>
History		<p>Reflection on the Civil Rights Movement</p>		<p>Anglo-Saxons and Scots</p>		<p>Ancient Greece</p> <p>Greek Day</p> <p>Balanced argument - Debate on Elgin Marbles</p>
Geography			<p>Grand Canyon</p>		<p>Water World</p> <p>Southern Water Trips</p>	

Science	Forces	Earth and Space Science Museum Visit	All Living Things	Animals Including Humans	Properties and Changing Materials	
Computing	Coding	Online Safety	Databases			Word
Art	Lost Thing		Twisted Tales	Grendel Head		
Design & Technology	Food – Understanding Seasonality Trip to the Pig	Design, Make & Evaluate Moving Moon Buggies	Food – Understanding Seasonality Trip to the Pig		Design, Make & Evaluate Shadow puppets Food – Understanding Seasonality- The Pig	
Music	Ukulele	Ukulele		Melodica- keyboard skills	Melodica- keyboard skills	Melodica- keyboard skills
PE	Swimming Cricket	Netball Dance	Hockey Forest School	Gymnastics Tennis	Rounders Forest School	OAA Athletics
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	God	Incarnation	People of God	Salvation	Islam	Islam Mosque Visit
MFL	Mandarin	Mandarin	Mandarin	Mandarin	Mandarin	Mandarin

Curriculum

- Ongoing informal assessments to analyse needs, identify gaps and accelerate learning.
- In the foundation subjects, i.e. Geography, there will be greater emphasis on the enquiry skills.

English

- Writing
- Reading
- GPS

Maths

- Number & Place Value
- Multiplication Tables
- Calculations
- Fractions

English Texts

Term 1

- The Lost Thing
- The Lost Words (poetry)

Term 2

- Hidden Figures

Term 3

- Twisted Tales

Term 4

- Beowulf

Term 5

- Clockwork

Term 6

- Who Let the Gods Out?

Trips / Experiences

Term 1

- Residential
- Pig Trip- Understanding seasonality- date tbc
- Church Visit -date tbc

Term 2

- Whole school climate project (water pollution)
- Space Day (in school) 3rd November 2025

Term 3

- Pig Trip- date tbc
- Forest School

Term 4

Canterbury guided tour linked to the Anglo Saxons- date tbc

Term 5

- Pig Trip- date tbc
- Water World 6th and 7th May
- Nailbourn water study – date tbc
- Forest School

Term 6

- Greek Day (In School)
- Mosque Trip

Home-Learning

Reading

Children may read to an adult, with an adult or read to themselves. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text; they should be able to answer inference and deduction questions and comment on authorial intent.

Maths Rapid Recall

Children should be practising their rapid recall facts (number bonds and times tables) nightly. This will support them in answering the more complex maths questions they will encounter in Year 5. Please sign the back of your child's reading record as evidence for this, so that they can contribute to the class competition.

Termly Key Knowledge & Skills

At the beginning of each term, teachers send home an information leaflet detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can also be found on the Class Pages of our school website.

Home Learning (Reading)

- Children will use the Accelerated Reading program at school.
- Children will receive a new reading zone (ZPD) which links to their accelerated reading book.
- Children are asked to choose a book from the school library/book corner which is within their zone.
- Once children have finished their book they will complete a short quiz to check their understanding before changing their book.
- Children can choose 1 book outside their zone to read in their free time if they would like.

Accelerated Reading

As you are aware, we use Accelerated Reader to support in assessing your child's understanding of what they are reading once they have moved on from the reading scheme books. Whilst the children quiz after they have completed each book they read, we formally assess them three times a year.

Once they have completed the test we will be sending you a report of their progress.

This report summarises your child's scores on the test. It is important to understand that these test scores provide **only one picture** of how your child is doing in school. As with any test, many factors can affect a student's scores. You may notice that their ZPD moves down slightly and this is nothing to be concerned about as it could just be down to how they felt on the day, missing one question, or not coping that well in test situations. As staff we encourage the children to start at the lower end of their Z.P.D to make sure that they are hitting the 85% target when they quiz as this shows a good understanding of the text. They then move up towards the top end of their Z.P.D.

Your class teacher will be monitoring your child's progress and if they are concerned will contact you directly to put support mechanisms in place your child. Of course if you would like to speak to the teacher about any concerns please do not hesitate to get in touch.

