

Welcome to Year 5!

5C

Miss Caswell
Miss Forster

5S

Miss Savage/
Mrs Duggan
Miss Glass



School uniform

- It is essential to wear sensible footwear – no slip on shoes, no open toes, no heels. Black or navy hard soled shoes – no trainers please.
- No jewellery is to be worn in school.
- Bags must be appropriate school bags or backpacks, no handbags or suitcase style bags.
- Hair longer than collar length must be tied up, extremes of fashion such as shaved patterns / lines or partings, colours, very short hair on one side with longer on the other etc. are not allowed.



Winter Uniform (can be worn all year round)

White blouse or shirt to be worn with a school tie

Navy blue school cardigan or school jumper

Navy blue skirt or pinafore dress

White, grey or navy socks or navy blue tights

Grey trousers



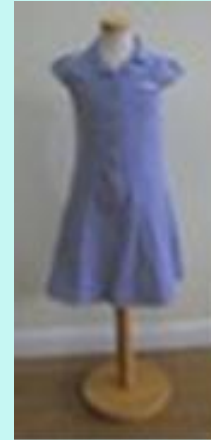
Summer Uniform (can be worn in Terms 1, 5 and 6 only)

Blue and white checked (gingham) dress

Grey shorts

White school polo necked shirt

White, navy or grey socks



PE

Term 1

Wednesday – Swimming (5C)

Thursday - Outdoor (5C and 5S)

Friday – Indoor (5C and 5S)

Term 2

Wednesday – Swimming (5S)

Thursday - Outdoor (5C and 5S)

Friday – Indoor (5C and 5S)

Terms 3-6

Thursday afternoon – Outdoor

Friday afternoon – Indoor



PE kit

School logo t-shirt according to house colour

Plain navy blue shorts

Plain navy blue or black tracksuit, or navy/black leggings

No named brands, no hoods please

Trainers or plimsolls

On PE days (including swimming days) children are required to come to school in their PE kit unless otherwise asked.



Please label ALL PE kit.



The Year 5 Curriculum

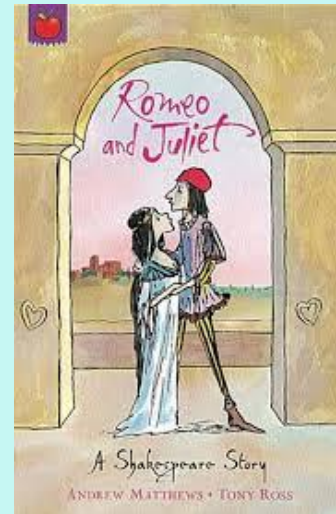
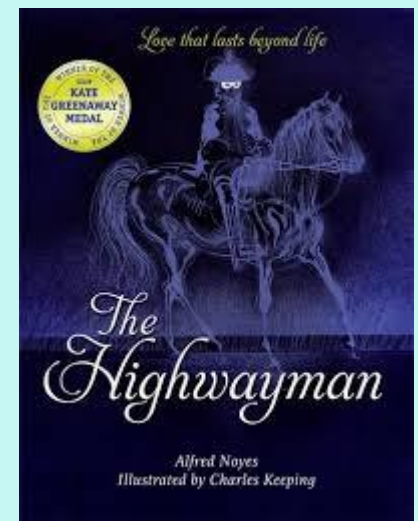
YEARLY CURRICULUM MAP - YEAR 5													
	CORE TEXTS	ENGLISH	MATHS	SCIENCE	ART AND DT	COMPUTING	RE	PSHE	Geography	History	P.E	MUSIC	MFL
TERM 1	Skellig	Fiction - Narrative based on a Journey Non-Fiction - Planet Profiles	Number Place Value Addition and Subtraction Statistics	Earth and Space Planets Solar System Day/Night	Art Space Peter Thorpe	CODING Program - 2Code ONLINE SAFETY Program - 2Publish Plus, Writing Templates, Display Boards, 2Connect	Creation	Relationships	Ancient Greece Maps/Atlases key Physical & Human features	Ancient Greece How did the Ancient Greeks influence the western world?	Swimming Gymnastics Hockey	Composition and Notation Composer Richard Strauss	Space exploration in French
TERM 2	Skellig Space Oddity	Fiction/ Poetry - Suspense writing Non - Fiction - Discussion text	Number Multiplication and Division Area and Perimeter	Earth and Space Movement of the moon Forces Gravity Air Resistance	DT Creating a stuffed toy	SPREADSHEET \$ Program - 2Calculate	God's Covenants Buddhism Stories and Prayers	Relationships	Modern Greece Maps/Atlases key Physical & Human features	Greece Where is Greece located in the world? What geographical features be identified?	Swimming Gymnastics Tag Rugby	Blues	French monster pets Body parts
TERM 3	Street Child Great Expectations	Fiction - Characters perspective Non-Fiction - instructional Victorian Workhouses	Number Multiplication and Division Fractions	Forces Water Resistance Friction Mechanisms	Art Portraits drawing skills	DATABASES Program - 2Investigate (database) Avatar creator	Inspirational People	Living in the Wider World	British Empire How far did the British Empire extend and change the world?	Victorians How did the Victorians affect the world?	Dance Netball	South and West African percussion	Shopping in France
TERM 4	Street Child The Highway Man	Fiction - Poetry - Imagery archaic language	Number Fractions Decimals and Percentages	Materials Properties Dissolving Separating Electricity	DT Bridges and Structures	GAME CREATOR Program - 2DIY 3D	Reconciliation Buddhism Places of Worship	Living in the Wider World	Local Study How has Rochester changed and grown since the 1800's.	Industrial Revolution How did the Victorians change technology and engineering?	Tennis OAA	Composing and performing Drumming	French speaking world
TERM 5	Romeo and Juliet	Fiction Tragedy story Non-Fiction - Explanation Text	Geometry Angles Properties of Shape Position and Direction	Habitats Plants Life Cycles Metamorphosis	Art Turner and water colour	3D Modelling Program - 2Design and Make	Life in the Risen Jesus	Health and Wellbeing (RSE coverage)	Tudor Exploration How the world was mapped?	World Rivers How are rivers affected and used by humans?	Fitness Cricket	Looping and remixing Drumming	Verbs in a French week
TERM 6	There's A Boy in the Girls' Bathroom	Fiction - Play scripts Non-Fiction - Balance Arguments Discussions	Measures Converting Units Volume	Animals Stages of Development Sex Education	Art Tudor portraits DT Keeping healthy	CONCEPT MAPS Program - 2Connect	Other Faiths Buddhism Festivals, Belongings and Values	Health and Wellbeing (RSE coverage)	Tudors Hever Castle study - how the Tudors settled?	Tudors Exploration How did the Tudors play an important role in world exploration?	Athletics Rounders	Musical theatre Drumming	Meet my French family

