

Year 5 Johnson





Welcome to Year 5

Class Teachers

Mrs Pilkington &

Mrs Goldstone (Wednesdays)

Teaching Assistant

Mrs Naylor (Y5 Shared)

My background

- Teacher for 19 years
- Worked at Our Lady and St Gerard's for 5 years.
- Assistant Head Teacher/KS2 Lead
- Previous worked as a Teaching and Learning Consultant for the Local Authority
- I am a mum to Harry, age 12 and Millie, age 9.
- I am positive, fair and reflective



Vision for the Year

For EVERYONE to:

- Be the best learners that they can be with increasing independence
- Secure key skills within a broad and rich curriculum
- Grow spiritually, physically, morally and intellectually.



Year 5 Class Page

<https://www.ourlady-st-gerards.lancs.sch.uk/year-5-1/>

Information regarding the Curriculum will also be available on there, such as curriculum maps and homework links.

CLASS

dojo



Believe

YOU CAN

AND

★ YOU'RE ★

Halfway

THERE

Our Behaviour Charter

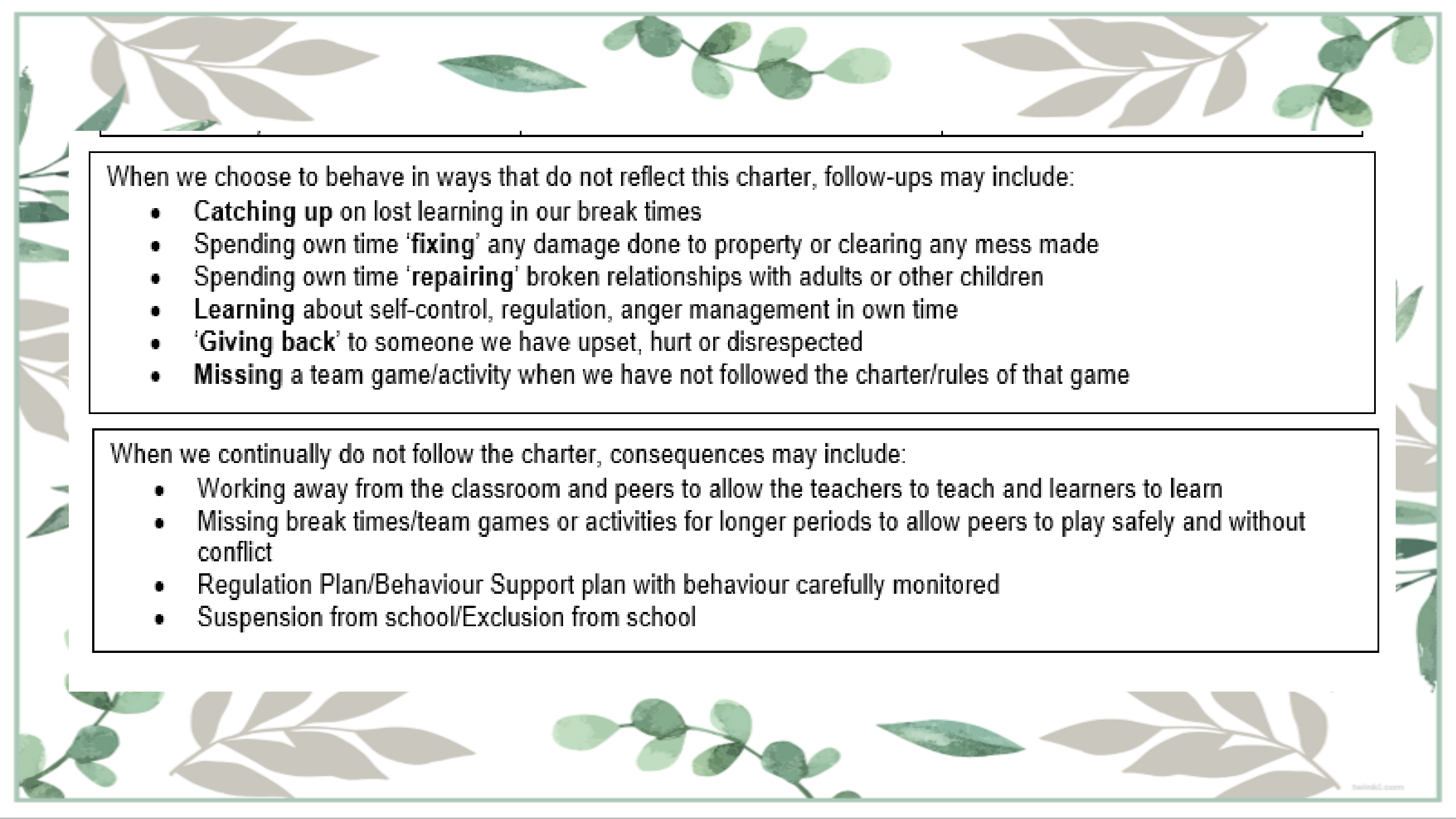
Be Safe	Be a Learner	Be kind and Respectful
<p>Our school is a safe place to be. We make choices which keep us, and those around us, safe.</p> <p><i>"...but whoever trusts in the LORD is kept safe."</i></p> <p>Proverbs 29:25</p>	<p>Our school is a place to learn, grow and shine. We make the choice to be ready to learn and to allow others to learn.</p> <p><i>"But you should be strong. Don't give up, because you will get a reward for your good work."</i></p> <p>2 Chronicles 15:7</p>	<p>Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone.</p> <p><i>"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."</i></p> <p>Ephesians 4:32</p>
<p>To be safe at OLSG I will...</p> <ul style="list-style-type: none"> ✓ Share my worries and concerns with an adult ✓ Stay safe online by following the SMART guidelines ✓ Walk quietly and safely inside the building and when moving around school ✓ Use equipment in the way it is meant to be used ✓ Use all areas of school safely 	<p>To be a learner at OLSG I will...</p> <ul style="list-style-type: none"> ✓ Use 'active listening' when the teacher is teaching ✓ Try my best and never give up ✓ Use my brain, buddy and books to become an independent learner ✓ Follow instructions first time ✓ Aim high in everything I do ✓ Try new things 	<p>To be kind at OLSG I will...</p> <ul style="list-style-type: none"> ✓ Use kind hands, feet and words ✓ Listen carefully to others ✓ Show kindness to everyone ✓ Think before I speak out ✓ Be considerate of others ✓ Respect my environment and school property

