



Meet the Teacher...

Welcome to Year 5

Our School Values



Our Mission statement










MISSION STATEMENT

God made us all to be different and unique, this is what makes us special. God created us to be part of his family.

We live our school vision 'let our light shine' in all that we do, we follow the example of Jesus as he is the light of the world.

Jesus Christ said, **"Your light must shine before people, so that they will see the good things you do and praise your Father in heaven."** (Matt.5:16)

Revised 2024

| Term | 2024-25 Yearly Overview: Year 5 | | | | | | | | | | | | | | |
|---------------------------|--|---|--------|--------|--------|--------------|--------|--|---|--------|--------|--------|--------------|--------|--------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Title | The Boy, the horse, the fox and the Mole Rules and expectations | What were the similarities and differences between Ancient Maya and England in the 10 Century?  | | | | | | | How does my region in the UK differ to that of South America?  | | | | | | |
| Autumn Term Subject foci: | | History To know about the Ancient Maya and other ancient civilisations Make comparisons to England around the a similar period and Ancient Egypt | | | | | | | To find out about the location and countries of South America. To find out about the climate in South America. Volcanoes and earthquakes in south America To find out about the major mountain ranges of South America. To find out about trade and industry in South America (Brazil) To compare an area of South America with the UK. | | | | | | |
| Science | | Reversible and irreversible changes | | | | | | | Forces | | | | | | |
| English focus | |  Place Value of Punctuation and Grammar | | | | Oh Maya Gods | | | Chronicles of Narnia | | | | The Explorer | | |
| Title | What's out there? Earth and Space  | | | | | | | What were the greatest achievements of the Greeks? (Week 1 and 2 – Whole school Book focus)  | | | | | | | |
| Spring Term Subject foci: | Science Discovering how and where and when the telescope was invented and how they work. Finding out about the Space Race between the USSR and USA and space exploration between 1940 and 1970. Exploring the details of the Apollo 11 mission of 1969, the moon landing and who was involved. what are the geographical aspects of space? Water, biomes | | | | | | | History Can we compare the Greeks to the Romans? The Egyptians? What was happening in Britain during the Greek times? What impact did the Greeks have on the modern world? Where do they lie in history? Where did the Greek live and where is it on a map? Which counties included the Greek Empire? How did the Greek empire end | | | | | | | |
| Science | Earth and Space | | | | | | | Animals including humans | | | | | | | |
| English focus | Hidden figures – Little people Big dreams | | | | | | | Who let the Gods out? | | | | | | | |
| Summer Term | How did the Industrial Revolution impact our towns? – local study  | | | | | | | | How did the Industrial Revolution impact our region? (Week 6 – Science week)  | | | | | | |
| | Geography How are UK counties interconnected – map work looking at rail / canals / roads and rivers Use four and six-figure grid references How is land used in the local area? Farming. Cottages etc – why are more houses being built in | | | | | | | | What were the key dates of the Industrial revolution How and why did the Industrial revolution begin What is the Ironbridge and who made it? How did the Industrial Revolution change Telford / Newport? How were people lives changed during the industrial revolution | | | | | | |

Reading in school and at home

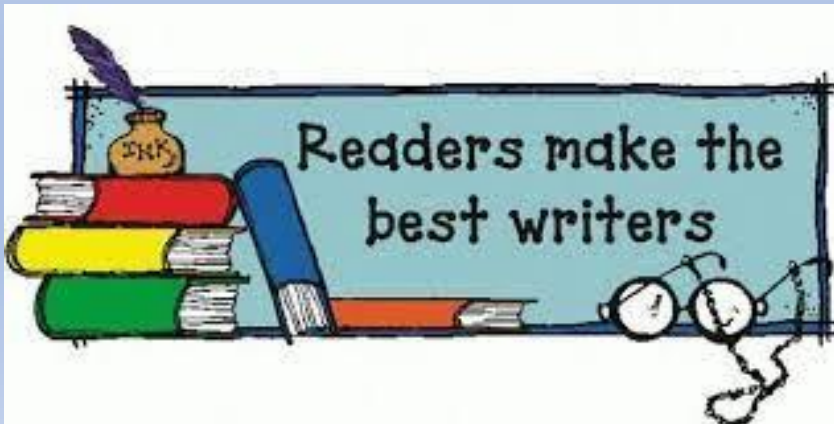
- School

- At Home



Importance of reading:

Children will be heard read in school, but they should be heard read at home too. Please could you indicate if you have heard your child read at home by signing their books.



