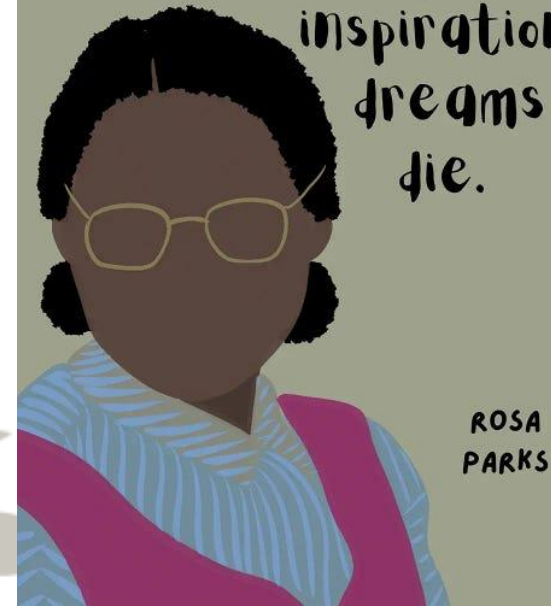


"You must never be fearful about what you are doing when it is right."



Year 5 Parks

Without vision,
people perish, and
without courage and
inspiration
dreams
die.



Greetings



Class Teacher

Miss Owens

Teaching Assistants

Mrs Naylor (Y5 shared)

My background



- Teacher for 17 years
- Previous SENCo role
- Art specialist
- Loves all things purple and/or sparkly
- Mummy to Edith and Noodle the cat
- 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.

Behaviour charter

Our Behaviour Charter



Be Safe



Be a Learner



Be Kind and Respectful



Be Safe

Our school is a safe place to be. We make choices which keep us, and those around us, safe.

"...but whoever trusts in the LORD is kept safe."

Proverbs 29:25

Be a Learner

Our school is a place to learn and grow. We make the choice to be ready to learn and to allow others to learn.

"But you should be strong. Don't give up, because you will get a reward for your good work."

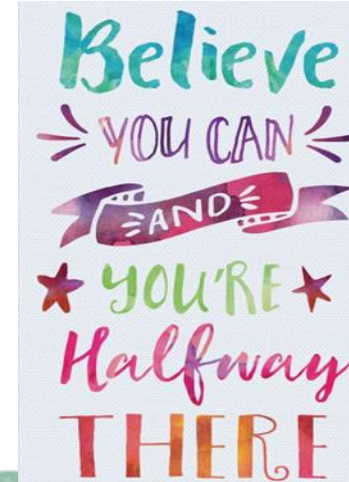
2 Chronicles 15:7

Be Kind and Respectful

Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone.

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."

Ephesians 4:32



Timetable 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

**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 Friday
this half term and may change throughout
the year. Swimming is our 2nd PE lesson
on a Monday.**



Year 5 class page

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

Information regarding our curriculum is available here. Links to useful websites and resources can also be found here. 😊



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.



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.

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

Year 5P Autumn Term 1

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.

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.

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

5P swimming 8.9.25 @Leyland baths

Whole School Mass 9.9.25 @ 9.15am

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.

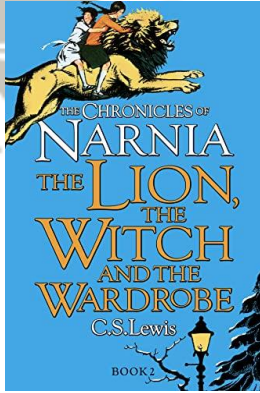
Computing /Spanish and Music

'Fabulous Fridays'

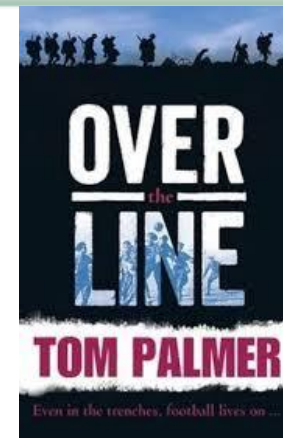
These subjects will be taught by specialist teachers every Friday.

