

# YEAR FIVE INFORMATION EVENING



INFORMATION EVENING FOR PARENTS SEPTEMBER 2025

UNLOCKING POTENTIAL TOGETHER IN FAITH AND LOVE

# STAFF YOUR CHILD WILL TALK ABOUT



Mrs Lowe  
Y5 Class Teacher



Mrs Milford  
TA



Mrs Verden  
HLTA

# A DAY IN THE LIFE OF YEAR 5

	8.45- 9.30	9.30 – 10.30		10.45 - 12.00	12.00 – 1.00	1.00pm – 2.00pm	2.00 - 2.45pm	2.45 - 3.00	3.00 - 3.15
Mon	Celebration of the Word	Maths	B	Guided reading English	L	History/Geography	P.E.		Class story
Tues	Maths	PE		English	U	Class Celebration of the Word Guided reading	RE	Music - singing Class story	Hymn Practice
Wed	Maths	Guided reading	E	English	N	Science		Class story	Class led Celebration of the Word
Thurs	Basic Skills	PPA Maths	A	PPA Latin	C	Guided reading	RE/PSHE		KS2 Celebration of the Word
Fri	Celebration assembly	Maths	K	Guided reading English – spelling, grammar and handwriting	H	Art/DT/Computing			Class Story

# HOME LEARNING

- ▶ Daily reading – parent/carer to record/initial in reading record every day
- ▶ Weekly maths homework – goes home on Monday to be returned by Friday. Each child should complete 4 pieces of maths homework per half term.
- ▶ Project – A project outline is given out each term. The projects should be fun, engaging and creative!  
Children are expected to spend half an to an hour a week on their project. Two or three times during the half term they will be asked to bring in the work they have completed so far.

Listen to your  
child read

Read to and  
with your child

Encourage  
wider reading



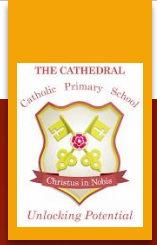
Practise spellings  
and times tables

Talk about books your  
child enjoys reading.  
Ask questions

Ensure work done  
at home is of a  
good standard

CHILDREN MAKE THE MOST PROGRESS WHEN PARENTS SUPPORT THE WORK OF A SCHOOL

# MATHS



- ▶ In Year Five, children should develop a good understanding of place value of whole numbers up to 1 000 000 and decimals with up to 3 decimal places.
- ▶ They become increasingly fluent at applying times tables facts and number bonds to mental and written calculations.
- ▶ They develop efficient mental and written methods for addition, subtraction, multiplication and division with whole numbers to 1 000 000 and decimals.
- ▶ They develop their ability to solve a range of problems, including problems involving fractions, decimals, measures, shapes and a range of charts and graphs.

# ENGLISH

- ▶ Children's understanding and enjoyment of stories, poetry, plays and non-fiction develops. They should have a good understanding of the key layout and language features of the main text types.
- ▶ Guided reading is part of our daily timetable. In Year Five, children become increasingly independent in explaining their views about what they have read. They learn how to use evidence from the text to support a point of view and how to infer information about characters and their feelings, motives and actions.
- ▶ Children are encouraged to read independently everyday, particularly books from a series or collection by a chosen author.

# RELIGIOUS EDUCATION and PRAYER AND LITURGY

- ▶ In a Catholic school, RE is a core subject.
- ▶ In Year 5, we learn about the mission of the Church in responding to a world in need, the sacraments of marriage and the Eucharist, the Church's seasons and the lives of some saints.
- ▶ Children develop the ability to understand links between a person's religious beliefs and their actions.
- ▶ In addition to whole school times of prayer, children in Year 5 take it in turns to prepare and lead a time of prayer in class each week.



# SCIENCE

In Year Five, the following science topics are covered:

**Autumn 1** – Material properties

**Autumn 2** – Materials-reversible and irreversible changes

**Spring 1** – Earth and Space

**Spring 2** – Forces and falling objects

**Summer 1** – Life cycle changes in plants and animals

**Summer 2** – Growth and development of humans

# TOPICS

**Autumn** – ‘A Kingdom United’

**Spring** – ‘Inventors and Inventions’

**Summer** – ‘Ancient and Amazing Americas’

# PE

- ▶ PE is on Monday and Tuesdays - children COME INTO SCHOOL in their full PE kit.
- ▶ Earrings need to be taken out on PE days.
- ▶ HAIR – hair that is shoulder length or longer should always be tied up.
- ▶ INHALERS – if your child needs an inhaler, please ensure they have a labelled, in-date inhaler in school at all times.

# Instrumentation Lessons

- ▶ Lancashire music provide a specialist music teacher, Mr Lupton, to teach Year 5 or Year 6 each week.
- ▶ Year 5 will start to learn to play the ukulele from Spring 2 onwards.
- ▶ The children will bring their ukulele home after each lesson; please ensure they bring it in each week.
- ▶ Encourage your children to practise each week.

