

# Welcome to Year 5

Miss Gallagher, Mrs McKenzie and Mrs Benfield



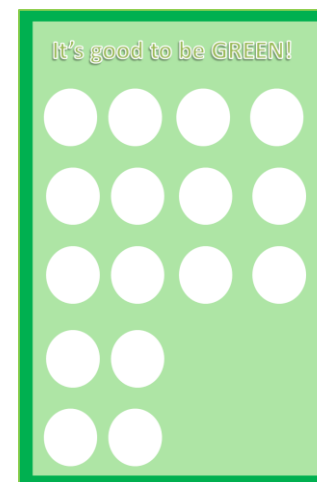
Maple  
Class

**If I make the choice to ...**

- ☑ Be honest
- ☑ Speak politely to all adults
  - ☑ Look after property
  - ☑ Listen carefully
- ☑ Be kind and behave in a friendly way
- ☑ Work to the best of my ability

**WELL DONE!**

- ☑ I will receive positive praise
- ☑ I might share my learning with a member of SLT
- ☑ I might have my behaviour recognised in Celebration Assembly
- ☑ I might receive a privilege



**If I make the choice to...**

- Leave my seat unnecessarily...
  - Call out...
  - Distract others...
- Not listen to my teacher, TA or other children...
  - Argue with other children...
  - Be unkind to others...

**I will receive an 'in class consequence':**

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
  - I might spend 5 minutes of my playtime with my teacher completing missed learning

**If I make the choice to...**

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
  - Throw, misuse or break equipment...
- Be rude to an adult or answer back...

**I will receive an 'out of class consequence' and my parents will be informed by my teacher:**

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

**If I make the choice to...**

- Continue to show disruptive behaviour after an 'out of class consequence'...
- Intentionally fight with or injure another pupil...
  - Refuse a member of SLT ...
- Deliberately damage school property
- Endanger myself or others with my behaviour...
- Swear or use racist or abusive language
  - Speak aggressively to staff...
- Physically hurt a member of staff...
- Leave school premises without permission...

**I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...**

- I might lose all of my lunchtime with the Deputy or Headteacher
  - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period

Our pupil reward system remains the same! The children return to school on green each day and can also go 'above and beyond' and earn a gold sticker!

In Year 5, Pupils also have the opportunity to earn golden time which is an extra break Friday afternoon.

# School Uniform

- In Maple Class, PE is currently on a **Monday and Friday-**
  - Children are asked to come into school wearing full PE kit on these days.
- Children are not permitted to wear jewellery, make up or nail varnish; this includes non-school uniform days.
  - If any child comes into class with either they will be asked to remove it.
- Pupils must wear black school shoes with the exception of PE days.
- Hair accessories should be green, white or black.
- If your child has pierced ears they may wear one pair of small, plain studs.
  - If they are unable to remove their earrings, please sign a PE consent form at the office.
- Watches can be worn but pupils may be asked to remove these if they are causing a distraction. Smart watches should not be able to receive messages.
- **Please** name all uniform and kit.

# Term 1 Timetable:

Year 5 Term 1 - Timetable 2025-2026

	8:40	9-10	10-10:45		11-12:10		1:15-2:15	2:15-3:15	
Mon	EMW	Spelling	English	Assembly	Maths		Science	PE	Class Story
Tues	EMW	Whole Class Reading	Maths		English		Music	RE	Class Story
Wed JG	EMW	Whole Class Reading	Maths		English		Geography		Class Story
Thur	EMW	Whole Class Reading	English	Singing Assembly	Art		Jigsaw	Computing	Class Story
Fri	EMW	Celebration Assembly	English	Arithmetic	PE	Spelling	Science	Golden Time	Class Story

# English in Year 5

Daily English lesson

4 x weekly Spelling Sessions

3 x whole Class Reading session

## Key Focuses:

- Pupils will be encouraged to write for a range of purposes and audiences and they will use similar writing as models for their own.
- Where possible, writing will be linked to enquiry work and will be based on a text, picture book or short film.
- Children will continue to be taught to edit their work and propose changes to vocabulary, grammar and punctuation to enhance their writing.
- Whole class reading sessions will take place daily using the VIPER style of questioning.
- Handwriting will continue to ensure pupils are writing legibly and fluently.
- Spelling

