



Welcome to Year 5!



Miss Reid & Mrs Wainwright

We look forward to getting to know you in September 😊 Here are 4 things about us...

- 1) I have a cat called Bear that can high five!
 - 2) I love travelling and exploring new places.
 - 3) My favourite lessons are drama and art.
 - 4) I am a huge fan of sausage dogs!
- 1) I have a two cats called Bella and Rajah.
 - 2) Like Miss Reid, I love travelling and exploring new places.
 - 3) My favourite lessons are drama and DT.
 - 4) I enjoy cooking for my friends and family.



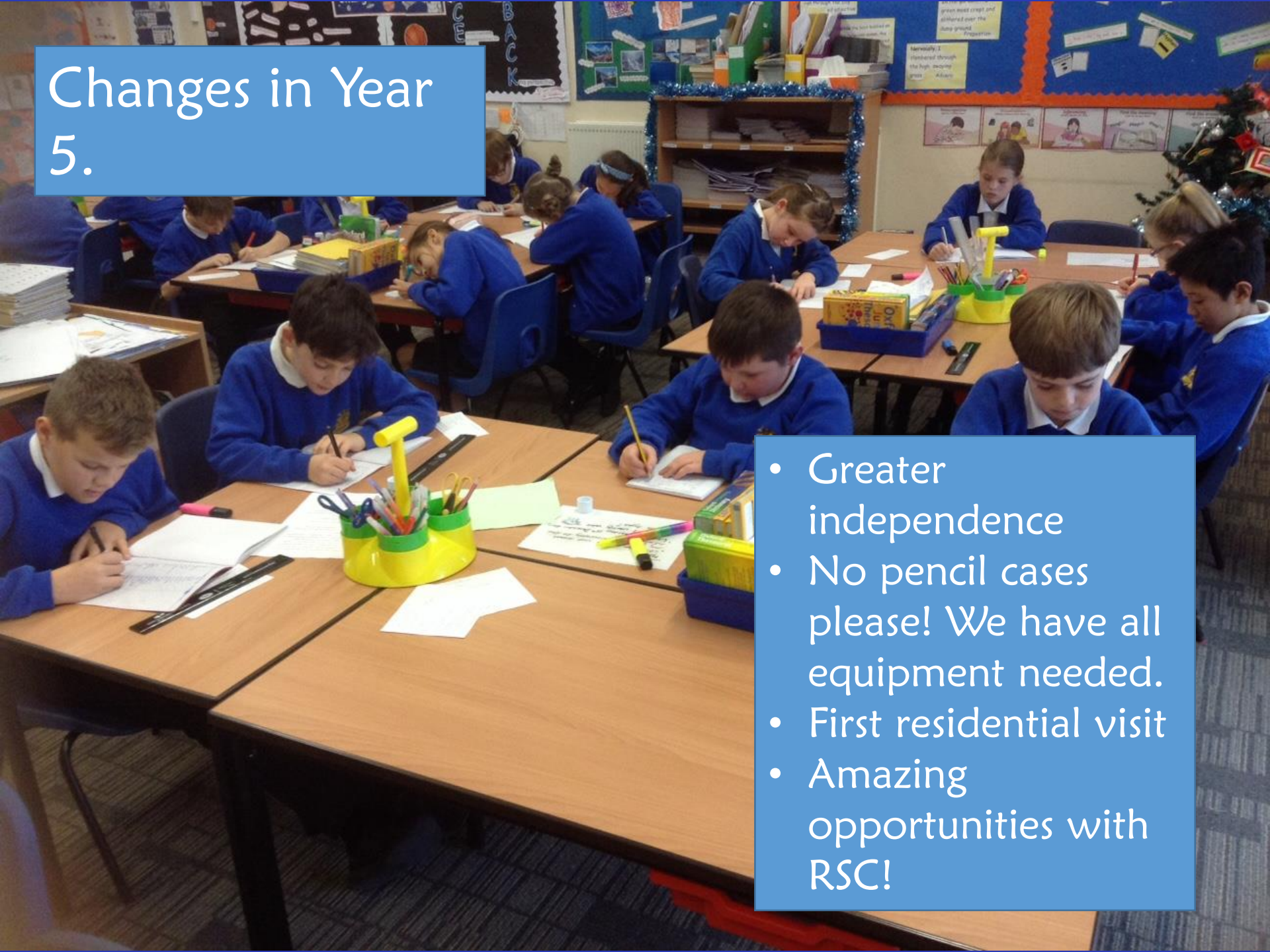
We have both been teaching for 9 years in ks1 and ks2 so you will be our 10th class!



Our classrooms:



Changes in Year 5.



- Greater independence
- No pencil cases please! We have all equipment needed.
- First residential visit
- Amazing opportunities with RSC!

Locker area:



Developing Independence

Independence is one of the most important skills your child will develop in year 5.

Developing a child's independence will help your child to:

- Improve their learning skills.
- Build on their self-esteem and confidence.
- Enable them to take risks
- It teaches them self-motivation.
- It allows them to become good decision makers.
- It makes them happy and healthy as they feel a great sense of achievement and success as a direct result of their own actions.



