

WELCOME TO YEAR 5

Back To  
Sch 🍏 🍏 !!

# AIMS FOR THE YEAR:



- To meet the emotional needs of the children as well as their academic needs – children begin to mature into young adults at this age.
- Meet the children at each individual level, consolidating learning from Year 4 and addressing any gaps in order to prepare them for Year 6 and beyond into High School.
- Organise interesting subjects and stimuli and deliver a broad curriculum – there will be assessment points throughout the year and more formal end-of-year assessments in the Summer.
- Within a broad curriculum, have specific focus for Maths, Reading and Writing in particular. To also deliver the statutory RHSE curriculum (relationship, health and sex education) which is mandatory, alongside our PSHE (personal, social and health education) programme
- Develop expertise and learn from experienced members of staff over the year – e.g Mr Sigley for PE and Mrs Amison for Music.
- Develop children's skills, confidence and independence in a supportive, fair manner.
- Recognise and celebrate children's talents and effort.
- To have the opportunity for class trips to exciting locations, to expand our learning beyond the classroom.

# MERITS, REWARDS AND BEHAVIOUR MANAGEMENT:

For many years, our children from Year 5 upwards have belonged to house teams named after the four Patron Saints of the countries in the British Isles. Collectively, the children across all years can earn house or team points and a weekly total is shared in our success assembly each Friday.

Weekly certificates are awarded in our success assemblies – Effort with subjects across the curriculum are acknowledged as well as our Catholic Virtues and a star of the week.

Class rules agreed upon by the children. They are very fair when it comes to what should happen if rules are broken – this can include missing some breaktime to stay and reflect upon their behaviour with a teacher, or reporting to and explaining themselves to a senior leader.





## MEDICAL RECORDS AND GENERAL INFORMATION

Each year there are children in our care whose needs change mid-term. For example, their medication or medical requirements may alter. It is imperative that school is kept up to date with any changes and that medication kept within school (such as inhalers for asthma) is within date.

If children develop allergies or food intolerances, please inform us immediately. There are times throughout the year where the children may taste food, so it is important we know their allergies.

Similarly, if family circumstances change, e.g. moved house, please let us know. If the family suffer bereavements, it is useful to let school staff know, so we can be appreciative of the emotional levels the children are experiencing.

Personal data is kept securely on our school systems. Please update the office with changes to mobile phone numbers, work contact details, email addresses, etc.



Monday	Tuesday	Wednesday	Thursday	Friday
5 a day Gospel assembly - 9:10 - 9:30	5 a day Class assembly - 9:10 - 9:30	5 a day KS2 assembly - 9:20 - 9:40	5 a day Guided reading (9:10 - 9:30)	5 a day Celebration assembly
Maths	Maths	Maths	Maths	Maths
Break 10:45 - 11	Break 10:45 - 11	Break 10:45 - 11	Break 10:45 - 11	Break 10:45 - 11
English (11 - 11:55)	English  (English may be a double session if we are writing that week. The next day will be double maths if this is the case)	English	PE Cricket	RE
Guided reading (11:55 - 12:15)	Guided reading (11:55 - 12:15)	Guided reading (11:55 - 12:15)		
Lunch (12:15 - 1)	Lunch	Lunch	Lunch Hymn practice (1 - 1:30)	Lunch
Science	RE	PE - swimming	English (spelling test) <small>Will change slots depending on when music is</small>	Music
			English and Guided reading	
History	Computing	PSHE	French	Art
Reading for pleasure (3:10 - 3:20)	Reading for pleasure (3:10 - 3:20)	Reading for pleasure (3:10 - 3:20)	Reading for pleasure (3:10 - 3:20)	Reading for pleasure (3:05 - 3:20)

