



Welcome to Year 5

A Handbook for Parents

Ready | Respectful | Safe | Kind

www.pinnerpark.harrow.sch.uk

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A Welcome from the Headteacher

Welcome, or welcome back, to Pinner Park Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Nick Waldron
Headteacher

Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on four key words (Ready, Respectful, Safe & Kind), and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



ready



respectful



safe



kind

These four key words are displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our regular assembly themes.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

Important Adults in Year 5



Birch



Chestnut



Oak



Willow

Class Teachers	Miss Johnson	Mrs Lakhani & Mrs Watson	Miss Manion	Mr Withey
Teaching Assistants	Miss Schweitzer Mrs Shah Mrs Saunders			
Other Adults	Mrs English – Assistant Headteacher / Upper Key Stage 2 Phase Leader Miss Manion – Year Group Leader Mrs Coxon – SENDCo.			

The School Day

The school day for children in Year 5 officially starts at 8:55am each morning. For children in Key Stage 2 (Year 3 – Year 6) we operate a “Soft Start” whereby children can enter their classrooms from 8:45am. Any child arriving after this time will be marked late. Children can come into the playground, with their parent / carer, from 8:30am. When the whistle is blown the children in Year 3 – Year 5 line up at the door by the Upper School trim trail before they then lead into their classrooms. Year 6 children go to their classrooms through the gate by the bus.

At the end of the school day, 3:25pm, children will be led out of their classroom by their teacher who will then hand the children over then they see the relevant parent / carer. Year 6 children come out of their classrooms by themselves to meet their adult or to walk home on their own (if you have given your permission for them to do so).

Do try to be on time to collect your child at the end of the school day. If you are late to collect your child you will be able to collect them from Welfare via the main school office. If you are delayed please telephone the school office team to let them know.

School Meals, Milk and Fruit

Our school meals, cooked on-site by Chartwells, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals –why not try the meals for a month and enjoy the full range of the menu? All children in Reception are entitled to a free school meal. School meals must be ordered via ParentPay. Bespoke menus can be provided for children with allergies and other medical needs. See the school’s website for details.

We are a **nut free** school – please do not include any nuts or nut-containing products in snacks or lunchboxes.

During the morning break, children are able to have a piece of fruit or vegetable which is provided by the school.

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

To be **ready** to learn each day, your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- PE Kit (see School Uniform list)

Helping in Class

We are always delighted to have an extra pair of hands in the classroom! If you would like to help on a regular basis in class, please speak to a member of staff.

School Uniform

It is expected that children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- White polo shirt / shirt (with or without school logo)
- School sweatshirt / cardigan with school logo
- Grey, black, white or maroon socks or tights
- Burgundy / black / white hijab / turban / patka
- Black school-style shoes
- In the summer time pink and white gingham dresses may be worn

P.E. and Games Kit:

- Black shorts
- White t-shirt (with or without school logo)
- Black plimsolls / trainers
- Black tracksuit for outdoors Games lessons
- PE Bags with the school logo (available from the school office)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. No jewellery may be worn other than small studs for pierced ears, and these should not be worn on PE days. If items need to be worn for religious purposes, you will need to speak to the Headteacher.

No make-up or nail varnish should be worn.

Long hair should be tied back neatly with a simple bobble, scrunchy or alic band in school colours (black, gray or maroon). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9:30am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where they will be signed in and taken to their classroom.

The School does not support holiday and extended leave during term time as this disrupts children's learning and has an adverse effect on their progress. A "Leave of Absence" will only be granted under exceptional circumstances and must be applied for prior to the leave. This can be done by completing a form, available from the school office.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

Communication

We like to keep you informed about what is happening in school and we would hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the school office and make an appointment or speak to one of the school leadership team who will be around the playgrounds.

Please inform the school office team as soon as possible if any of your contact details change so that we can keep in touch with you.

FOLLOW US ON SOCIAL MEDIA
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School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scooter route to school. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

We encourage a voluntary one-way system along Melbourne Avenue and kindly request drivers not to perform U-turns along Melbourne Avenue in the busy time before and after school.