# ENRICHMENT

This year we are planning the following enrichment activities:

▶ **Autumn**

Lego workshop, Viking dress up day, local geography field trip

▶ **Spring**

Borwick Hall (Further information to be sent home), Inventors dress up day

▶ **Summer**

▶ Lancaster Butterfly House visit, Lancaster University visit?

# REWARDS

- ▶ WHOLE SCHOOL – weekly certificate, Keys to Success
- ▶ CLASS BASED – stars
- ▶ INDIVIDUAL – achievement points

	READING Dark blue	WRITING Light Blue	ENQUIRY Green	COMMUNITY Yellow	MINDSET Dark Pink	MATHS Light pink	MISSION Red	ACHIEVEMENT Purple	FAITH White	PERFORMANCE Orange
	Show and share a love of reading	Consistently show and share a love of writing	Asking questions and finding answers	Participating and helping the wider school community	Showing a positive attitude to learning	Know and apply	Following the school weekly mission	Something I am proud of	Showing commitment in faith	Perform to an audience
YEAR 5	e.g. actively contribute to discussions about books and authors	e.g. with passion and flare!	e.g. independently find answers to questions asked	e.g. CAFOD, Reading in church, Sports teams, Open evening, PTA events, Visits in the community, Eco club, Classroom jobs,	e.g. independence, resilience, perseverance, cooperation, risk taking, effort, leadership,	Mental maths strategies	Awarded 'Star of the Week' linked to our weekly mission	e.g. Award from external group (cubs, sports) Or Achievement from a school-based club (sports, art, ICT)	e.g. actively participating in planning and sharing class worship, attending voluntary prayer groups, regularly attending a place of worship, sharing aspects of own faith with others	e.g. nativity, poetry recital, play, carol singing,

# MORE INFORMATION

- ▶ **SCHOOL WEBSITE**
- ▶ **CURRICULUM OVERVIEW** – on website to show what the class will be learning about
- ▶ **PARENTS' EVENING** – Autumn Term and Spring/early Summer
- ▶ **REPORTS** – interim reports are sent out at the end of the Autumn Term with a full report sent out in the Summer term.
- ▶ **Arbor-** way of paying for all items in school.

# WALKING HOME

- ▶ Written permission is needed for each individual child before children in Year 5 or 6 will be allowed to walk home without a parent/carer.



# ATTENDANCE

- ▶ Whole school target of 97%
- ▶ PA – 95%
- ▶ Half termly updates
- ▶ Must be in school before 8.45am, gates open at 8.35am
- ▶ No holidays authorised
- ▶ Proof of medical – if in doubt, send them in; we can always call if they are ill

# WEBSITE

- ▶ [www.cathedral.lancs.sch.uk](http://www.cathedral.lancs.sch.uk)
- ▶ Regularly changes and has information about the class on Class Page.
- ▶ Parents section
- ▶ Blogs – generally updated once a week
- ▶ Useful links

# Online Safety



## Keeping children safe in education 2025

Statutory guidance for schools  
and colleges

September 2025

## Why?

- KCSIE 2025 is a complete statutory guide that all schools must comply with
- Part One and Annex B clearly outlines how schools have a statutory responsibility to keep children safe online in **or** out of school

It states:

22. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

## [NSA 2025 - Child Sexual Abuse - National Crime Agency](#)

### NSA 2025 - Child Sexual Abuse - National Crime Agency

The risk to children from sexual abuse continues to increase, aggravated by evolving online environments and technology adoption. Child sexual abuse covers a range of offence types occurring online, offline, or moving between both, with the hidden nature of offending making it hard to detect and under-reported. Child sexual abuse disproportionately affects female victims, with four in five ...

[www.nationalcrimeagency.gov.uk](http://www.nationalcrimeagency.gov.uk)

Why whatsapp, Facebook and Messenger are dangerous:

# 82% rise in online grooming crimes against children in the last 5 years

We are urging MPs and tech companies to back the Online Safety Bill following new research on the scale of online grooming.

- Almost 34,000 online grooming crimes against children were recorded by UK police since we first called for social media regulation.
- 1 in 4 online grooming crimes in the last 5 years were against primary school children.
- 73% of crimes involved Snapchat and Meta, we are urging tech companies to accept regulation and prioritise children's safety.

UK police recorded almost 34,000 online grooming crimes against children as we waited for the Online Safety Bill.

MPs and Lords are going to make the final decisions on the Online Safety Bill next month. We are highlighting these figures to show the true scale of child sexual abuse on social media.