Timetable

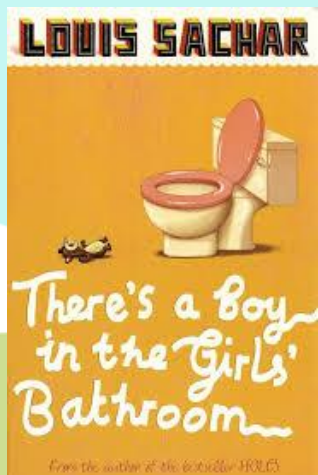
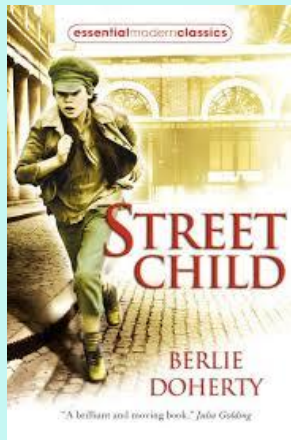
Day	8.40-9.05	9.05-9.30	9.30-10.30	10.30 - 10.40	10.40-11.00	11.00-12.00	12.00 -12.15	12.15- 1.15	1.15 - 1.30	1:30-2.15	2.15-3.00	3.00- 3.15
Monday	EMW	Whole School Assembly	RE	BREAK	RE		Spelling Workshop	LUNCH	Handwriting	Humanities	PSHE	Reading for Pleasure
Tuesday	EMW	Rising Stars Mental Maths	Maths		Reading	Writing	Spelling Workshop		Handwriting	Science		
Wednesday	EMW	Celebration of the Word	Maths		Reading	Writing.	Spelling Workshop		Handwriting	PPA 5C Music and Swimming 5S Music and French		
Thursday	EMW	KS2 Assembly x tables test	Maths		Reading	Writing	Year Group Spelling		Handwriting	Art	Outdoor PE	
Friday	EMW	Celebration Assembly	Maths -		Reading	Writing -	Year Group Spelling		Handwriting	Indoor PE	Computing	

Year 5 English Texts

- Skellig by David Almond
- Street Child by Berlie Doherty
- The Highwayman by Alfred Noyes
 - Romeo and Juliet by William Shakespeare
- Great Expectations by Charles Dickens
- There's a Boy in the Girls Bathroom by Louis Sachar



These books are used in English across the year. Please **DO NOT** read them at home.



