

Welcome to Year 5!



Mr Spence
Miss Welham
Miss Slaughter

	8.40-8.55	8.55-9.15	9.15-10.20	10.20-10.30	10.30 - 11.35	11.35 - 12.00	12.00 -1.00	1.00-1.20	1.20 -2.00	2.00 -3.00	3.00-3.20
Monday	Registration & morning work	Collective worship	Maths	Break	Writing	Reading	Lunch	PE (1-2pm)		Spelling Matrix & B&V	Class story
Tuesday			Maths		Writing	Reading		Spelling	History/ Geography		Class story
Wednesday			Maths		Writing	Reading		Spelling	French	Science	Class story
Thursday			Maths		Writing	Reading		TTRS, Arithmetic & Handwriting		PE (2-3pm)	Class story
Friday			Maths		Writing	Reading		Spelling	PSHE	Computing/Music	Class story

English	• Back to basics • Narrative - Third person • Word play poetry • Biography • Formal letter writing		• Poetry which explore form • Balanced argument • Narrative - Third person (dialogue and description)t • Formal letters of application		• Narrative - third person (dialogue and character) • Playscript • newspaper report • Poetry - word play Included in Art for project • Diary entry	
Maths	Place Value Addition and Subtraction Multiplication and Division Fractions A		Multiplication and Division B Fractions B Decimals and Percentages Perimeter and Area Statistics		Shape Position and Direction Decimals Negative Numbers Converting Units Volume	
Science	Imbalanced Force 6	Earth and Space 6	Mixtures and Separation 6	Properties and Changes 6	Life Cycles and Reproduction 6	Human Timeline 3 Making Connections 3
B+V	Why is the Gospel such good news for Christians? 5	What does the Qur'an reveal about Allah and his guidance? 5	What spiritual pathways to Moksha are written about in the Hindu scripts? 5	Why do Christians think being a pilgrim is a good analogy for life itself? 5	What is the great significance of the Eucharist for Christians? 5	How did Buddha teach his followers to find enlightenment? 5
History	What did the Greeks ever do for us? 6		British history 4: Were the Vikings raiders, traders or something else? 6		What was life like in Tudor England? 7	

Geography		Would you like to live in a desert? 6		What is life like in the Alps? 6		Why do <u>Oceans</u> matter? 6
Art	Sculpture and 3D: Interactive Installation 5		Drawing: I need Space 5		Painting and Mixed Media: Portraits 5	
DT		Mechanical systems: Pop up books 4		Electrical systems: Doodlers 4		Cooking and nutrition: Developing a recipe 6
Computing	Online Safety Programming: Exploring python 5		Computing systems and networks: Understanding hardware, storage and security		Creating media: Creating a multimedia project 5	

Music		Music in nature: Chords and melodies 5 Christmas performance		West African Rhythms: Create, Play & Perform 5		Stage and Song: Storytelling Through Music 5
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Being me
French	What is the date?	My home	Family	Habitats	Regular verbs	The Olympic games

PE Routines

Year 5 will have P.E. every
Monday and Thursday afternoon.

✧ Dance Street Art	✧ Invasion Football	✧ Invasion Netball	✧ Gymnastics Flight	✧ Outdoor Ad... Leadership	✧ Striking & F... Cricket
✧ Gymnastics Counter Balance & Counter Tension	✧ Invasion Hockey	✧ Invasion Tag Rugby	✧ Dance The Circus	✧ Striking & F... Rounders	✧ Athletics Athletics





- Children to come to school in PE kit (bring it into school on days of sports clubs)
- All jewellery, including earrings and FitBits, must be removed for PE.
- Long hair must be tied back.
- Information about PE kit can be found on our website.

Please name all of your children's belongings.



Year 5 Expectations

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

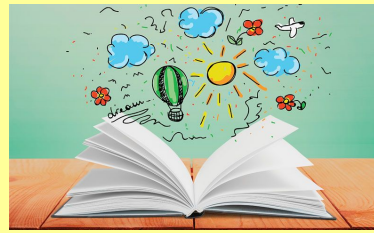
Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.

Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract:
 - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
 - 4-digits by 1-digit/ 2-digit
- Divide:
 - Up to 4-digits by 1-digit
- Multiply & divide:
 - Whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

Reading



We know that children who read voraciously make more progress.

In Year 5 we will:

- Set time for our children to read their chosen reading book to themselves.
- Aim to hear every child read at least fortnightly.
- Help children to select a 'best fit' book.
- Track children who seem to be struggling to finish a book.
- Check that children have read 5 times a week (check Friday)

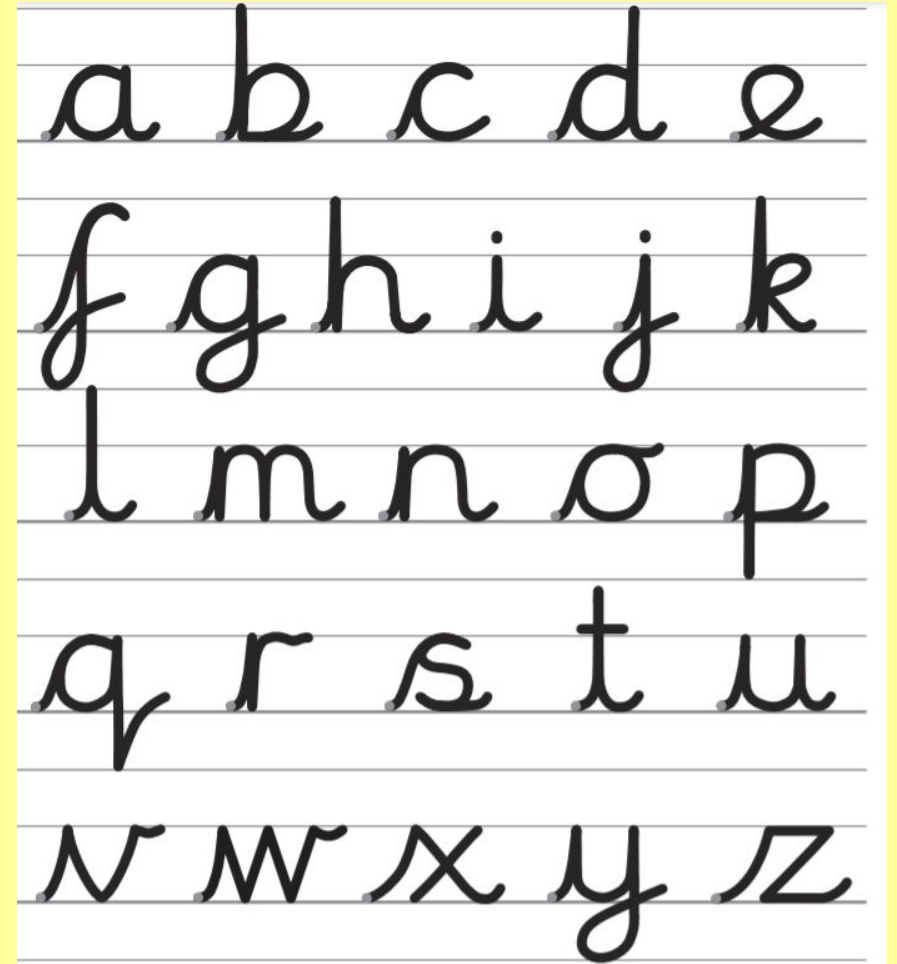
Accelerated Reader

- To track children we use the Accelerated reader software and reading records.

<https://www.smpsac.org/reading-1/>

Handwriting

- As a school we have adopted a cursive handwriting style.
- By the end of KS2 (year 6), children cannot be awarded the 'expected' level of attainment unless their writing is joined and legible.