Relentless Routines (Every day, with pride!)

1. We wear full school uniform
2. We walk calmly and quietly when moving around school and respect all areas of school
3. We follow instructions first time
4. We allow teachers to teach and learners to learn
5. We are kind and respectful to everyone

Recognition and Rewards

- Dojos (linked to House Points)
- Recognition Boards
- Praise Assembly
- Positive praise parental contact

A decorative border of various green leaves and branches surrounds the text boxes.

When we choose to behave in ways that do not reflect this charter, follow-ups may include:

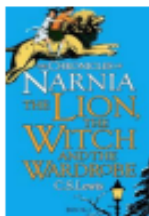
- **Catching up** on lost learning in our break times
- Spending own time '**fixing**' any damage done to property or clearing any mess made
- Spending own time '**repairing**' broken relationships with adults or other children
- **Learning** about self-control, regulation, anger management in own time
- '**Giving back**' to someone we have upset, hurt or disrespected
- **Missing** a team game/activity when we have not followed the charter/rules of that game

When we continually do not follow the charter, consequences may include:

- Working away from the classroom and peers to allow the teachers to teach and learners to learn
- Missing break times/team games or activities for longer periods to allow peers to play safely and without conflict
- Regulation Plan/Behaviour Support plan with behaviour carefully monitored
- Suspension from school/Exclusion from school



We are reading...



English

To explain the meaning of key vocabulary within the context of the text.

Read and understand words from the Year 5 list

Think how authors develop characters and settings

Create sentences with fronted adverbials for when/where

Create and punctuate complex sentences using ing opening clauses.

Children will be able to make predictions based on information stated and implied

Create and punctuate sentences using simile starters.

Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly.

Identify and use brackets to indicate parenthesis.

Identify and use commas to indicate parenthesis.

Computing /Spanish and Music

'Fabulous Fridays'

These subjects will be taught by specialist teachers every Friday.