Fine Motor Skills and Handwriting in Year 5

In Year 5, children will continue to be supported to develop fine motor skills.

We will also teach and support your children to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

The quick brown fox
jumps over the lazy
dog.

In Year 5, children are supported and expected to consistently join their handwriting with increasing speed during independent writing.

They will also understand when it is best that handwriting is left unjoined (eg. for labelling a diagram or data, writing an email address, or for algebra and capital letters, eg. for filling in a form).



Spelling in Year 5

Children are taught to consolidate and continue their phonic understanding through Spelling Workshop lessons (including etymology, root words, prefixes, suffixes and syllables).

Your children will also be working on the following spelling patterns and rules this year including:

- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Adding -ing / -ed to words ending -fer, for example: 'prefer', 'preferring' and 'preferred'
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ie / ei, for example: 'piece' and 'ceiling'
- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words such as 'doubt', 'thistle' and 'knight'
- Homophones (words which sound the same but are spelled differently) for example: 'principle' and 'principal'

Maths Year 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction		Number Multiplication and division A			Number Fractions A			
Spring	Number Multiplication and division B			Number Fractions B		Number Decimals and percentages			Measurement Perimeter and area		Statistics	
Summer	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

Number bonds and times tables weekly challenge

Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

Progression has been carefully mapped across the school in line with the national curriculum to give the children a secure recall of key number facts relevant for their year group.

- Year 4 - recall multiplication and division facts for multiplication tables up to 12×12
- Year 5/6 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

The weekly maths challenge will happen on a Thursday.



Year 5 Topics



Humanities

- Ancient Greece
 - Greece
- Victorian Empire
 - Local Study
 - Rivers
- Tudor Exploration

Science

- Earth and Space
- Forces (2 terms)
- Materials and their Properties
 - Life Cycles
- Stages of Development (Sex Education taught alongside RSE/PSHE topics)

Religious Education

We follow 'Lighting the Path, Oxford Reading Tree' RE scheme of learning. Here are the termly topics:

- Creation
- God's Covenants
- Inspirational People
 - Reconciliation
- Life in the Risen Jesus
 - Other Faiths
- Prophecy and promise

Homework

Homework will be given on a Friday and posted onto Class Dojo.

Reading - 10-20 mins, write title and pages they have read in reading diaries. Parents to sign reading diary to show this has been done.

Spelling – To be set every Friday and practised at home. Children will complete a spelling test on the following Thursday in their homework book.

Writing – There will be a writing task to complete, e.g. put 3 of your spellings into a sentence or use a fronted adverbial to create 5 sentences.

Times tables – To be practised daily and tested once a week in class (Thursdays).

MyMaths – A task will be set every Friday and will be accessed on MyMaths. Paper copies can also be given if needed 😊



Contact/Reading Diaries KS2



Week Commencing Date: _____

READING LOG			
	Name of Book and Page Number	Comments	Parent/Carer Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

In the 'Reading Log' section, your child is welcome to complete this independently; however, we kindly ask that an adult oversees the entry and adds their initials beside it to ensure it is being completed accurately.



Reading Diaries KS2

- Reading diaries must be in school every day. Please use them to record any messages to your child's teacher and to inform us as to which books your child has been reading
- Any notes can also be written in there that you would like us to know about your child, you can also send an email or phone the school office
- If you would prefer to catch us in the morning, or afterschool, please wait until the majority of children have gone or are in school before doing so

We would like to take a moment to highlight the importance of daily reading in supporting your child's learning and development. Just 10–15 minutes of reading each day can make a significant difference in building vocabulary, improving comprehension, and fostering a lifelong love of books.

To help track this progress, we kindly ask that you **record your child's reading in their reading diary each day**. This helps us monitor their reading habits and allows us to celebrate their efforts and achievements in school.

As an added incentive, **children who have recorded their reading consistently throughout the term will be celebrated in our end-of-term assembly**. We're excited to recognise and reward their dedication to reading!

Thank you for your continued support in encouraging your child's reading journey.



Reading

- Reading impacts all areas of the curriculum. Engaging your child with reading activities is of utmost importance if they are to succeed. Talk to your child about what interests them. Allow them access to a wide range of texts.
- Spend at least ten minutes daily sharing or reading with them, visit libraries, look at stories online, download free apps for iPads/ iPods if available and talk about what you have read too!