More information to follow

Half termly overviews will be put on the website

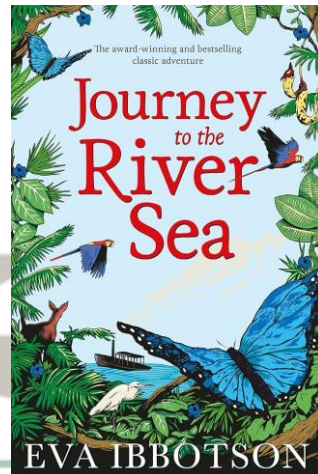
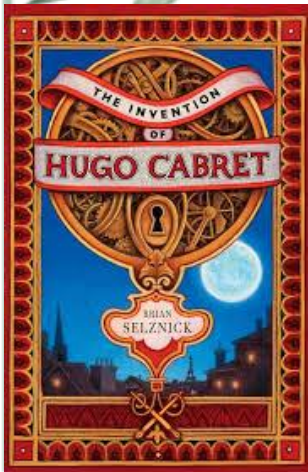


English Curriculum



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
- ▶ Reading for pleasure
- ▶ Guided reading
- ▶ Class novel (Daily)

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.



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

End of year expectations Y5

Reading, speaking and listening

Writing

In Year 5, we write every day :

In English, we teach:

- ▶ A range of genres (fiction / non-fiction/poetry)
- ▶ Grammar, punctuation, spelling (GPS)
- ▶ Handwriting
- ▶ Writing across the curriculum
- ▶ Science, Geography, RE, History
- ▶ Handwriting – all handwriting should be joined and legible



End of year expectations 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.

Home reading

- 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.
- You do not need to sign after every read; please tick reading diaries after each read and only sign to say when the child has completed the book.
- Finished books 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		
	Summer	14	Dark Blue		
Year 5	Autumn	14	Dark Blue		
	Spring	14	Dark Blue		
	Summer	15	Dark Red		
Year 6	Autumn	15	Dark Red		
	Spring	15	Dark Red		
	Summer	15	Dark Red		

Red+ (KS2) are more lengthy titles

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	rhythm	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	

twinkl

Spelling List Autumn Term 1 Year 5



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

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

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>

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.

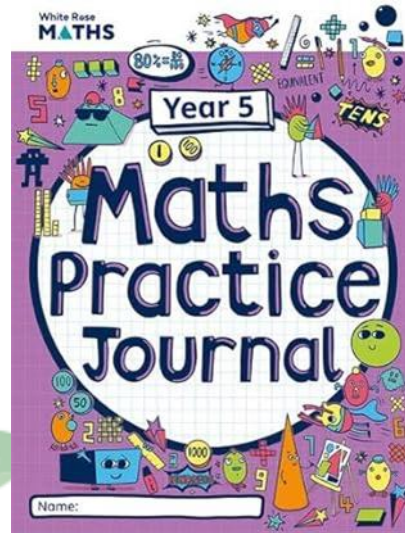
End of year expectations Y5

Mathematics

- Count forwards & backward with positive & negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1000000.
- Compare & order numbers with 3 decimal places [dp].
- Read Roman numerals to 1000.
- Identify all multiples & factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise Place Value of any number up to 1000000.
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000.
- Round decimals with 2dp to nearest whole number & 1dp.
- Add & subtract:
 - Numbers with more than 4-digits using efficient written method (column).
 - Numbers with up to 2dp.
- Multiply:
 - 4-digits by 1-digit/ 2-digit
- Divide:
 - 4-digits by 1-digit
- Multiply & divide:
 - Whole numbers & decimals by 10, 100 & 1000
- Count up/down in thousandths.
- Recognise mixed numbers & fractions & convert from one to another.
- Multiply proper fractions by whole numbers.
- Solve time problems using timetables and converting between different units of time.

Maths

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



RE

Autumn Term

- Creation and covenant
- Multifaith week
- Prophecy and Promise



Magister Resources
FOR CATHOLIC EDUCATION

Spring Term

- Gailee to Jerusalem
- Desert to Garden

Summer Term

- To the ends of the Earth
- Multifaith week
- Encounter and dialogue

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



Homework

Reading daily but at least 3 times a week with their school book. Ticked to say when read and a comment/signature when finished.

Maths and/or English set weekly on purple mash.

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



Year 5 residential



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.

Working together



Any Questions?



We would like to thank you for your continued support.

If you have any queries regarding your child, please do not hesitate to contact us on class dojo or make an appointment through the office.