

Welcome to Year 5!

- Expectations
- Attendance
- Homework
- Uniform
- Communication
- Relationships and Sex Education.

Meet the team

- Doves: Miss Maloney, Mrs Mackintosh, Mrs Kuhn
- Pheasants: Mrs Peneda with Mrs Genari
- Support: Mrs Mackintosh, Mrs Kuhn and Mrs Genari

Curriculum Map

Year 5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	English	Setting description London Eye Diary Entry written by Ted Poetry Acrostic (Evelyn Dove)	Newspaper article about Victorian working conditions Recount of visit to Farnham Museum Poetry winter poems (Shirley Hughes)	Persuasive letter (Divers Daughter) Non-chronological report about Scuba Diving. Poetry City Jungle (Pie Corbett)	Setting description desert island Adventure story desert island Poetry writing an Ode to our favourite things (Percy Byce Shelley)	Non-chronological report things famous to South America Biography famous people from South America Poetry What the Teacher said when asked: 'What er we <u>avin</u> for Geography Miss?' By John Agard	Balanced argument – should trophy hunting be banned? <u>Oktapodi</u> – re-telling the story Poetry The Owl and the Pussycat by Edward Lear
	Master Reader	The London Eye Mystery	Street Child	Journey to the River Sea	Kensuke's Kingdom	Diver's Daughter	David Attenborough (Life Story)
STEM subjects	Maths (White Rose)	Place value Addition and Subtraction	Multiplication and Division Fractions	Multiplication and Division Fractions	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative numbers Converting units Measurement – volume
	Science	Living Things: Life Cycle and Reproduction	Force & Space: Earth and Space	Force and Space: Unbalanced Forces	Materials: Mixtures and Separation	Materials: Properties and changes	Animals: Human Timeline
	Computing	Computing systems and networks – sharing information	Creating media – vector drawing	Creating media – video editing	Date information – flat-file data bases	Programming A – selection in physical computing	Programming B – selection in quizzes
	DT	Making ice cream	Making a Victorian cam toy	Cooking with root vegetables	Making Tabbouleh	Making a maze	Sustainability project
Creative and performing Arts	Art	Louisa Fili / Marcela Steingart / Pencils / Tonal shading and typography	Keveork Murad Making Monotypes using painting and collaging	Rae Smith Set Design – creating a set design for theatre	Vaness Gardiner Kittie Jones/ Saoirse Morgan Mixed Media Land & City <u>Scapes</u> – discovering mixed media combinations	The Shoreditch Sketcher Sol Haus Designs Architecture: Dream Big or Small? Making an <u>Architectural</u> model	Alice Fox Rahul Mishra Pyer Moss Fashion Design – Designing 2D or 3D Fashion
	Music	WCIT - Ukulele	WCIT - Ukulele	Reggae Music – Off-beat, skank, major	Film Music –	Musical Theatre –	Popular Music – C20th popular music,

Arrangements

- The classroom is open from 08:30 and lessons start at 08:45.
- Doves have PE on a Tuesday
- Pheasants have PE on a Thursday
- Games will be on Wednesday for both classes
- Children to come to school dressed in full PE kit for both PE and Games days
- Healthy snacks – Monday to Thursday
- Free snack Friday (no nuts, chocolates or sweets)
- Lunches booked in advance through SchoolGrid
- Earrings: studs only and removed for PE and Games

Attendance

- Please ensure that your children are in school and on time
- Attendance is monitored closely – we may be in touch if we notice your child's attendance dropping

Homework

- Set on a Friday and due the following Friday
- The children should have their logins
- Homework will include:
 - A maths task on [maths.co.uk](https://www.maths.co.uk)
 - Times tables on TTRS
 - Reading for 15 minutes a day
 - 1 Accelerated Reader quiz to be completed a week (2 weeks for longer books)

Spelling

- We are now using Read Write Inc. (RWI) Spelling across Years 2-6 and will no longer be using Spelling Shed (EdShed).
- Daily spelling lessons, clear and consistent approach to spelling, building on the phonics and handwriting programmes already used in school. Research shows that frequent practice and consistency help children to remember and apply spelling patterns more effectively in their writing.
- There will be no formal weekly spelling homework or tests. However, we recommend regular practice at home. Your child's weekly spelling words will be shared in the newsletter, and additional activities (in Spelling Extra Practice Zone) can be accessed through the RWI Spelling Portal:
<https://www.oxfordowl.co.uk/for-pupils/pupil-home>
- **Username: polysyear5**
Password: y5polys