# Year 5 – Long term Overview.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole Class Text	Carrie's War (Nina Bawden)	<b>The Highwayman (Alfred Noyes)</b>  <b>Macavity (T.S. Eliot)</b>	<u>One Giant Leap - Neil Armstrong (Don Brown)</u>  The Tempest - Shakespeare	Street Child (Berlie Doherty)	???	Kensuke's Kingdom (Michael Morpurgo)
English genres	Character and Setting description with appropriate use of atmosphere and imaginative description. Diary entries. Limericks Non-fiction: Book review Letter writing	Poetry- poems that convey an image - rhyming Poetry: Create vivid images by using figurative language devices.  Poetry: Reading/performing aloud Wanted poster	Non-Fiction: Biography Playscript Writing with suspense Newspaper report	Skills: Recount and Questioning <u>Non Fiction:</u> Chronological Sequencing Narrative: Character and Setting description with appropriate use of imaginative description.	Narrative: Folk tales Chronological sequencing Non- fiction: Non-Chronological Report (mythical monster) Narrative: tales with a historical setting.  Fiction: Action Fight scene.	Fiction: Diary Entries. Fiction: Writing from an alternative <u>characters</u> perspective Non-Fiction: Newspaper report  Non-Fiction: Persuasive Argument

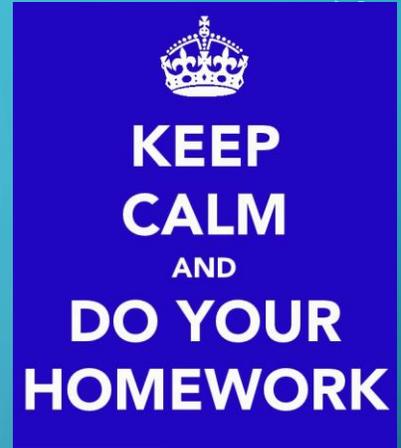
History	Geography	Ancient Maya	Mega cities European city <b>CST (S)</b>	Anglo Saxons - Invaders, Raiders, <u>Traders</u> and Settlers.	Country Comparison - Mexico/UK <b>CST (S)</b>	Local History Study - Kidsgrove Coal Mining	Biome comparison <b>CST (S)</b>
Art	D&T	Typography and Maps	Adapting a traditional recipe of Greek bread	Mixed Media City Landscapes	Textiles - pencil case <b>CST (S)</b>	Set Design	Mechanical systems - cams

Science	The Earth and Space	Properties and changes of materials	Properties and changes of materials	Forces in Action	Changes and Reproduction <b>CST (D)</b>	Life cycles, <u>growth</u> and habitats of animals. <b>CST (S)</b>
Computing	Online safety <b>CST (D)</b>	<u>Theme park</u> Designers (Excel)	Power point Presentations ( <u>Powerpoint</u> )	Stop-Motion animation and computer graphics (Pivot)	Developing Games (Scratch)	3D Modelling (Google Sketchup)
PHSE						
Values and virtues	<b>Curious &amp; Active</b>	<b>Intentional &amp; Prophetic</b>	<b>Grateful &amp; Generous</b>	<b>Attentive and Discerning</b>	<b>Compassionate &amp; Loving</b>	<b>Faith-Filled &amp; Hopeful</b>
FL (French)	I can describe how myself and others are feeling in French.	Où j'habite... Describing places. Directions.	Ma matière <u>préférée</u> Translation. Reading French timetables. Grammar.	Pendant Mardi Gras, je mange... <u>Comprehension</u> questions. <u>Roleplay</u> . <u>Assessment</u> .	Mon petit monster Application of vocabulary, <u>grammar</u> and translation skills.	L' <u>univers</u> et les <u>extraterrestres</u> <u>s</u> Holding a conversation in French.

# HOMEWORK

- Each week there will be a set homework project, using their Mathematics, English, or Science learning, or utilise our lessons from our foundation subjects, such as Art, Computing, Music, Geography or History. Homework is given on a Thursday, and expected to be completed and brought back the following Wednesday at the latest.
- Practise times tables daily using their TimesTable RockStars account. For the beginning of the Year5, we recommend a minimum of 10 minutes a week. This practice is invaluable in terms of their multiplication learning, providing a fun and colourful way to improve their speed and automaticity, which is vital for many other mathematical areas
- Weekly spellings will be given out on a Thursday, and tested the following Thursday. These consist of ten words drawn from the Upper KeyStage2 statutory spellings list, along with words that follow a similar spelling rule, scheme, or grammatical structure.
- Each day children will be asked to complete 5 mathematical questions ready for the next morning. This can be done at home, and shouldn't take more than five minutes. This enables us to continually revisit previously learnt strategies and processes that must be kept fluent and quick. In addition to this there will be a "Vocabulary task of the day", that children will be required to write a sentence, using the word correctly and in an appropriate context.