Pinner Park Parents Teacher Association (PPPTA)

We have a very active association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Pinner Park Parent Teacher Association (PPPTA), led by a committee, organises community events, raises additional funds for the school and provides support in very practical ways.

Each class will have a PPPTA Rep who will share information about the work of the PPPTA and encourage you to join in where possible.

The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess children's progress in their learning
- To celebrate achievements
- For publication in school documents and the local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your admission form, we ask that you give us your consent to photograph your child for these purposes. This saves us having to ask you each time we want to publish a photograph in this way.

e-Safety – The Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an IT Support Company and Internet provider who specialise in providing services to school and local authorities. This provides a very effective barrier to prevent children accessing inappropriate materials, unregulated chat, un-educational games and e-mail accounts.

We are an e-safety school and promote on-line safety throughout the curriculum.

School Visits and Activities

We value the learning that can take place outside of the classroom when children make visits out of school and by having special visitors into school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

What to do if things go wrong

We want to do our very best to educate and care for your children properly, but part of our commitment is always work to improve standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the Headteacher, then please contact the school office team to make an appointment to see him. As long as the Headteacher is in school, he tries to see people on the same day as he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chair of Governors, whose name and contact details can be obtained from the school office team.

The Curriculum in Year 5

This guide is intended to help parents and carers understand what children will be learning during this school year. Obviously, it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you to support your children in making the most of their education.

A new primary curriculum came into place for schools in England in September 2014. At Pinner Park Primary School, our curriculum is designed to ensure it meets all the requirements of the National Curriculum as well as providing a broad, balanced and engaging curriculum which is relevant to the children in our school.

English, Maths and Science remain very important in the curriculum and are considered core subjects in both primary and secondary schools. The National Curriculum sets out in considerable detail what must be taught in each of these subjects, and they will form a significant part of your child's learning week. In addition to these are the familiar foundation subjects: Art, Computing, Design Technology, Modern Foreign Languages (Year 3 upwards), Geography & History (referred to as Topic in our school), Music and Physical Education (PE). The requirements for these subjects in the National Curriculum are much briefer and we have a lot more flexibility to plan and deliver these in ways that are engaging and relevant to the children.

This new National Curriculum is, in some areas, significantly more demanding than in the past. For example, there is strong emphasis in math on the skills of arithmetic and also working in different ways with fractions. In English lessons there is now a stronger focus on the study of grammar, punctuation and spelling.

Deeper Learning

If your child is achieving well, we will look at the following year group's learning outcomes as a way of extending the learning but we also encourage more in-depth and investigative work to allow for greater mastery and understanding of the concepts and ideas being covered.

Children Needing Additional Support

If your child is struggling with their learning in any area, we will give them the additional support needed to ensure they make good progress. If you are concerned about the progress your child is making just discuss it with your class teacher or arrange to speak with the school's SENDCo.

Tests your child will take

We use tests and other forms of assessments at all stages of our work. Most of the time, these are part of our normal classroom routine, and support the teachers' assessment of children's progress and attainment. However, at certain stages in a children's journey through primary school there are also national tests that must be taken by all children in state schools. Often referred to as 'SATs', the National Curriculum Assessments are compulsory at the end of Year 2 and Year 6. Children in these year groups will undertake Reading, Mathematics and Grammar, Punctuation & Spelling assessments. The test results are reported to the schools and parents at the end of the year.

English in Year 5

In upper Key Stage 2 your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts.

Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6. Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

Themes & Conventions

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar Help

- For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:
- Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Parent Tip

As children get older, they will increasingly take responsibility for their own work and home learning tasks. Encourage your child to work independently on their home learning, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

Mathematics in Year 5

During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18. Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Fractions and Decimals

- Put fractions with the same denominator into size order, for example recognising that $\frac{3}{5}$ is larger than $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that $\frac{5}{4}$ is equal to $1\frac{1}{4}$
- Add and subtract simple fractions with related denominators, for example $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Measurements

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as 2.5cm \approx 1 inch
- Calculate the area of rectangles using square centimetres or square metres
- Calculate the area of shapes made up of rectangles
- Estimate volume (in cm³) and capacity (in ml)

Shape and Position

- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to 180° , and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape

Graphs and Data

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph

Parent Tip

Much of the knowledge in Year 5 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