Homework (set only during term time)

- All children are expected to frequently read for pleasure. They will have a library book and a guided/independent reading book. They may also read a range of literature from home. Please read with your child and ask questions about what they are reading.
- Spellings need to be practised little and often in order to improve fluency and embed their understanding. Spelling lists will be given out half termly.
- 1 x maths homework sheet (20 minutes)
- 1 x literacy/topic based activity (20 minutes)
- 15 minutes total of TT Rocks Practise per week.

Monday	Tuesday	Wednesday	Thursday	Friday
	1 X Literacy task to be handed in. 1 x maths homework to be handed in.	New literacy task to be given out. New maths homework to be given out.		Spellings to be tested. TT Rocks engagement checked. Reading records to be handed in.

Here is a little bit about each topic in Y5!

Autumn Term 1: Greece Lightning!

Key Driver: Sticky Knowledge



Events at the Greek Olympics included: wrestling, boxing, long jump, discus and chariot racing.

Most ancient Greeks wore chiton, which was a long T-shirt made from one long piece of cloth.

The ancient Greeks invented the theatre because they loved watching plays and most cities had a theatre.

Secondary Drivers:

Can they test out a hypothesis in order to answer a question?

Can they collect information about a place and use it in a report?

Follow the school's safer internet rules.

Can they use a search engine using keyword searches?

Can they decide which sections are appropriate to copy and paste from at least two web pages?

PSHE: Learn about the 5 areas of well being: keep learning, be active, take notice, give and connect.

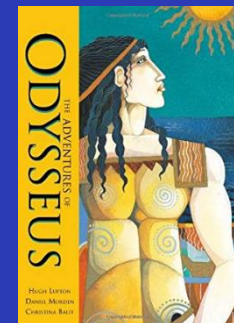
MFL:

Months of the year.

Numbers 1-20. Birthdays!

PE: Can the children explain why exercise is important?

Music: To read musical notations.



Autumn Term 2: Infinity and Beyond!

Key Driver: Sticky Knowledge



Order of the Solar System.

Describe the sun, moon and earth as spherical.

Recall facts about each planet.

Know about and explain the movement of the moon relative to the Earth.



Secondary Drivers:

Understand the potential risk of providing personal information online.

Understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.

Know that it is unsafe to arrange to meet unknown people online.

Understand the benefits of developing a 'nickname' for online use.

PSHE: Children will learn: about how their own lifestyle contributes to health.

PE: Are their movements controlled?

Music: Can they compose music which meets specific criteria?

RE: What would Jesus do?



Spring Term 1: Shakespeare!

Key Driver: Sticky Knowledge



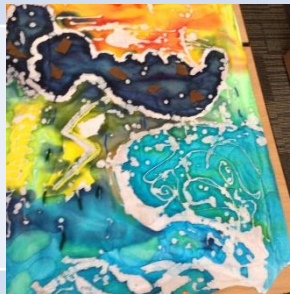
Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context.

Engage the interest of the listener by varying their expression and vocabulary.

Secondary Drivers:

We all have the right to feel safe all the time.

We can talk with someone about anything, even if it feels awful or small.



I know my early warning signs.

I know who I can talk to if I have a problem (network people).

PE: Swimming
Swim competently, confidently and proficiently over a distance of at least 25 metres

P.E Football
Can they choose the best tactics for attacking and defending?

Music: Can they maintain their part whilst others are performing their part?

Computing: Understand coding vocabulary.



Spring 2: On Top of the World

Subject Specific Vocabulary

estuary	An estuary is an area where a freshwater river or stream meets the ocean.
mouth	A river mouth is the part of a river where the river flows into another river, a lake, a reservoir, a sea, or an ocean.
erosion	erosion occurs when the fastest currents in the river carve intensely into the banks.
deposition	rocks and sediments eroded from one part of the river is deposited in another part
delta	Deltas are often found at the mouth of large rivers.
biomes	Biomes are distinct biological communities that have formed in response to a shared physical climate.
deforestation	When forests are cut down and the area is permanently cleared for another use.
extinction	The extinction of a species of animal or plant is the death of all its remaining living members.
tectonic plates	The Earth's outer layer is made up of large, moving pieces called plates .
summit	It is the highest point of a mountain.



The World's best known ...

Amazon river

Situated in Brazil, it is 4000 miles long. Runs through the Amazon rainforest.

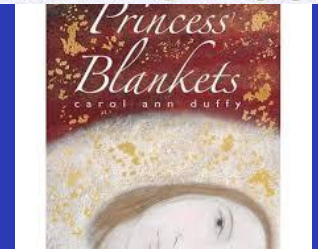
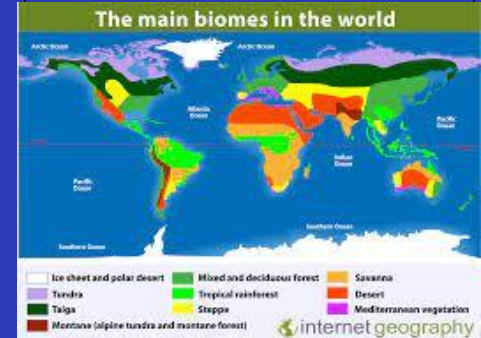
Mount Everest

Mount Everest is the world highest mountain.