RE- Creation and Covenant

Describe what a covenant is, recognising that God made several throughout history.

Recognise that the covenant with Moses is of great significance to people of the Jewish, Christian and Islamic faith.

Retell the Moses story, focusing on the Ten Commandments.

Know that a virtue is a positive habit that helps people live a good life.

PE

Outdoor- Football

To develop dribbling with a ball
To develop sending skills.
To develop travelling with a ball To develop shooting skills

Indoor: Gymnastics

To perform partner balances.
To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-tension actions with a partner.

Music

Lancashire Music Service- Flute lessons

Geography

Our focus will be on the counties, cities, mountains and rivers of the United Kingdom. We will look at the different geographical regions and use a range of maps and images to support our learning.

Year 5J Autumn Term 1

Science

Space

We will study the movement of the Earth and other planets relative to the sun in the solar system.

We will describe the movement of the moon relative to the Earth and understand that the sun, Earth and moon are approximately spherical bodies. We will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Maths

Place Value - read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

- count forwards or backwards in steps of powers of 10 for any number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Addition and subtraction -add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction
-add and subtract numbers mentally with increasingly large numbers
-use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
-solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

PSHE

Families & friendships – we will focus on how to manage friendships and understand the impact of peer influence.

Safe relationships – we will learn about physical contact and feeling safe.

Events

Whole School Mass 9.9.25 @ 9.15am

Y5JFlute lessons begin 11.09.25

Y5 attending Mass 23.9.25 @9.15am

Informal Parents Meetings 20/10/25 and 22/10/25- Details to follow

Robinwood Parents Meeting 11.11.25 @ 5pm- Details to follow

Art

Our art unit will focus on the work of Peter Thorpe. We will be exploring creating secondary and tertiary colours and using a range of brushes and techniques. Our final pieces will be inspired by Space created using gouache paint.

Year 5 Curriculum in Brief

- **English / Maths** – Daily (Monday to Friday)
- **Science** x 1 a week
- **Computing** x 1 a week (with a specialist)
- **P.E** x 2 lessons a week
- **Geography/History** half termly
- **Art /Design Technology** half termly
- **Spanish** x1 a week(with a specialist)
- **Religious Education** – timetabled for 2 hours and 45 minutes every week.
- **Physical Education** – children must arrive in their **correct** P.E kit. PE is on a Monday and Wednesday this half term and may change throughout the year.

RE



Magister Resources
FOR CATHOLIC EDUCATION

Autumn Term

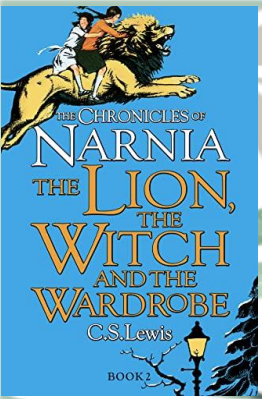
- Creation and covenant
- Multi-faith week
- Prophecy and Promise

Spring Term

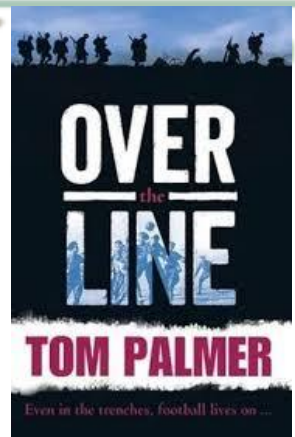
- Galilee to Jerusalem
- Desert to Garden