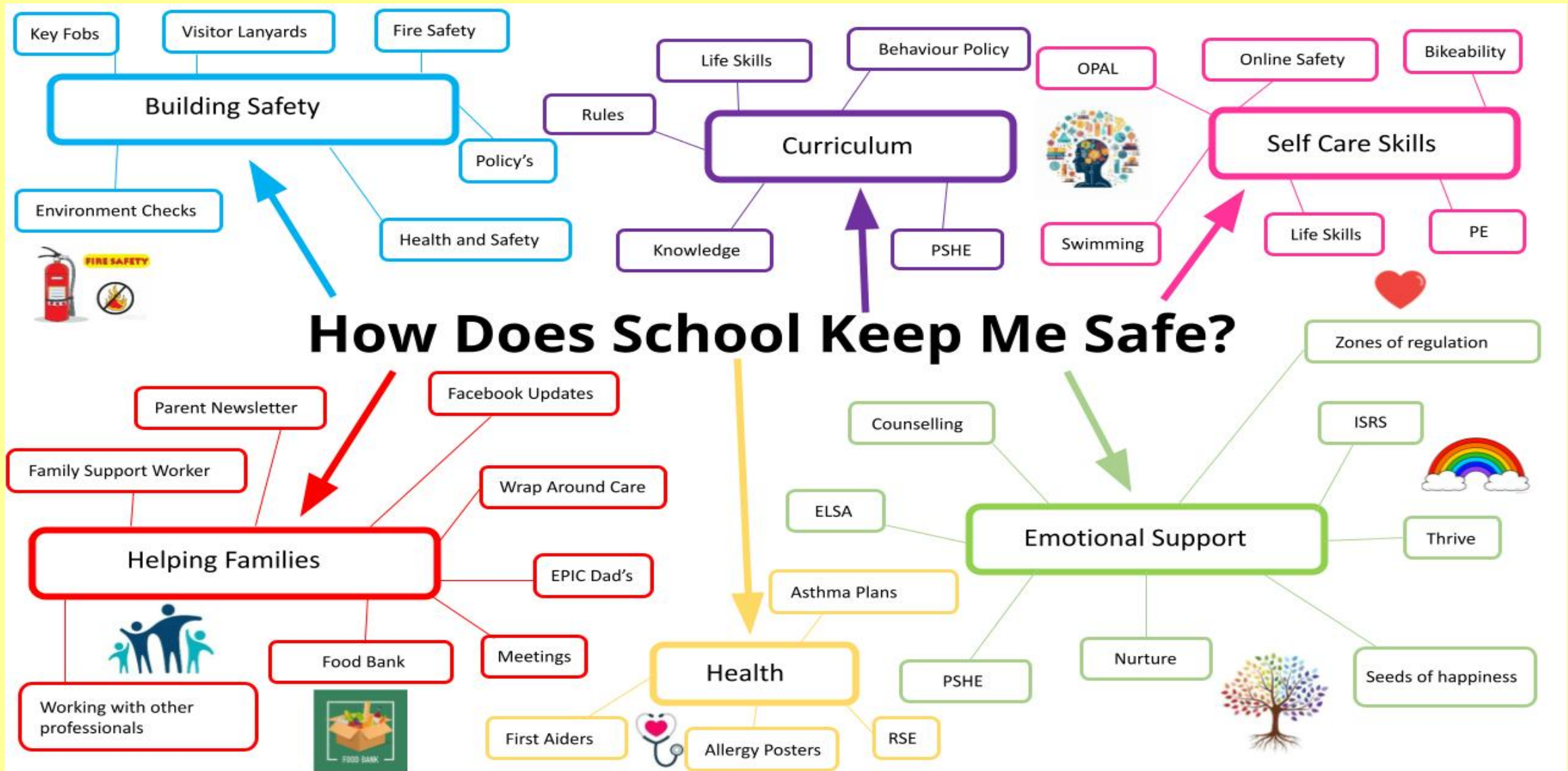
Home Learning

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading	Reading	Reading	Reading	Maths Sheet		
TTRS	TTRS	TTRS	TTRS	SPaG sheet		
Morphs	Morphs	Morphs	Morphs	Spelling Matrix		
				Reading		
				TTRS		

Assessment and reporting arrangements

<u>September</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>April</u>	<u>Late June</u>	<u>July</u>
Baseline Assessment		End of term test papers: maths, SPAG, reading			End of term test papers: maths, SPAG, reading	End of year test papers: maths, SPAG, reading	
Parents welcome meeting	Parents evening	Writing Assessment	Interim Report		Writing Assessment Interim Report	Writing Assessment	End of year report

Safeguarding



Lockdown Procedures

- This is not intended to alarm children
- It is a legal requirement
- It is part of our wider safety measures, such as a fire drill, which we do not prepare the children for.