# English in Year 5

## Key Authors, Texts and Film Clips:

	English Focus	Class Text
Term 1	Film Clip- The Ridge (Mountain Biking)	Cloud Busting
Term 2	Charles Dickens <a href="https://www.youtube.com/watch?v=GBGDmin_38E&amp;t=184s">https://www.youtube.com/watch?v=GBGDmin_38E&amp;t=184s</a>	Street Child
Term 3	Film Clip- Pandora (Fictional Planet) NB this uses clips from the Film Avatar	The Jamie Drake Equation
Term 4	Survivors: Real life Survival Stories	The Explorer
Term 5	Rudyard Kipling & Just So Stories	Holes
Term 6	Greek Myths and Legends	Who Let the Gods Out?



# GPS in Year 5

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

# Maths in Year 5

## Pupils are expected to –

- Understand, and use, numbers to 1 million as well as numbers with up to 3 decimal places.
- Use efficient written methods for all four number operations
  - This includes long multiplication and short division
- Understand a range of terms related to multiplication (e.g. prime, squared, cubed, factor)
- Work with fractions and decimals
  - This includes comparing, ordering and converting fractions. As well as understanding mixed and improper fractions.
- Accurately measure and draw angles
- Reflect and translate shapes
- Draw and interpret line graphs

Maths lesson will not have set table groups as the focus is on moving children on through the lesson. They could be working independently, working in pairs, in teacher-led groups or in a 1:1 capacity.



# Enquiry in Year 5

	Subject	Focus
Term 1	Science Geography WSE- English Focus RE	Forces Mountains What would Jesus do?
Term 2	Science History RE	Properties and Change of Materials Victorians – <b>includes a trip</b> If God is everywhere, why go to a place of worship?
Term 3 <b>FOREST SCHOOL</b>	WSE- STEM Focus Science Geography RE	Earth and Space Climates Why do some people believe god exists?
Term 4	Science Geography History	Living Things- Life Cycles Rainforests Ancient Greece- <b>Theme Day</b>
Term 5	Science Geography	Living Things- Life Cycles Rainforests
Term 6	Science WSE- PE Focus	Animals including Humans What does it mean to be a Muslim in Britain today?

# Home Learning

Develop a love of reading (CURIOSITY)	Weekly Class Homework Tasks (COLLABORATION)	Ongoing Independent Tasks (INNOVATION)	Timestables Expectation for Year Group (INDEPENDENCE)
Daily Reading 10mins x 5 a week <ul style="list-style-type: none"><li>Book Band Reading</li><li>Library Books</li></ul>	Monday- Spelling words  <b>Thursday- Homework task linked to English or Maths.</b> <i>This needs to be handed in by the following Thursday</i>	TT Rockstars Ongoing research	Pupils should know all multiplication facts up to 12 x 12.

# Assessment

- Weekly Multiplication Quiz Term 1 and 2
- Weekly Speed Spell and Focus Spelling Quiz
- Weekly Arithmetic
- Children will take part in short quizzes and exercises to measure their understanding of skills previously learnt to determine starting points.
- Short quizzes and exercises will also be used to assess pupils understanding of learning throughout the year.


# Kent Test 11+

- Grammar schools in Kent provide for children in about the top 25% of the ability range.
- What does 11+ Involve?
  - English and Maths Paper
  - Reasoning Paper: Verbal and Non-Verbal
  - Writing Exercise
- Pupils will complete CAT4 Tests during Term 3. Results of this can be discussed during parents evening during Term 4.
- [www.kent.gov.uk/education-and-children/schools/school-places/kent-test](http://www.kent.gov.uk/education-and-children/schools/school-places/kent-test)
- Kent Test Application Open in June

## **If you have any concerns...**

- Come and talk to us straight away. There will be staff on the gates at the beginning and end of school everyday.
- If your issue is urgent, please make a telephone appointment to speak to me or a member of the Senior Leadership Team.
- Please also feel free to speak to Mrs. Baksh (SENDCo) or Mrs. Palmer (FLO), who are available throughout the day.
- Any messages given at the gates will be passed to teachers during registration.





We think for ourselves

We share our ideas and support our peers

Thank you for your time.

Any questions? Please make an appointment:

0300 065 8430

<http://www.senacre-wood.kent.sch.uk/>

We reflect on our learning

at Senacre  
Wood...

We create and innovate