Maths

- We follow the White Rose Scheme of learning
- At home: [maths.co.uk](https://www.maths.co.uk) (arithmetic) and times tables on TTRS

Writing

- Joined up handwriting, handwriting lessons 3 x a week (8:45)
- Children are taught to edit and improve their own writing
- Perfect handwriting position, spelling and letter formation remains a focus for us

Reading

- We follow the Master Reader scheme of learning
- When reading with your children at home, follow the KS2 reading guidance

Reading in Key Stage 2

Handy Hints

- Make reading part of your daily routine.
- Short sessions - **15 minutes per day**.
- Continue to read out loud to an adult as well as independently.
- Try to read a range of books including fiction and non-fiction.
- Complete the Accelerated Reader quiz at home, ideally within 24-48 hours of finishing the book.



How can parents help?

Reading improves with practice.

Encourage your child to read at home, share your own books, discuss books, ask questions about the book they have read and visit the local library.

Check that your child is completing the reading quiz - this is part of their weekly homework.

What is RSE?

- RSE is the lifelong learning about physical, moral and emotional development.
- It is the understanding of the importance of family life, stable & loving relationships, respect, love & care.
- RSHE naturally overlaps with PSHE, RE and Science.
- *TenTen is the preferred resource directed by the Bishop.*



What is RSE?

- Our key objective is the wellbeing and safety of every pupil.
- We believe that parents/carers are the prime educators of their children.
- Our role is to support you in the education of your child and not to replace you.
- The backgrounds of all pupils will be taken into account when planning lessons.

Year 5 Science National Curriculum

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Life To The Full Primary – Ten Ten Resources



Life To The Full Primary – Ten Ten Resources



Username

Parentspolys

Password

Tenten2024!

Autumn 2	UKS2 1.2.2 Girls' Bodies UKS2 1.2.3 Boys' Bodies UKS2 1.3.1 Body Image UKS2 1.3.3 Emotional Changes
Spring 1	UKS2 1.4.3 Menstruation UKS2 2.1.1 God Is Calling You



Upper Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse	Session 1 The Holy Trinity
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Impacted Lifestyles	Session 2 Catholic Social Teaching
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices	
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up		Session 4 Giving Assistance	

Yearly Planner – Upper Key Stage Two

Term	Year 5	Year 6
Autumn 1	Unit 1 UKS2 1.1.1 Calming the Storm Unit 2 UKS2 1.2.1 Gifts and Talents	Unit 1 UKS2 1.1.1 Calming the Storm
Autumn 2	UKS2 1.2.2 Girls' Bodies UKS2 1.2.3 Boys' Bodies UKS2 1.3.1 Body Image UKS2 1.3.3 Emotional Changes	UKS2 1.2.4 Spots and Sleep UKS2 1.3.2 Peculiar Feelings UKS2 1.3.4 Seeing Stuff Online
Spring 1	UKS2 1.4.3 Menstruation UKS2 2.1.1 God Is Calling You	UKS2 1.4.1 Making Babies (Part 1) UKS2 1.4.2 Making Babies (Part 2) May be omitted
Spring 2	UKS2 2.2.1 Under Pressure UKS2 2.2.3 Self-Talk	UKS2 1.4.4 Hope Beyond Death UKS2 1.4.5 Coping with Change UKS2 2.2.2 Do You Want a Piece of Cake?
Summer 1	UKS2 2.3.2 Cyberbullying UKS2 2.4.1 Types of Abuse – VERSION 1 UKS2 2.4.2 Impacted Lifestyles	UKS2 2.2.4 Build Others Up UKS2 2.3.1 Sharing Isn't Always Caring UKS2 2.4.1 Types of Abuse – VERSION 2 UKS2 2.4.3 Making Good Choices
Summer 2	UKS2 2.4.4 Giving Assistance UKS2 3.1.1 The Holy Trinity Unit 1 UKS2 3.1.2 Catholic Social Teaching	UKS2 3.2.1 Reaching Out UKS2 3.2.2 The World of Work UKS2 2.3.3 Money and Me

Any questions?