Here are some ideas of reading materials which you may wish to obtain:

- First News (available via newsagents)
 - Newsround online/BBC stories
 - Audio books
 - Holiday brochures
 - Cookery books
- Instruction books (e.g. How to make...)
 - Fiction stories
 - Non-fiction



Accelerated Reader

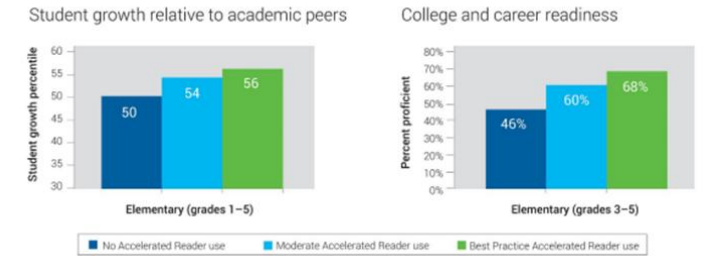
What is Accelerated Reader?

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives pupils a reading level (ZPD number). Pupils take computerised quizzes on the books and will aim for a quiz target of at least 85%.

Why use Accelerated Reader?

A study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. In primary school, research has shown that pupils using Accelerated Reader make significantly more progress.

Figure 3. Elementary students who used Accelerated Reader grew more



How does Accelerated Reader work?

1. Pupils will be assessed at the beginning of the year on their reading understanding **and** fluency. This will give them a ZPD number.
2. Pupils will pick a book to take home based on their ZPD number. Please continue to read with your child as normal and fill in their reading log.
3. When they finish the book, pupils will take a short quiz in school. Your child's teacher will monitor your child's quiz performance and adjust their ZPD number if necessary.



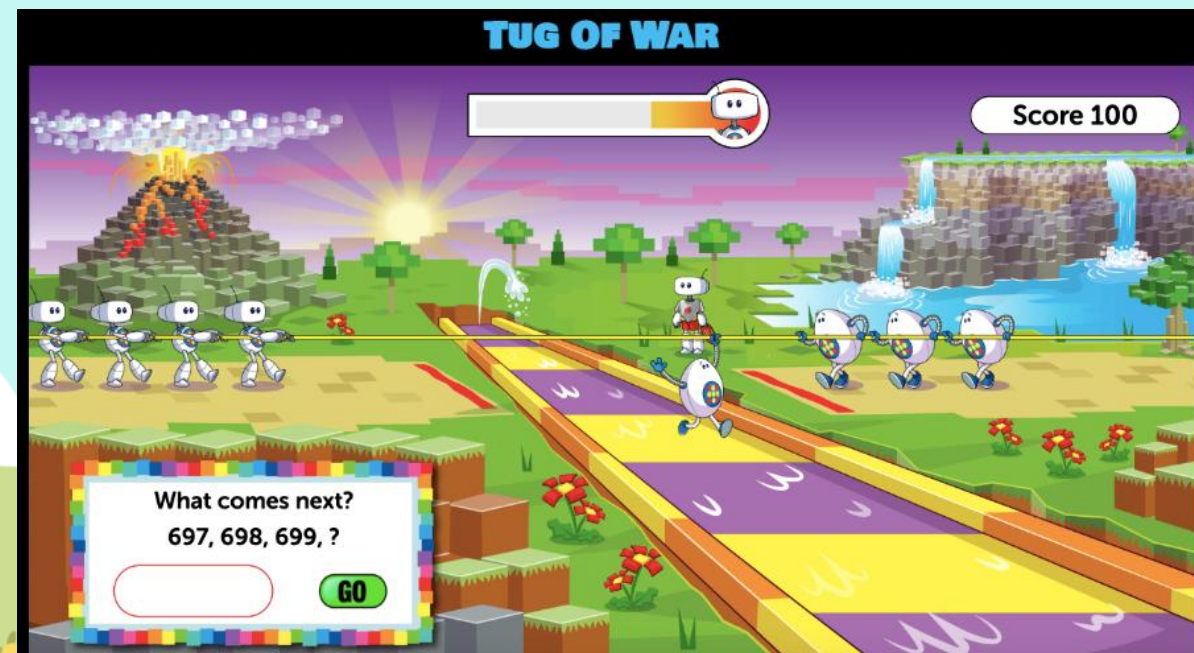
What is MyMaths?