Summer Term

- To the ends of the Earth
- Multi faith week
- Encounter and dialogue

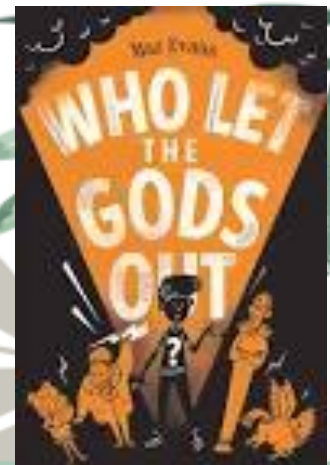
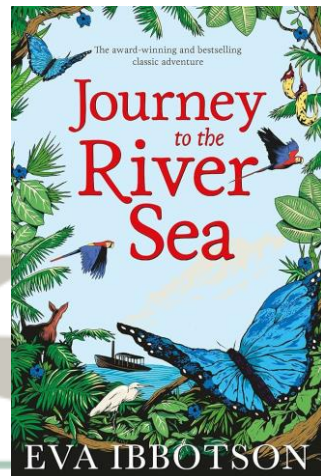
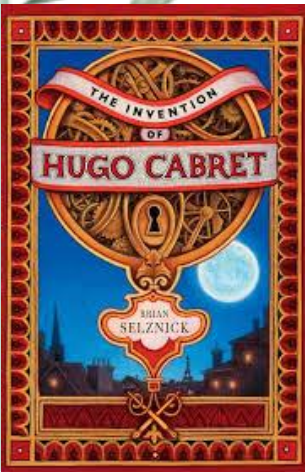


English Curriculum



We are really proud of our English curriculum. We use a range of texts, both fiction, non-fiction and poetry within our units. Our chosen texts are age-appropriate, exciting and diverse.

More information about the key skills that we cover within our lessons can be found on our curriculum map each half term.



Reading

- ▶ There are many reading opportunities every day in Year 5 which include:
 - ▶ Home reading
 - ▶ Guided reading (Whole class/small groups)
 - ▶ 1:1 Reading
 - ▶ Peer Reading
 - ▶ Independent Reading
 - ▶ Class novel



In Year 5 we are developing stamina as a reader and accessing a wide range of authors and texts.

Regular reading helps to develop vocabulary, improve spellings and the ability to read at pace and with understanding.

Home Reading books

- Please make sure your child reads daily.
- This doesn't always have to be their home reading book, it can be newspapers, magazines etc. We expect a minimum of 3 times a week on their school book. These are important as they are pitched at the level your child is working at and exposes them to our key vocabulary.
- Finished book will be placed in a basket ready to be changed.

Year	Term	Number	Book band	Expectation Phonic phase	
FS	Autumn	1	Pink Phase 2	80+% secure at Phase 2+	
	Spring	2	Red Phase 3	90+% secure at Phase 2+	
	Summer	3	Yellow Phase 4	80+% secure at Phase 3+	
Year 1 <small>(aim for children to be starting turquoise by end of Summer)</small>	Autumn	4	Light Blue Phase 5	80+% secure at Phase 4+	
	Spring	5	Green Phase 5	85+% secure at Phase 4+	
	Summer	6	Orange Phase 5	85+% secure at Phase 5+ (In line with National)	
Year 2	Autumn	7	Turquoise Phase 6	90+% secure at Phase 5+	
	Autumn	8	Purple Phase 6		
	Spring	9	Gold Phase 6	40% secure at Phase 6+	
	Summer	10	White	Bridging Bands	95+% secure at Phase 5+ (In line with National) 85+% secure at Phase 6
	Summer	11	Lime		
Year 3	Autumn	12	Brown		
	Spring	12	Brown		
	Summer	13	Grey		
Year 4	Autumn	13	Grey		
	Spring	14	Dark Blue		
Year 5	Summer	14	Dark Blue		
	Autumn	14	Dark Blue		
	Spring	14	Dark Blue		
Year 6	Summer	15	Dark Red		
	Autumn	15	Dark Red		
	Spring	15	Dark Red		
	Summer	15	Dark Red		

Red+ (KS2) are more lengthy titles

End of Year 5 Expectations



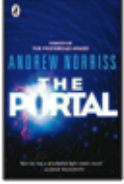



Reading, Speaking and Listening

- Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s.
- Can compare between two texts.
- Appreciates that people use bias in persuasive writing.
- Appreciates how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Varies voice for direct or indirect speech.
- Recognise:
 - clauses within sentences
- Uses more than one source when carrying out research.
- Creates set of notes to summarise what has been read.
- To know not to interrupt when someone else is saying something.
- Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different

Writing

In Year 5, we write every day :

- ▶ In English, we teach:
 - ▶ A range of genres (fiction / non-fiction)
 - ▶ Grammar (SPaG)
 - ▶ Handwriting
- ▶ Writing across the curriculum
 - ▶ Science, Geography, RE, History
- ▶ Handwriting – all handwriting should be joined and legible