Amazon Rainforest

World's largest tropical rainforest.

Exciting Books



Sticky Knowledge

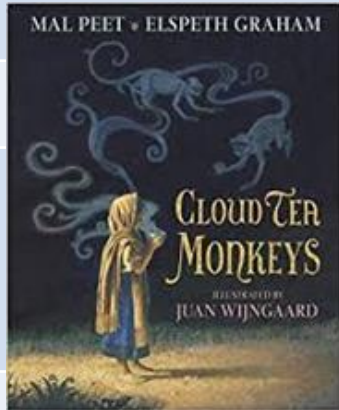
Name the world's most famous mountain regions on maps?

Name the world's major rivers on maps?

Name and describe a variety of Biomes?

Summer Term 1: Chopsticks and Coconuts!

Key Driver: Sticky Knowledge



To be able to name famous landmarks in Asia.

To name at least 5 countries in Asia.

Have an understanding of each country's culture and beliefs.

To know some traditional Asian food.

Secondary Drivers:



R.H.E

Learning key facts about puberty.

Puberty and emotions.

Healthy committed relationships.

Writing

Write longer passages.

To use cohesive devices.

Apply all previously taught skills in writing.

R.E What does it mean to be a Sikh in Britain today?

P.E Personal skills

I can accept critical feedback and make changes.

Art: Digital artwork. Can they take digital photos, and use software to alter them, adapt them and create work with meaning.

Can they sculpt clay and other mouldable materials?

Geography:

Can they plan a journey to a place in another part of the world, taking account of distance and time?

Summer 2: Vikings

Key Driver: Sticky Knowledge

Use dates and historical language in their work.

Describe historical events from the Viking period.

Make comparisons between historical periods (Greeks and Vikings).

Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.

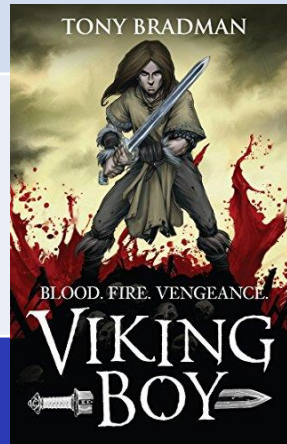
Understanding as to how crime and punishment has changes over the years.

Secondary Drivers:

Appreciate that how we make decisions has been through a Parliament for some time.

Appreciate that significant events in history has helped shape the country we have today.

Can they use their mathematical skills to work exact time scales and differences as need be?



R.E Can they explain the role that Britain has had in spreading Christian values across the world?

ICT: Can they use ICT to record sounds and capture both still and video images?

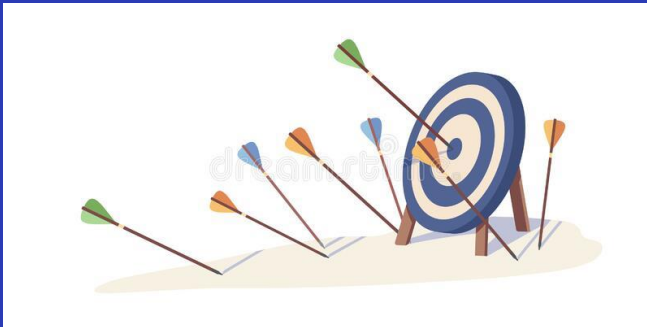
Can they capture sounds, images and video?



ART: Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.

Experiment with different styles artists have used.

Residential Youlbury



School Uniform friendly reminder:

- A reminder that the correct school uniform and shoes should be worn . Please check the school website or read the next few slide to find details of what should be worn.
- P.E kit to be worn on P.E days only.

Uniform

- Black 'school type' trousers; shorts; skirt or pinafore (knee length, not tight fitting)
- White polo shirt
- Newburgh sweatshirt or cardigan(with school logo)
- Black shoes (flat sole/low heels) – No boots or trainers
- Black or White socks/Grey or Black tights
- Blue check dresses (Optional-summer term and autumn 1 only: NOT navy blue please)
- Baseball cap (Summer weather and school trips)
- Plain blue, black or brown hair band or clips (if required) – NO large bows or flowers
- **NO** nail varnish



PE Uniform to be worn on PE days-

- Black shorts
- Black or white socks
- Plain white T-Shirt
- Trainers for outside PE
- Black pumps indoor PE
- Named 'pump bag'
- Black tracksuit in cold weather



Please ensure that children only wear the correct PE kit.

Earrings



- A small, discreet studded earring is allowed to be worn if desired.

However, they must be removed or taped over (using either micropore surgical tape or a plaster) during PE lessons. Teachers cannot be responsible for either removing or taping over earrings in this situation.

Parents should note that earrings are worn at children's and parents own risk and school cannot be held responsible for accidents which occur involving them. Other items of jewellery (eg, necklaces, bracelets, bangles) should not be worn in school.

See you in September!

Have a wonderful summer
holiday 😊