As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

PR	PR Range	Below Average	Average 50	Above Average	Reading Age	SGP	ZPD
82	77-87			◆ —	10:05	37	3.6-5.6

A.R Report

National Norm Scores:

Percentile Rank (PR): 82

The Percentile Rank score compares your child's test performance with that of other students nationally of the same age. With a PR of 82, Scarlett reads at a level greater than 82% of other students nationally of the same age. This score is above-average. The PR Range indicates that, if this student had taken the Star Reading test numerous times, most of her scores would likely have fallen between 77 and 87.

Student Growth Percentile (SGP): 37

The Student Growth Percentile (SGP) describes a student's growth compared to other students nationally with similar starting test scores.

Reading Age (RA): 10:05

The Reading Age tells you your child's reading ability as the average age at which a comparable ability is usually found.

Zone of Proximal Development (ZPD): 3.6 - 5.6

The Zone of Proximal Development (ZPD) is the reading level range from which Scarlett should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these Star Reading test scores to help Scarlett further develop her reading skills through the selection of books for reading practice at school. Scarlett should also tackle content materials by developing her study skills and independently carry out reading assignments at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent / Guardian Signature: _____ Date: _____

Comments:

Home-Learning (Maths)

Mathematics Key Learning Facts

Key aim: To know multiplication facts for the 6, 7 and 9 times tables

Children should be able to work out and then instantly recall the following facts:

This term's home learning will focus on multiplication facts for the 6, 7 and 9 times tables.

On the right are some examples of questions to challenge your child further.

Missing number:

$$7 \times \bigcirc = 28$$

$$\bigcirc \div 6 = 7$$

$$9 \times 4 = \bigcirc$$

Associated number facts:

$$70 \times 4 = 280$$

$$180 = 2 \times 90$$

$$180 = 3 \times 60$$

Key Vocabulary

What is 6 **multiplied by** 11?

What is 10 **times** 9?

What is 49 **divided by** 7?



By the end of the Year 5, children should know all multiplication and division facts up to 12×12 . They should be able to answer times table questions in any order, including missing number questions.

Home-Learning (Spellings)

Spelling Key Learning Facts

It is really important to try and keep practising your spellings. Each week, the children will be introduced to a new spelling rule and ten new spellings to focus on. We will send these spellings home every Monday for you to practise. We recommend 15 minutes per day.

Follow the link to find Spelling Shed (<https://www.spellingshed.com/en-gb>) to start practising!

Remember, there are other ways to practise your spellings too. Here are a few ideas:

Rainbow Write First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour crayon. Trace neatly and you will see a rainbow!	Silly Sentences Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly! Example: My dog <u>wears</u> a blue and purple dress when he takes a bath.
Hidden Words Draw and color a picture. Hide your spelling words inside your picture. Show your picture to someone and see if they can find your hidden words!	Backwards Words Write your spelling words forwards and then backwards. Write neatly! Example: where erhw

Can you make up a rhyme to help you remember any of this week's spellings?



Thank you for your continued support.



Behaviour & Expectations

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Safeguarding **get picture**

Safeguarding & Welfare Team



James Tibbles
Headteacher



Chelsea Huggett
BASC Manager



Charlotte McLean
Inclusion Lead



Graham Redpath
Phase Lead
(EYFS)



Morny Starling
Admin Officer
(Children & Families)



Michael Taylor
Deputy
Headteacher

Our Designated Safeguarding Leads:

- James Tibbles
- Michael Taylor
- Charlotte McLean
- Graham Redpath
- Morny Starling
- Chelsea Huggett

Please speak to any of Safeguarding Team with any concerns.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.

Online Safety

[Home](#) / [Safeguarding](#)

SAFEGUARDING & WELFARE

The Safeguarding &
Welfare Team

Online Safety

Operation
Encompass

Prevent

Safeguarding
Policies

Are you worried about the way someone has been communicating with you
or your child online?

You can make a report to one of CEOP's Child Protection Advisors.



Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the [Parent Resource Hub](#) of the Safeguarding Training Centre.

Online Safety Documents

 [Acceptable Use Policy for Pupils](#)



School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values.
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential.
- Encourage our child to take as full and active part in school life as possible.
- Support each other, especially regarding attendance, behaviour, online safety and home learning.
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information – Term 1

- PE days – Mondays and Fridays (swimming).
- Reading Books - Children will have a 'quiz book' (accelerated reading) and may also choose a free choice book if they would like to.
- Library – We will try to make weekly visits. However, the library is also open at lunchtimes so the children are welcome to change their books during this time too.
- Parent Consultations (via Zoom or Face-to-Face) – Mid October – Date tbc.

Any Questions