Science in Year 5

As children get older, they begin to meet more abstract concepts in science – things which are not so easily tested in the classroom, such as the bodies of the solar system, or changes of state. They will continue to carry out experiments but may also use more secondary resources for research or investigation.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 5, some of the skills your child might focus on include:

- Plan different types of scientific investigation, including controlling variables
- Take measurements with increasing accuracy and precision
- Record data and results using diagrams, labels, keys, tables and graphs
- Use test results to make predictions and to set up more testing
- Identify the evidence that has been used to support or refute ideas

Living Things and their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals

Life cycles include different stages for the main vertebrate groups, such as eggs, larvae and pupae. These can be seen in tadpoles and frogs, caterpillars and butterflies, and of course the chicken and the egg.

Animals including Humans

- Describe the changes as humans develop to old age, including puberty

Properties and Changes of Materials

- Compare the various properties of materials such as hardness, solubility and conductivity
- Use knowledge of solids, liquids and gases to separate mixtures and solutions through filtering or evaporation
- Know that dissolving, mixing and changes of state are reversible changes
- Know that some changes cannot be reversed, such as burning, rusting or chemical reactions

Earth and Space

- Describe the movement of the planets, including Earth, around the Sun
- Describe the movement of the Moon around the Earth
- Use these ideas to explain how day and night occur, and why the Sun appears to move across the sky

Since 2006, scientists have defined Pluto as only a dwarf planet. Consequently, children are now taught that there are only eight planets orbiting the Sun although many will also explain the history of Pluto's past.

Forces

- Explain that gravity is a force which acts on objects pulling them towards the Earth
- Identify the effects of air resistance, water resistance and friction
- Recognise that some mechanisms, such as levers, pulleys and gears, can be used to increase the work of a force

The Foundation Subjects in Year 5

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

Art

Opportunities to explore, experiment and invent using a range of art and design media engages and inspires children's creativity. Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. Children will develop their own opinions about the different art and design they encounter and understand the cultural and historical importance of art.

Computing

For the increasingly digital world in which the children will be growing, Computing helps children to understand how technology works and how systems are programmed to work efficiently. Computing helps children to become digitally literate so they can inform and express themselves using information technology. We also want our children to know how to act safely and responsibly on-line and therefore place emphasis on the importance of e-safety.

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

Design and Technology

Through practical and creative activities children are encouraged to design and make products for particular purposes and to evaluate existing products. Through investigative disassembly and a complete design process, children will understand the stages needed to develop an idea into a finished product. They will develop practical skills, including handling food and will be encouraged to take risks and be innovative.

Geography and History

Through a topic based approach, children develop their geographical and historical knowledge, skills and understanding through their termly or half-termly themes. Throughout each topic children will have opportunities to develop understanding of the human aspects of geography as well as some of the physical processes that shape our world. As historians, children will learn about the past and form opinions based on historical evidence.

The termly or half-termly topics are often linked to a trip or themed day in school which helps to enrich the children's understanding of, and enthusiasm for, the topic by bringing it to life.

Music

Through listening to, reviewing and performing different types of music, children develop an appreciation of the rich variety of music and the effect it can have on us. Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often

include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

Throughout their time in school, children will have an opportunity to enjoy whole class music lessons and group instrumental sessions with specialist music teachers.

Physical Education

Physical Education promotes good health and well-being and also fosters a sense of competitiveness and team spirit. Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition. By the end of Primary School children should also have developed basic proficiency in swimming and water safety. Generally, children will have two PE lessons each week.

Religious Education (RE)

We follow the locally agreed syllabus for RE. The topics covered in the RE lessons or on the themed RE days are part of the Harrow Agreed Syllabus and are reflective of the amazing diversity of religions and cultures represented in our school and in our community. RE lessons are intended to develop mutual understanding and respect of different faiths and beliefs.