# Digital Wellbeing

- ▶ 'Maladaptive excessive screen time behaviour in children has been recently associated, among others, with adverse physical (e.g., overweight/obesity), psychological (e.g., language delay) and social health consequences ([de Rezende et al., 2014](#); [Li et al., 2020](#); [Lissak, 2018](#)), as well as with impaired [executive functions](#) ([Zeng et al., 2021](#)).'
- ▶ Often the amount of screen time isn't the issue, WHAT children are accessing and seeing is.
- ▶ App's are marketed at children, often gamifying every day "learning" and mimic the effect of dopamine in the brain which can lead to disengagement in other activities, reduced social time with peers and family and difficulties with sleep, attention and emotional regulation.
- ▶ There are age limits on App's and games for a reason. App's marketed at children e.g. Kids YouTube, are no safer in terms of content than the regular App's. The safest way to protect your children is to limit their access completely until they are old enough to know the safety rules.
- ▶ We expect parents to educate themselves and be active moderators and protectors for their child's online world and screen usage.
- ▶ We are required, by safeguarding guidance, to act on children reporting that they use apps and sites underage, or if they report seeing inappropriate content for their age and stage of development.



# Digital Wellbeing

**“Our children are only as safe as their friend with the weakest digital rules”**

- ▶ Top tips for educating yourselves and keeping our children safe:
  - ▶ Normalise asking other parents/people caring for your child what their online/screen usage rules are before play dates etc
  - ▶ Check your child's devices daily and involve them in regular discussions about safe usage of screens, devices and their online presence
  - ▶ Use school as a resources to help if you need us – we can give advice, talk to children and even look at safety settings and controls on devices with you
  - ▶ Use your own social media and internet access as a tool for learning:
    - ▶ **Dr Alison Yeung, MD, GP** <https://www.instagram.com/thesmartphoneeffectmd/#>
    - ▶ **Catherine Knibbs** – Child Therapist specialising in Cybertrauma [https://www.instagram.com/catherine\\_knibbs/#](https://www.instagram.com/catherine_knibbs/#)
    - ▶ **Smartphone Free Childhood Campaign** <https://www.instagram.com/smartphonefreechildhood/#>
    - ▶ **esafekids** - Body Safety, Cyber Safety & Pornography Education Specialist <https://www.instagram.com/esafekids/#>



# Online Safety

online safety websites for parents



All

Images

News

Videos

Shopping

More

About 517,000,000 results (0.51 seconds)

<https://www.nspcc.org.uk> › keeping-children-safe › onl...

## Keeping children safe online | NSPCC

Our **online safety** hub offers advice for **parents**, from nudes to online games to **parental** controls. Our guides help you make informed decisions and help keep your ...

[Talking to your child about...](#) · [Online safety blog](#) · [Reporting online safety concerns](#)

<https://saferinternet.org.uk> › Guides and Resources

## Parents and Carers - UK Safer Internet Centre



Unlocking Potential Together  
in Faith and Love.

## Home School Online Agreement

This agreement aims to help you and your child navigate the digital world safely.

The decision to allow your child to use/access any app or website is entirely yours as their responsible adult however, the school's view remains that primary aged children should not have unsupervised access to devices with internet connections. If the school has any serious concerns about the access your child may have to certain inappropriate content, we are duty bound to refer to Children's Social Care or the Police.

### **We will:**

We will educate all pupils on e-safety through workshops and the computing curriculum.

We will use appropriate filtering and ensure appropriate supervision when using the internet, email and other online tools.

We will assess filtering systems and operating procedures around internet use regularly.

Please note that filtering can never be completely fool proof and occasionally inappropriate materials may be accessed – these incidents will be addressed immediately and appropriately.

We will contact you if we are concerned about a pupil's online safety.

We will model appropriate online behaviour and etiquette or 'netiquette'.

### **Child will:**

I will tell a trusted adult if something I don't like has happened online or via phone straight away.

I will take care of IT equipment.

I will report people who send nasty messages immediately.

I will not open unknown links and attachments (preventing viruses, malware and adware from infecting school and home systems).

I will behave in the same positive, friendly and responsible way online with my friends as I would on the playground.

I will not share information, passwords, photographs or other private data online without a trusted adult's permission.

### **Parent will:**

Talk to my child about e-safety and internet usage.

Ask my child questions about how they socialise online.

Monitor screen time to support my child's well-being.

Be aware of the age rating and restrictions of apps/websites and games my child has access to.

Ensure my child does not have access to apps and websites that have age restrictions and they are only using age-appropriate media and online messaging apps/websites.

Work with the school to help educate my child about online safety.

# ANY QUESTIONS?

- ▶ If you wish to contact us and you can't make it into school, our email addresses are below and on the school website. You can also phone the school office if you wish to make an afterschool appointment to speak to us.
- ▶ The best time to speak to us at length/confidentially is after school but you can use the mornings to keep us up to date / ask any questions etc
- ▶ **Please ensure you keep school up to date with any changes in contact telephone numbers.**
- ▶ [flowe@cathedral.lancs.sch.uk](mailto:flowe@cathedral.lancs.sch.uk)