These two tasks are called the "five-a-day", and must be completed ready for each morning.



# HOMEWORK

## Famous Artist

In our Art and Design lessons this half term we are looking at how artists have captured the beauty of our world through paintings and photographs of landscapes. We are analysing pictures to identify 8 elements of art within these pictures (line, shape, pattern, colour, value, tone, space, texture) and particularly how colour is used to inspire emotions.

Your homework this week is to research about a famous artist and to explore two or three of their pieces of art. Write notes about how the elements of art are used in their work, and what similarities or differences you can identify within their work. Find out about the artist themselves, such as where and when they lives, and what their most famous painting is.

As an extra idea, try recreating your own version of one of their artworks.

**Some people you might like to try researching: Pieter Brueghel the Elder, Camille Pissarro, Paul Cézanne, John Constable, Claude Monet, John Robert Cozens, Caspar David Friedrich, J Turner, Aelbert Cuyp.**

# HOMEWORK

## News Report

There are lots of interesting things going on in the world at the moment, some good and some not so good.

Your task this week is to learn about something that is happening currently and write an article about it, including facts and interesting information. You can even include a picture (drawn or printed) in your report.

Use the internet (with adult supervision), newspapers, the BBC, Newsround, or other TV news shows. Find out about an event or something that is interesting to you, do some further research into it to make sure you get the facts correct, then write it up in your own words, as if you were a journalist.

Don't forget to answer important questions, giving the reader answers about what is occurring: what, where, when, why, who and how.

Some ideas from the recent news: Russian-Ukraine conflict, the Queen's Platinum Jubilee celebrations last week, Prince Harry's daughter Lilibet's first birthday, the UEFA Nations League football tournament, NASA's James Webb telescope commencing operation, cost of living increases in the UK, potential new anti-cancer medicine trials, preparations for the Wimbledon tennis competition

# HOMEWORK

## Powerful Poetry

This half-term we are beginning to look at poetry in our literacy lessons. We will learn about figurative devices (similes, metaphors, alliteration, rhyme, structure, etc) as well as how to dictate poetry aloud (intonation, pace, volume, etc), and how these elements all fit together to create a story.

For this week's homework you should find a poem that you like the sound of. You could use the internet, a library book, or a poem that you remember from English lessons in previous years. Write down a copy your poem using your best handwriting, and explain why you like it underneath.

What emotion do you get when you read it? Is it funny, or sad, or thoughtful?

What images pop into your mind as you are reading it?

Can you spot any figurative devices that you already know?

Who do you think the poem was written for? What was the author's purpose in writing it?

Did the author write any other poems? Are they similar to your one, or different?

# HOMEWORK

## Create a creature

In our English lessons this week we have been designing an information report about a mythical beast, which we will eventually write into an engaging and interesting non-chronological report. As part of this research into fictional creatures, we are going to include a picture of what our animals look like.

Your homework this week is to plan, sketch, and colour a drawing of your mythical creature which can be used to illustrate your information report. You may choose to use a range of different media, including sketching pencils and coloured pencils, digital painting applications, or even charcoal. Please try to avoid using felt-tip pens, as these can reduce the overall level of detail and quality of the artwork.

To begin, think about what other creature yours looks like. A lion? A wolf? A gorilla? A snake? A dragon? Try drawing the basic animal shape, and then add additional features to make it your own style. A lion with wings and horns, or a fish with tentacles, or a giant blue and white spider with a single eye in the centre of its head.

If you are struggling to begin sketching your base animal, ask an adult at home to help you search on YouTube for drawing tutorials. For example, try searching "How to draw a lion tutorial". You can find a wide range of animal tutorials online that cover a huge variety of animals, including mythological ones.