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

Languages

Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anglo Saxons & Vikings		The Ancient Greeks		South America	
Science	Properties & Changes of Materials	Space: Sun, Earth & Moon	Life Cycles of Plants & Animals		Healthy Lifestyles & Changes in Humans	Gravity, Resistance & Mechanical Forces
Computing	Spreadsheet Modelling	Presenting Information	Graphical Modelling	Evaluating Information	Coding	
	e-Safety is revisited throughout each term					
PE & Games	Gymnastics: Rolling Invasion & Target Games	Street Dance Net & Wall Games	Gymnastics: Rolls & Balances Invasion Games	Street Dance Net & Wall Games	Dance Striking & Fielding	Athletics Outdoor & Adventurous Activities
Music	Singing: Rounds	Sound Sources	Soundscapes – exploring sound	Year Group Production	Lyric & Melody: composition	
Art	Anglo Saxon Patterns	Print Making: Viking Symbols	Clay Pots	Ancient Greek Designs	Observational Drawing	Drawing & Painting
Design Technology	Evaluating & Designing – Anglo Saxons		Greek Foods		Textiles – Sewing and joining fabric	
Religious Education	Islam	The Bible	Islam – the Quran	Places of Worship	Buddhism: Respect for Life	Jainism
Languages - French	On Holiday Eating Out		Hobbies A School Trip		Seasons The Environment	
PSHE	Being Me In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Managing Relationships	Changing Me

Home Learning in Year 5

Why set home learning?

We set home learning activities because these activities can:

- Support the 'little and often' approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, Brownies, football or place of worship, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practicing multiplication tables and number bonds
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern.

Our aim is that children should be able to independently and correctly apply the spellings and spelling rules they have learnt in all of their writing – not just when they have a spelling 'test'.

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record.

What to expect in Year 5

Our key in Year 5 is to promote the enjoyment of reading and to improve and develop the skills in reading, writing, spelling and mathematics – continuing the good work from the Foundation Stage.

Reading

Regular reading with an adult using:

- Books that can be shared and enjoyed together
- Texts that the child can read using his or her phonic knowledge
- High frequency words

Mathematics

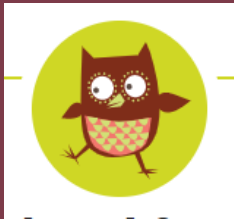
Children in the Reception, Year 1 and Year 2 will be given practical maths activities to complete at home with you. There will be a lot of physical activities which explore numbers and help children start to investigate the ways they can work with numbers, shapes and patterns.

Children in Key Stage 2 (Year 3 – Year 6) will be set a series of on-line maths activities each week using their own “Mathletics” account. These activities will be linked to the topics the children have been covering in class that week and the teachers will set the activities to match each child’s understanding of the topic.

Learning the times tables (up to 12x12) is a vital part of becoming a confident mathematician. To make the learning of the times tables a more fun process, the children will be given challenges to complete on the online learning site – “Times Tables Rockstars”. Our aim is for children to accurately and fluently recall all of the times tables to help them to solve reasoning problems in all areas of maths.

Other

In addition, from time to time, children may be asked to undertake an activity at home or ‘gather’ something for use in class. For example, when a class starts a topic on ‘holidays’, a class teacher may ask the children to bring in a photo or a postcard. This is not ‘homework’ as such, but does support the learning in school and in the home.



For access to free on-line resources that go with the Read Write Inc. Spelling programme that children follow from Year 2 – Year 6

<https://www.oxfordowl.co.uk/>



For access to the Mathletics site where teachers set a range of maths activities each week.

<https://www.mathletics.com/uk/>



For access to Times Tables Rock Stars for a fun, interactive way of learning the multiplication tables.

<https://trockstars.com/home>

Click on the images to go directly to the website.

First 100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Assessment in Year 5

We use many ways to check what your children have learned in a lesson and what they need to do next. This is one of the most important things that teachers do in the classroom, so we know what to plan next for pupils in order to move them all on in their learning and make sure that they are both challenged and supported in lessons.

Day to day assessment takes place in the classroom. Class teachers will use questions, marking, feedback, observations and informal tests or quizzes to assess children. This then tells them what is needed next for each child.

We give good quality feedback to children – sometimes through writing in their books or talking to them about their learning and lessons, to find out what they do well and what they need to do next.

We sometimes use tests to show us what a child understands and then we can plan from the results of these. We also have regular pupil progress meetings where each teacher will meet with Senior Leaders to discuss children's progress in detail.