MyMaths is a whole-school interactive resource for use both in the classroom and at home. It is used to increase mathematical fluency and consolidate learning. Predominantly, we will be using MyMaths as an online homework platform.

Why use MyMaths?

MyMaths offers interactive lessons and homework tasks, all of which are matched to the National Curriculum. Children's answers are marked at the click of a button, providing immediate feedback. If children choose to, they can try homework tasks again. In fact, the resource provides limitless practice. In addition, MyMaths has a wide variety of games designed to motivate pupils to consolidate their maths skills whilst enhancing their enjoyment of the subject.

The screenshot shows the MyMaths interface for a task titled "Q1 - Bar models for groups and items". The task instruction is "Match the bar models to the statements." There are three bar models on the left and three statements on the right. Each bar model has a bracket underneath indicating the number of groups. The first bar model is divided into 2 groups of 8 items each (labeled '8'). The second bar model is divided into 3 groups of 4 items each (labeled '4'). The third bar model is divided into 8 groups of 2 items each (labeled '2'). Each bar model has a green checkmark next to it, indicating it has been matched correctly. The statements on the right are: "2 groups with 8 items in each group", "3 groups with 4 items in each group", and "8 groups with 2 items in each group". At the bottom, it says "You have scored $\frac{3}{3}$ so far." and there is a "Continue" button. The interface also shows a sidebar with "Q1", "Q2", "No calc", and "Total" sections, and a top navigation bar with "Online Homework", "Bar multiplication", and a "Menu" button.



Golden Rules

1. Follow instructions. Listen to all adults working in the school.
2. Be gentle, kind and polite: keep hands, feet and unkind words to yourself.
3. Value people's belongings; respect the school and other people's property.
4. Be honest and tell the truth.

If children break a golden rule they will be asked to reflect their actions and spend some of their breaktime for this. Parents will be contacted to inform them if the incident is concerning.

Rewards

Children are rewarded in a number of ways:

- Verbal praise
 - Marking
- House points
 - Merit award
- Attendance recognition
- Head teacher award at end of each term





Outdoor Learning

OPAL

At St Thomas More, we have adopted the OPAL Primary Programme (Outside Play and Learning) to promote freedom for children to explore play in their own imaginative ways, using found and gathered resources in the natural outdoor environment during lunch times.

Please ensure that your child has a pair of wellington boots in school, which can be kept here permanently.

Suitable coats/ rainsuits are also recommended as the weather changes.

Our Play Charter

We have the right to play and enjoy OPAL.

We have the responsibility to make sure everyone enjoys playtime by making sure:

- ✓ ☐ everyone chooses what to play
- ✓ ☐ we share equipment fairly and kindly
- ✓ ☐ we take care of the equipment
- ✓ ☐ we treat each other how we like to be treated
- ✓ ☐ we keep everybody safe
- ✓ ☐ we are kind to others
- ✓ ☐ we help people if they need us
- ✓ ☐ we allow people to join in games
- ✓ ☐ we ask grownups if we need help to sort out our problems
- ✓ ☐ we listen to one and another
- ✓ ☐ we play safely.



We love using **The Muddy Puddle Approach** to take our learning into the great outdoors! This fantastic method allows us to teach core curriculum subjects in active, hands-on ways. Instead of just working in exercise books, our children might build number ladders out of sticks to practice counting in tens. **The Muddy Puddle Teacher** ideas are packed with so much joy and adventure that the children feel like they are just playing—all while naturally soaking up key academic skills!

You can find out more and get free resources for home at:

www.themuddypuddleteacher.co.uk



Communication with your child's teacher:

Reading Diary/Contact Book: If you would like to pass on a message to your child's class teacher or request a phone call, please use the reading diary provided by the school. Teachers check these regularly and will respond as needed or contact you at their earliest convenience.

