

# Welcome to Year 5

Mrs McKenzie, Mrs Benfield and Miss Bannister



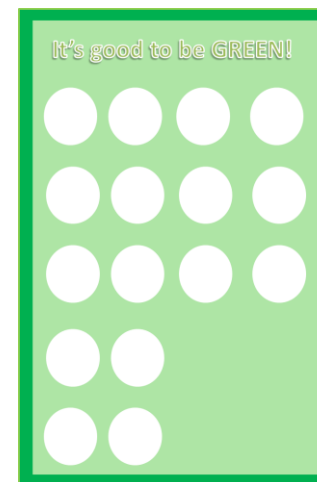
Maple  
Class

## ★ 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 can earn golden time which is an extra break Friday afternoon.

Across the school, there are weekly class rewards for attendance and punctuality.

# Attendance

Please notify the school promptly if there is an unexpected absence, providing appropriate information about the reason for the absence.

Wherever reasonably possible, medical and other appointments should be arranged outside of the school day. Where appropriate, evidence may be requested.

## Early Morning Work

Arriving on time helps children begin the day feeling calm, settled and ready to learn.

The early part of the school day is also important as children have opportunities to complete morning work, practise key skills, work on interventions and prepare for the day ahead.

## Leave of Absence and Holidays

Wherever possible, families should avoid taking holidays during term time to minimise disruption to learning.

- If leave during term time is required, parents should request this in advance.

- Parents should understand that requests for leave are considered at the discretion of the school, in accordance with statutory guidance.

**If you are experiencing difficulties with attendance or punctuality, please contact the school early so that support can be put in place before absence becomes an established pattern.**

# School Uniform

- In Maple Class, PE is currently on a Wednesday 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.
  - If any child comes into class with either, they will be asked to remove it.
- Pupils must wear black school shoes except for 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 are not permitted unless for medical reasons as agreed as part of a healthcare plan.
- Please name all uniform and kit.
- Pupils must not bring in toys or fidgets from home.

# **Asthma and Allergies**

**Please remember that we are a NUT FREE school.**

**If there are any changes to your child's health or medication, please inform the school office so we can provide the right support and respond quickly in an emergency.**

If your child has been prescribed a reliever inhaler or an EpiPen/adrenaline auto-injector, please provide the school with an in-date device.

These are kept safely by your child's teachers so that they are readily available if required during the school day or on school activities.

Following the introduction of Benedicts Law in September 2026, all staff have received training in how to spot the signs of an allergic reaction and respond to anaphylaxis. The school also holds emergency medication.

# Term 1 Timetable:

## Year 5 Term 1 Week - Timetable 2026-2027

|            | 8:40                                                            | 9-10                                                            | 10-10:45              |                       | 11-12:10 |  |                                          | 2:15-3:15       |                          |   |
|------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------|-----------------------|----------|--|------------------------------------------|-----------------|--------------------------|---|
| Mon<br>DM  | EMW<br><br>Maths<br>Quick 10                                    | Spelling<br>9am-9:30<br><br>Speed Spell<br>Spelling Zone<br>D&D | English<br>9:30-10:30 | A                     | Maths    |  | H                                        | Science         | PSHE                     | 3 |
| Tues<br>DM | EMW<br><br>RWI Spelling<br><br>Word changers<br>Dictation       | WCR<br>9-9:45<br>(Linked with Geog/Sci)                         | English<br>9:45-10:45 |                       | Maths    |  |                                          | Computing       | Geography                | 3 |
| Wed<br>SB  | EMW<br><br>Weekly SPAG<br>Check                                 | WCR<br>9-9:30                                                   | English<br>9:30-10:30 | SA                    | Music    |  | H                                        | Maths           | PE                       | 3 |
| Thur<br>SB | EMW<br><br>RWI<br><br>Choose the right<br>word<br>Four-in-a-row | WCR<br>9-9:45                                                   | English<br>9:45-10:45 |                       | Maths    |  |                                          | Art             | RE                       | 3 |
| Fri<br>SB  | EMW                                                             | CA                                                              | WCR<br>9:15-9:45      | English<br>9:45-10:45 | Maths    |  | Spelling and<br>handwriting<br>1:15-1:45 | PE<br>1:45-2:45 | Golden Time<br>2:45-3:05 |   |

# English in Year 5

Daily English lesson

4 x weekly Spelling Sessions

4 x whole Class Reading session

## Key Focuses:

- Pupils will be encouraged to write for a range of purposes and audiences using similar writing as models for their own.
- Writing stimulus will be based on a text, picture book or short film; there will also be opportunities for writing tasks which are linked with enquiry work.
- 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 using cursive handwriting.
- Spelling

# English in Year 5

## Key Authors, Texts and Film Clips:

|        | English Focus                                                                                                                                                                                                                                                           | Class Text                |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Term 1 | Film Clip- The Ridge: <i>Narrative</i><br><i>Discussion</i> – Do humans improve an environment?                                                                                                                                                                         | When the Mountains Roared |
| Term 2 | Oliver Twist: <i>Narrative with dialogue</i><br>Charles Dickens : <i>Biography</i><br>Film Clip- Sprout Boy: <i>Persuasion</i>                                                                                                                                          | Street Child              |
| Term 3 | Film Clip- Pandora (Fictional Planet):<br><i>Non-Chronological Report</i><br><i>Newspaper</i><br>NB this uses clips from the Film Avatar<br><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> | The Jamie Drake Equation  |
| Term 4 | Rudyard Kipling & Just So Stories: <i>Narrative</i><br><i>Free Verse Poetry</i>                                                                                                                                                                                         | Holes                     |
| Term 5 | Rainforests: <i>Information and Explanation Texts</i><br><i>Narrative: Retelling from a different point of view</i>                                                                                                                                                     | Who Let the Gods Out?     |
| Term 6 | Greek myths and Legends: <i>Letter Writing</i>                                                                                                                                                                                                                          |                           |

# 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> ]<br><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<br>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> ]<br>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<br>Use of commas to clarify meaning or avoid ambiguity                                                                                                                                                                                                                                                                        |
| <b>Terminology for pupils</b>                                      | modal verb, relative pronoun<br>relative clause<br>parenthesis, bracket, dash<br>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<br>Geography<br>RE<br>WSE- English Focus | Forces<br>Physical and Human Geography – Mountains<br><b>What would Jesus do?</b>                                                                   |
| Term 2                             | Science<br>History<br>RE                         | Properties and Change of Materials<br>Victorians – <b>Trip: A Victorian Christmas</b><br><b>If God is everywhere, why go to a place of worship?</b> |
| Term 3<br><b>FOREST<br/>SCHOOL</b> | WSE- STEM Focus<br>Science<br>Geography<br>RE    | Earth and Space<br>Climates<br><b>Why do some people believe god exists?</b>                                                                        |
| Term 4                             | Geography                                        | Rainforests                                                                                                                                         |
| Term 5                             | Science                                          | Living Things- Life Cycles                                                                                                                          |
| Term 6                             | Science<br>History<br>WSE- PE Focus<br>RE        | Animals including Humans<br>Ancient Greece- <b>Theme Day</b><br><b>What does it mean to be a Muslim in Britain today?</b>                           |

# Home Learning

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

# Assessment

- 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.

# Year 5 Additional

## Walking Home

With parents' permission, pupils in Year 5 can walk home alone during the Summer Term (Term 5 and 6).

## 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
- During Term 4, parents can choose for their child to complete a CAT4 assessment. Please note that this does incur a small charge.
- [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