# HOMework

**SINGLE PLAYER** | **MULTIPLAYER**

**GARAGE** 12 x 12 | 
 **JAMMING** You choose | 
 **STUDIO** 12 x 12 | 
 **SOUNDCHECK** 25 questions | 
 **FESTIVAL** 12 x 12 | 
 **ARENA** 12 x 12 | 
 **ROCKSLAM** 12 x 12

**SOUNDCHECK** ⓘ **PLAY**

25 Questions | 
 6 Seconds per question | 
 Play solo | 
 5 per correct answer

**SCORE HISTORY**

**Soundcheck #53: a few seconds ago**

Question No.	Question	Answer	
#1:	5 x 2	10	✓
#2:	8 x 10	80	✓
#3:	11 x 12	132	✓
#4:	4 x 3	12	✓
#5:	12 x 11	132	✓
#6:	2 x 2	4	✓
#7:	3 x 6	18	✓
#8:	3 x 12	36	✓
#9:	11 x 6	66	✓
#10:	3 x 3	9	✓
#11:	11 x 10	110	✓
#12:	7 x 9	63	✓
#13:	3 x 4	12	✓
#14:	9 x 7	63	✓
#15:	7 x 11	77	✓
#16:	6 x 12	72	✓
#17:	12 x 8	96	✓
#18:	10 x 3	30	✓

Go back

Next: 44 ÷ 4

51 | 2 x 10 | 57

7	8	9
4	5	6
1	2	3
Delete	0	Enter

# HOMEWORK

## Week 13: *statutory list*

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined

conscious

Sam was conscious that she was being watched so her movements were purposeful.

desperate

At the end of a really tough match, James made a desperate attempt to score a goal.

controversy

Charles had been put in a controversy that he couldn't resolve.

criticise

I wish that people wouldn't criticise my very best efforts.

correspond

Jane's finished project did not correspond to what she had originally planned.

curiosity

The kitten poked at the ball of string with curiosity and a playful wonder.

convenience

"I enjoy the convenience of living near a post box," explained the old man.

definite

Tomorrow, we'll need to know a definite number of guests for the wedding.

conscience

"My conscience tells me to forgive you," whispered the girl through gritted teeth.

determined

We, in Year 5, are absolutely determined to make Christmas special.

# HOMWORK 5-A-DAY

Monday

4-a-day

1)  $342 \times 12$

2)  $467 \div 100$

3) 10 minus 14

4) What is 0.25 as a fraction?

Word of the day  
frequently

# HOMework 5-A-DAY

Wednesday 5-a-day

- 1) What are the prime numbers between 1 and 20?
- 2) 2 minus 7
- 3)  $9^2 + 19$

- 4) Mr Evans has a bag of flour.  
He uses  $\frac{3}{5}$  of the bag  
of flour.  
He has 360 g of flour  
left. How much was in the bag of  
flour at the start?