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Narrative Main Text & writing outcomes	<p>The Lion the Witch and the Wardrobe</p> 	<p>Historical Narrative Over the Line by Tom Palmer</p> 	<p>Science Fiction: Time Spinner</p> 	<p>Novel as a theme: Hugo Cabernet</p> 	<p>Stories from other cultures – Journey to the River Sea</p> 	<p>Greek Myths – Who let the Gods out by Maz Evans</p> 
	GPS	<p>Fronted adverbials for when. Fronted adverbials for where. Complex sentences using <u>ing</u> opening clauses Simile Starters</p>	<p>Complex sentences by using relative clauses with relative pronouns using who, which and where. Create, write and punctuate complex sentences with an <u>-ing</u> opener. Blending action, dialogue and description within a paragraph.</p>	<p>Adverbials for place and time Characters presented through blended action and description - expanded noun phrases</p>	<p>Blend action and description within a paragraph. - complex sentences with relative clauses using pronouns 'who', and 'where' and demarcate with commas</p>	<p>Use of dashes for parenthesis - blending action, dialogue and description across paragraphs - complex sentences with <u>-ed</u> and <u>-ing</u> sentence openers. Suffixes to understand meanings e.g., <u>-ible</u>, <u>-able</u>, <u>-ibly</u>, <u>-ably</u></p>	<p>Complex sentences with simile starters. - a blend of action, dialogue and description. - devices to build cohesion</p>
	Outcomes	<p>Narrative based on a model text with an innovated plot structure</p>	<p>New chapter or scene linked to novel/story with historical setting.</p>	<p>A science fiction story to entertain an identified audience.</p>	<p>A short story or chapter for a novel about an invention. A range of writing outcomes linked to the novel, e.g. explanation, summary, prediction.</p>	<p>A story set in the rainforest.</p>	<p>A myth to amaze or intrigue an audience.</p>

Non-fiction	Non Chronological Report – The Lion the witch and the wardrobe.	Writing to persuade – Adverts /WW1 Propaganda	Information Booklets	<i>Magazine: Information Text Hybrid</i>	<i>Debate</i>	Non Chronological report
GPS	<i>Expanded Noun Phrases Paragraphs</i>	<i>Modal verbs Relative pronouns who, which and where.</i>	<i>Commas and bracket for parenthesis - an awareness of purpose and audience.</i>	<i>Commas, brackets and dashes to indicate parenthesis pronouns 'which', and 'whose' and demarcate with commas</i>	Suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency Modal verbs Relative clauses with relative pronouns. Devices to build cohesion, e.g. firstly, furthermore, as a consequence	<i>Complex sentences with -ed opening clauses. - complex sentences with -ing opening clauses - complex sentences where the relative pronoun is omitted.</i>
Outcomes	<i>Non-Chronological report based upon mythical creatures in literature</i>	Persuasive Film/TV broadcast	An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation	<i>A magazine which includes a range of text types</i>	<i>A persuasive speech. A debate.</i>	<i>A non-chronological report about an aspect of the Olympics.</i>

Spelling

- ▶ We focus on a different spelling rule each week, following the No Nonsense Spelling scheme
- ▶ Children should learn the Year 5/6 spelling list at home.
- ▶ Spellings lists will be shared on class dojo at the beginning of each term. This is for your reference and the children will NOT be tested weekly.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Spelling List Autumn Term 1 Year 5



Week 1 <i>Words with the letter string 'ough'</i>	Week 2 <i>Words with 'silent' letters</i>	Week 3 <i>Words with 'silent' letters</i>	Week 4 <i>Words ending in '-able' and '-ible'</i>	Week 5 <i>Homophones and near homophones</i>	Week 6 <i>words from statutory spelling lists</i>
cough	doubt	wrestle	terrible	isle/aisle	vegetable
dough	island	wrapper	forgivable	aloud/allowed,	vehicle
enough	lamb	debris	incredible	affect/ effect	bruise
bought	solemn	mortgage	possible	herd/heard	soldier
plough	thistle	Christmas	disposable	past/ passed	stomach
though	knight	yacht	sensible	alter/altar	recommend
drought	knickers	guarantee	edible	ascent/assent	leisure
sought	numb	guilty	enjoyable	cereal/serial	privilege
thought	autumn	debt	reliable	compliment	occur
tough	whistle	isle	reversible	complement	neighbour
thorough			valuable		
			respectable		

End of Year Expectations in Writing for Y5

Writing

- Add phrases to make sentences more precise & 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.
- Use:
 - Brackets.
 - Dashes.
 - Commas.
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating & 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).
- Legible and fluent handwriting style.