Behaviour policy

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Valued Behaviour - Notice and reinforce	engaging positively in learning; following established routines; showing kindness and consideration; caring for the environment and resources; persevering when learning is difficult; helping others appropriately; showing increasing independence and responsibility; repairing relationships and learning from mistakes.	independence; responsibility; self-regulation; empathy; perseverance; collaboration; respectful communication; intrinsic motivation.	specific verbal or non-verbal recognition; positive feedback linked to the behaviour demonstrated; positive communication with home where appropriate; school certificates, postcards or celebrations where appropriate; recognition adapted to the individual child.	Continue to model, teach and reinforce valued behaviour through the universal behaviour curriculum and everyday relationships.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 1 Reminder and Redirect	Occasional low-level behaviour such as: • chatting rather than working; • calling out or talking over others; • becoming distracted from learning; • not following a familiar routine; • moving around when expected to remain in the learning space; • inappropriate use of resources; • minor disagreement or difficulty sharing.	• listening and responding; • attention and engagement; • waiting and turn-taking; • following routines; • impulse control; • recognising expectations.	• non-verbal reminder or proximity; • positively restate the expected behaviour; • brief verbal reminder; • refocus attention; • notice and reinforce the valued behaviour when demonstrated.	Usually resolved through normal classroom practice. Where necessary: • briefly model or rehearse the expected behaviour; • provide a visual or verbal reminder; • adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 2 Support and Refocus	- repeated Level 1 behaviours; - difficulty responding to an initial reminder; - active distraction of others; - repeated misuse of resources; - increasing frustration; - minor conflict requiring adult support.	- recognising early signs of frustration; - asking for help; - accepting boundaries; - using an agreed calming strategy; - problem-solving; - returning attention to learning; - Respectful disagreement	- calm, clear and concise instruction; - check-in: <i>"Are you okay?"</i> / <i>"What do you need?"</i>; - limited choice within appropriate boundaries; - redirection; - additional adult support; - temporary change of position or learning space where helpful; - reduced language or additional processing time where appropriate.	- model and practise the expected behaviour; - explicitly teach the identified skill; - recognise successful regulation and re-engagement; - consider whether an adjustment would help prevent recurrence - adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 3 Regulate and Reset	- repeated difficulty following expectations despite support; - escalating frustration or dysregulation; - inability to engage successfully with learning at that moment; - behaviour beginning to have a significant impact on others; - repeated interpersonal conflict.	- recognising physical and emotional signs of dysregulation; - selecting and using an appropriate regulation strategy; - accepting disappointment or "no"; - returning safely to learning; - managing frustration; - expressing needs appropriately.	- reduce unnecessary language and demands; - support co-regulation; - provide appropriate time and space to regulate; - access an agreed calm or supportive space where appropriate; - temporarily work in another suitable space where this supports regulation, learning or safety; - enable a positive return to learning when ready.	When the child is regulated: identify what happened; rehearse the skill or strategy needed next time; complete missed learning where this is appropriate; recognise successful re-entry and restart; consider whether this is an isolated incident or an emerging pattern. A reset is intended to support successful regulation and return to learning. It is not a punishment or automatic fixed period of time.