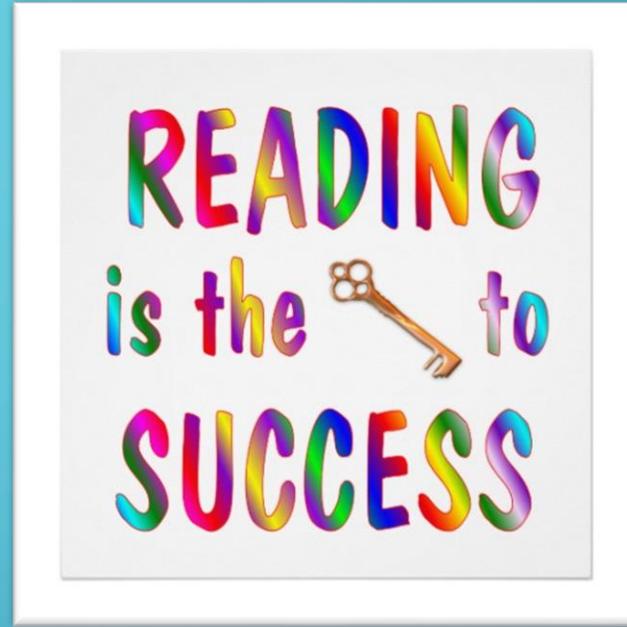
Used



Word of the day  
(relative clause) explanation

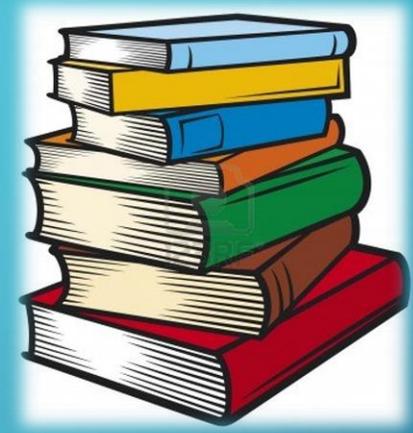
# READING

- Please ensure your child reads everyday
- Let them read a variety of genres
- Mostly fiction, but some non-fiction
- Different authors
- Reading with an adult and talking about it to check understanding
- Set fun tasks to check that your child has understood what they have read (eg, pictures of characters, write alternative ending/chapter, what will happen next?)
- Challenging books to be read at appropriate time, reading for pleasure at other times.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

# READING RECORD



- To be completed by the children a minimum of 3 x per week
- Records to be brought into school each day
- Parents/Guardians are welcome to comment on child's reading/understanding, but the child themselves must be writing comments on the pages they have read.
- Parents/Guardians welcome to sign when child reads
- Reading records will be checked every Wednesday to ensure children are engaging with their reading sufficiently.

# PE

- Wednesday (Swimming)
- Thursday (Cricket)



- PE kit: Navy school sports shirt, navy blue shorts or joggers, pumps or trainers.

Long hair tied back, no jewellery. (no earrings)

School hoodie or tracksuit in cold weather on top of kit, not instead of.

- Children will have the opportunity to represent the school in a range of sporting events in competition against other schools in our collegiate, as well as across the district.

# HIGH EXPECTATIONS

- At the age of 9 and 10, we expect the children themselves to be more independent and in control of their outcomes. This means they shouldn't be blaming parents for not having the equipment required of them, or for not completing their work.
- Punctual
- Good attendance
- Always strive for their best.
- Behaviour is to be maintained at a high level at all times. Children who begin to make poor choices in terms of their personal behaviour, how they socialise with others, or how they speak/act within school, will face appropriate sanctions. These sanctions should be a chance to reflect and learn from their actions. If a child does not modify their behaviour following the chance to reflect, senior leaders will be asked to address the issue, involving parents and external reporting.





## CLASS SAINT – THANK YOU TO ALL WHO RESEARCHED AND VOTED FOR OUR CLASS SAINT.

Saint Carlo Acutis is our class saint this year. His saint day is 12<sup>th</sup> October.

Carlo Acutis was born in 1991 in London, but he grew up in Italy. From a young age, he loved God and had a special devotion to the Eucharist. Carlo also had a big heart for people—he was always kind, stood up for those who were bullied, and tried to include everyone.

What made Carlo unique is that he used his love of computers and technology to share his faith. He created a website to teach people about Eucharistic miracles around the world, showing how faith and modern life can work together.

Carlo died from leukaemia in 2006, when he was only 15 years old. Before he passed away, he said, *“Happiness is looking towards God.”* Carlo was declared *Blessed* by the Church in 2020. He is remembered as a modern role model for young people because he shows us how we can use our talents to serve God and others.

### **Why he’s a good example for our children:**

- He was kind and inclusive.
- He loved learning and used his skills for good.
- He showed that being holy is about doing ordinary things with great love.

# CHALLENGING SUBJECTS

In Year5 we recognise that children are beginning to mature quicker, learn more, and experience more of their world than ever before. Because of this, our curriculum, especially in PHSE, RHSE, and Science, brings to light some subjects that might not have been known before, such as the effects of bullying, mental health awareness, physical changes through puberty, types of abuse, and learning about diversity and difference.

Your children are also beginning to develop into young adolescents, and will naturally have questions about the world around them and their place within it.

If you have any concerns about your child's development, mentally, emotionally or physically, or if you wish to know more about the subjects and topics taught, or if your child has a question that you are unsure about the answer, please don't hesitate to contact me.

## WORRIES OR CONCERNS?

- Please see us at the end of the day if we are available
- If not call the office to make an appointment.



• **THANK YOU FOR YOUR TIME!**