Maths

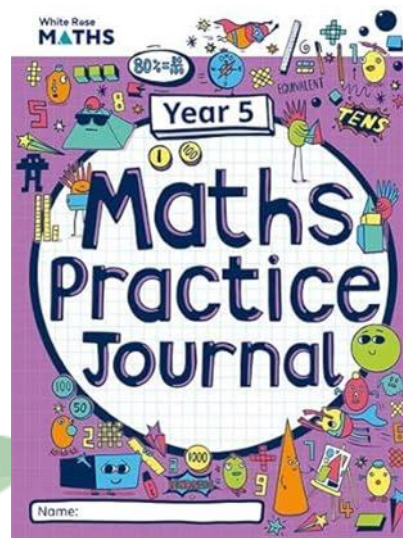


- ▶ We follow the **White Rose** scheme of work which uses a range of strategies in Year 5:
 - ▶ **Mental methods** – the ability to recall and calculate at pace
 - ▶ **Written methods** – we practise the formal written methods followed in our Calculations Policy
 - ▶ **Problem solving / Reasoning** – the children will be challenged in every lesson to use their Maths skills and apply them to a range of contexts
- **Times tables facts-** It is important that everyone knows their times table facts up to 12 x 12. (Please note that by the end of year 4, children should know their multiplication and associated division facts up to 12x12.)

The children have the White Rose work books in school and use jotters alongside these for any working out or extra calculations.



White Rose have also produced Practice Journals which are fully aligned to the curriculum we follow in school. These may be useful as an additional resource to use at home – these are not compulsory but are great for extra consolidation. They can be purchased from Amazon for £4.99



How can you help?

Listen to your child read often (it is still important for them to develop expression, understanding and discussion of new vocabulary)

Help them to learn their Year 5/6 spellings (little and often works best)

Keep practising number bonds and times tables

Use the parent overviews sent out each half term to ask your child questions about their learning.



Homework

Reading

At least 3 times a week on their school book

Maths/English

These will be set on purple mash every Friday and be due in the following Thursday.

Occasionally, class teachers may ask children to complete a research piece of homework or a creative activity linked to the wider curriculum.



Earrings

Safe Practice in PE states that, 'The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings.'

The teacher has duty of care for the safety of children.

Staff can not remove or tape (cover) earrings.

Many children can not remove earrings themselves.

Children can only participate in **parts** of the lesson if earrings are worn.

School can not be held responsible for losses of removed earrings.

The earrings worn in the past were becoming more and more unsuitable and unsafe as people deviated away from the single plain stud.

For these reasons, earrings are not allowed in school.

Online Safety

- *Taught in the Autumn term and revisited regularly throughout the year.*
- We follow the SMART e-safety rules.
- **In Year 5, our focus is on:**
 - the use of age appropriate websites including social media;
 - not sharing personal information online;
 - knowing what to do if something worries or upsets them online.

As a school, we teach our children how to use the internet responsibly.



Age Restrictions for Social Media Platforms

action for children

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



LinkedIn



Whatsapp



Vine
Tinder



Path



YouTube
Foursquare
WeChat
Keek
Flickr
Kik



Year 5 School Trip



On **Tuesday 11th November** at **5pm** there will be a parents meeting about the upcoming residential.

Our residential is booked for **Monday 24th November-**
Wednesday 26th November.



ClassDojo



Working Together

- If you have any queries regarding your child, please do not hesitate to contact us on class dojo during the hours of 8am-6pm Monday-Friday to make an appointment through the office.
- Any important messages please pass to the school office as we often do not get to this messages during the school day as we are working hard to ensure quality education is being given to your child. Attendance and appointment messages must be given to the school office.

We would like to thank you for your continued support and we are looking forward to a successful school year.



*United in love and the light of Jesus,
we inspire one another to learn, grow
and shine.*