Homework:

Spellings each week- spelling rule for the year group + spelling gaps

Children will be tested in school each week- these will then be recorded
In their reading logs

Maths – KIRFS – Key recall facts for year 5 – different ones each half term.

Reading at home daily

Weekly overviews – what are these and where are they found?

Learning weekly overview

Year 5 - Week Commencing 2nd Sept 2024

| | Spelling/ phonics 8.50-9.10 | Morning session 9.10- 10.15 | 10.15-10.30 | Morning session 10:45am - 12:00pm | 12- 1pm | 1- 1.20pm | 1.20pm - 2.20pm | 2.20pm - 3.20pm |
|-----------------------------------|--|---|---|--|----------------------------|---|--|-----------------|
| Monday 2 nd Sept | | PD DAY | | | | | | |
| Tuesday 3 rd Sept | | PD DAY | | | | | | |
| Wednesday 4 th Sept | Welcome back wellbeing talk | English: Reading: I can answer inference questions / Writing: To use drama techniques to explore a key moment in the plot . | Welcome Back assembly | Maths: Number and place value: Properties of place value: I can read, write, compare and order numbers at least to 10,000 and determine the value of each digit. | ERIC READING | Computing: Core skills- using word documents correctly. How to use PowerPoints | Spelling lesson – introduce new spellings for next week. | |
| Thursday 5 th Sept | Handwriting | English: Reading: I can justify my answers giving evidence from the text. Writing: To write a character description. | Gospel assembly | Maths: Number and place value: Properties of place value: I can read, write compare and order numbers at least to 100,000 and determine the value of each digit. | ERIC READING | Art and Design – Art assessment – sketching techniques. | | |
| Friday 6 th Sept | SCIENCE: What is dissolving? I can explain what dissolving is. | | Hymn practise – no special mentions today | Science continued. | PE: Invasion Games – Rugby | RE: Prayer and liturgy planning What is the story of Creation and what do you think about its meaning / Have the opportunity to know the story of Creation and think about its meaning | | |

11 Plus Prep

We don't prep for 11 plus in school- but there is lots of information about the test on the Adams Grammar and NGHS websites.

This is from Adams site:

The Test comprises two papers, which assess English Comprehension, Verbal Reasoning, Non-Verbal Reasoning and Numerical Reasoning provided by GL Assessments. Normally, each test paper is approx. 50 minutes in length. School administration for each test will normally be 1 hour. All questions are multiple choice and contained in a question booklet. Candidates **MUST** write answers on the separate answer sheets provided.

E-safety, online usage and devices

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

1 **MONITOR VIEWING HABITS**
Whilst most apps have moderation tools, inappropriate content can still slip through the net.

2 **CHECK ONLINE CONTENT**
Understand what's being shared or what seems to be 'trending' at the moment.

3 **CHECK AGE-RATINGS**
Make sure they are old enough to use the app and meet the recommended age-limit.

4 **CHANGE PRIVACY SETTINGS**
Make accounts private and set content filters and parental controls where possible.

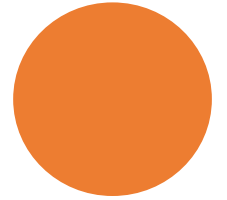
5 **SPEND TIME ON THE APP**
Get used to how apps work, what content is available and what your child likes to watch.

6 **LET CHILDREN KNOW YOU'RE THERE**
Ensure they know that there is support/advice available to them if they need it.

7 **TEACH CHILDREN TO REPORT & BLOCK**
Always make sure that children know how to use the reporting tools on social media apps.

8 **LEARN HOW TO REPORT & BLOCK**
Always make sure that children know how to use the reporting tools on social media apps.

9 **LET CHILDREN KNOW YOU'RE THERE**
Ensure they know that there is support/advice available to them if they need it.



Keeping children safe online
We all have a part to play in keeping children safe online. Find out how with our online safety guides.

Safe
Don't give out your personal information to people / places you don't know.

Meat Up
Don't Meet Up
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

Accepting Files
Accepting emails, files, pictures or texts from people you don't know can cause problems.

Reliable?
Check information before you believe it. Is the person or website telling the truth?

SMART tips based on resources from www.thinkuknow.co.uk

Assessment – formative and summative

Assessment in class:

Live marking/feedback

Reading assessments

Spelling

Kahoot quizzes

NFER end of term assessments

Retrieval grids in most subjects to check – remembering more and dealing with misconceptions. – has learning been embedded.

Suggested Trips for this year...

Cadbury's World: Monday 21st
October

Ironbridge (SUMMER 2)

Walk into Newport (SUMMER 1)

National Space Centre (Spring 1)

Whole school trip (SPRING OR
summer 2)