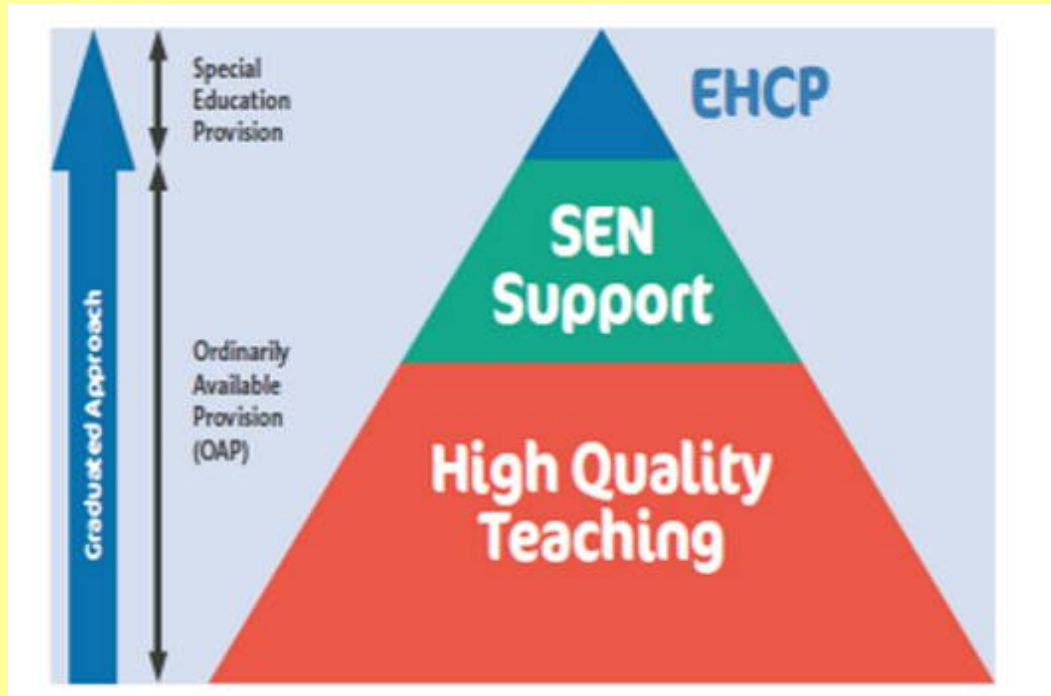
	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 4 Reflect, Teach and Repair	Behaviour which is more significant in its impact, for example: • persistent disruption; • repeated refusal of reasonable adult direction; • deliberately hurtful or unkind behaviour; • inappropriate or offensive language; • physical behaviour that causes harm but does not meet the definition of dangerous behaviour; • significant damage or misuse of resources; • repeated difficulty following expectations despite previous support.	Depending on the incident, this may include: • managing frustration and disappointment; • impulse control; • respectful communication; • understanding the impact of behaviour; • managing disagreement; • problem-solving; • identifying emotional triggers; • taking responsibility; • repairing relationships.	• calmly stop or contain the behaviour; • ensure the immediate wellbeing of those affected; • provide regulation support where required; • use an appropriate educational and/or protective consequence; • seek additional adult support where necessary; • communicate with parents/carers where the incident is significant.	When appropriate: • supported reflection; • reteaching and practising an alternative response; • restoring or putting right damage caused; • gather appropriate pupil voice; • completing missed learning; • restorative conversation where all involved are ready and it is safe to do so; • genuine apology where appropriate; • teacher communication with parents/carers; • parent view recorded • recording on CPOMS with actions Children will not be forced to forgive, accept an apology or participate in restorative work where this would be inappropriate

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 5 Review and Targeted Support	This level is primarily triggered by patterns, rather than by completing previous stages. It may be appropriate where: • detrimental behaviour is becoming frequent or more severe; • repeated incidents are significantly affecting learning, relationships or wellbeing; • previous classroom teaching, adjustment and support have not resulted in sufficient progress; • staff believe behaviour may be communicating an unmet or emerging need.	Skills will be identified from analysis of the individual child rather than predetermined by the level. They may include: • emotional literacy; • self-regulation; • communication; • managing anxiety; • flexible thinking; • accepting feedback; • conflict resolution; • recognising triggers;	Continue to apply the strategies above, alongside increased consistency, support and appropriate adjustments.	The class teacher, with appropriate support, will: • describe and record the behaviour factually; • identify patterns in when, where and why it occurs; • gather appropriate pupil voice; • seek parent/carer views and relevant information; • teacher gather information from staff working with the child; • review reasonable adjustments and classroom provision; • explicitly teach identified emotional or behavioural skills see Appendix 2; • assess, plan, do, review, process followed, agree and record plan with strategies and a review date; • monitor progress. Appropriate tools may include the school's Early Prognosis or other agreed analysis and planning resources. Further SEND, pastoral or safeguarding assessment will be considered where appropriate.