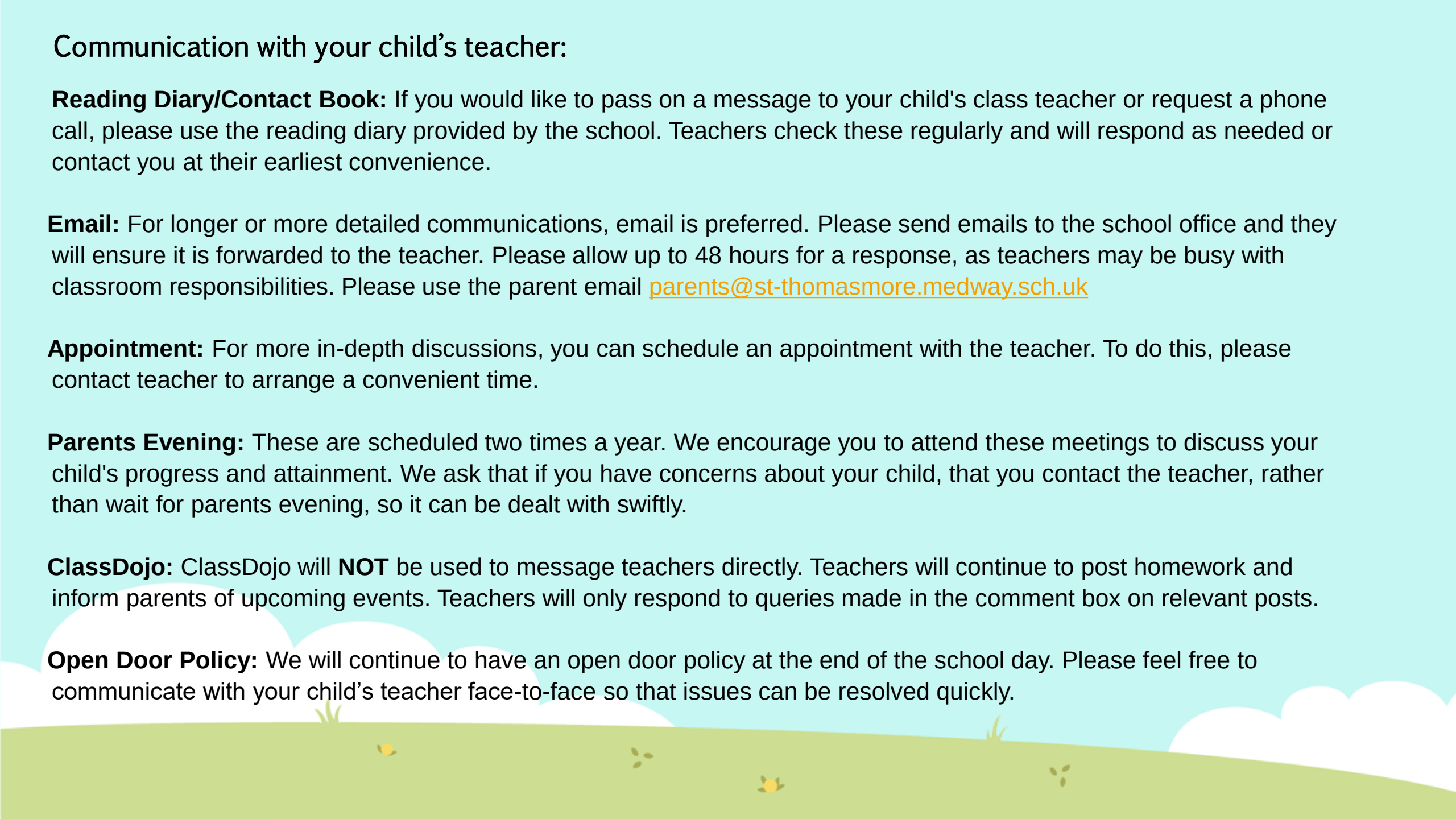
Email: For longer or more detailed communications, email is preferred. Please send emails to the school office and they will ensure it is forwarded to the teacher. Please allow up to 48 hours for a response, as teachers may be busy with classroom responsibilities. Please use the parent email parents@st-thomasmore.medway.sch.uk

Appointment: For more in-depth discussions, you can schedule an appointment with the teacher. To do this, please contact teacher to arrange a convenient time.

Parents Evening: These are scheduled two times a year. We encourage you to attend these meetings to discuss your child's progress and attainment. We ask that if you have concerns about your child, that you contact the teacher, rather than wait for parents evening, so it can be dealt with swiftly.

ClassDojo: ClassDojo will **NOT** be used to message teachers directly. Teachers will continue to post homework and inform parents of upcoming events. Teachers will only respond to queries made in the comment box on relevant posts.

Open Door Policy: We will continue to have an open door policy at the end of the school day. Please feel free to communicate with your child's teacher face-to-face so that issues can be resolved quickly.



In Year 5 we...

- Encourage children to become independent
- Want them to be able to solve problems amongst themselves and use own initiative
- Encourage them to take responsibility for their own actions
- Want them to be able to organise themselves and their own equipment
- Want them to access class resources independently
- Want them to enjoy coming to school!



Thank you
for your continued support
and we look forward to a
fantastic year ahead!