SEN – IEPs and Provisions

September 2026

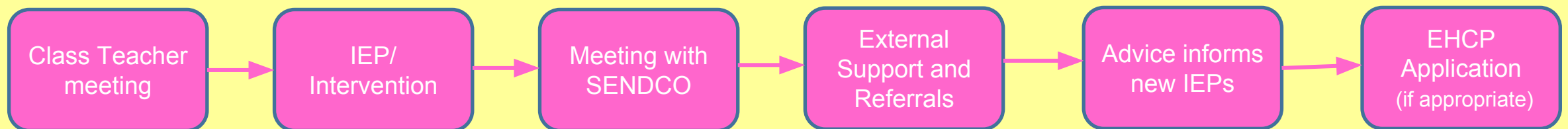
What to do if you have concerns about your child or they are struggling in school.



Support always begins with the class teacher. Discuss your concerns and they will work with you to put some **ordinarily available provisions** in place. This may be short term interventions or it may be longer term **SEN Support** which needs an **IEP**.

If this support is not effective, a meeting with the **SENDCO** can take place to discuss external support and referrals. This may then result in an EHCP application.

The Graduated Response **must** happen before an EHCP will be considered.



Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.



- Introductory video link <https://beta.nationalcollege.com/library?sortBy=relevance&phase=15&q=online+safety+for+parents&amount=24>
- Link on our website: <https://st-marys-church-of-england-academy.secure-primariesite.net/online-safety-1/>

7+ but not
all games



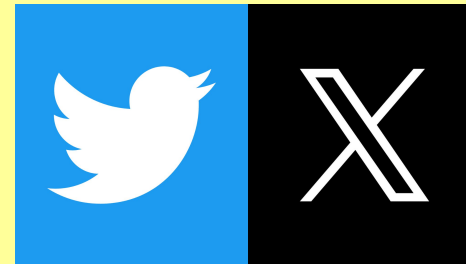
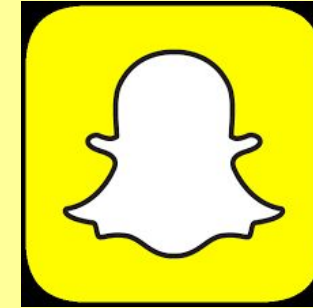
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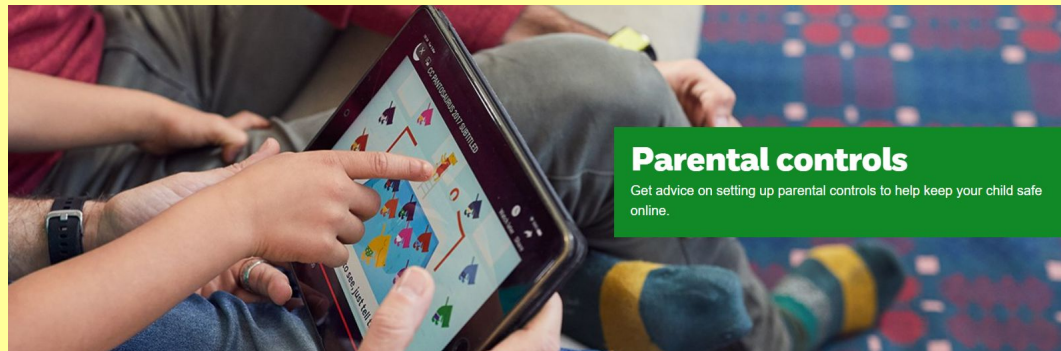
13+



BeReal.



16+



<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Trip - Space Centre in Leicester



Additional Messages

1. Free school meal application forms.

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-meals-uniforms-and-trips/apply-for-free-school-meals>

The office can help you with the form if you need.

2. Reminder to update Arbor with all medical information and contact details etc. All payments for trips, clubs, WAC, lunches are made here.

3. Collection Authorisation Forms need to be filled in and returned to us, be sure to state if you are collecting your child or if they are walking home themselves.

Any Questions?

