



Welcome to Year 5

Hazel Class



Safeguarding and Prevent Leads



Emma Fenn
Designated
Safeguarding
Lead

Designated Teacher for Children Looked After



Louise McLellan
Deputy DSL
Prevent Lead



Jenny North
SENCo

Mental Health Lead



Georgia McNamara
Online Safety Lead (Maternity Leave)

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



Sarah Moriarty
Safeguarding Link Governor



Year 5



Mrs Smith
Teaching Monday - Friday

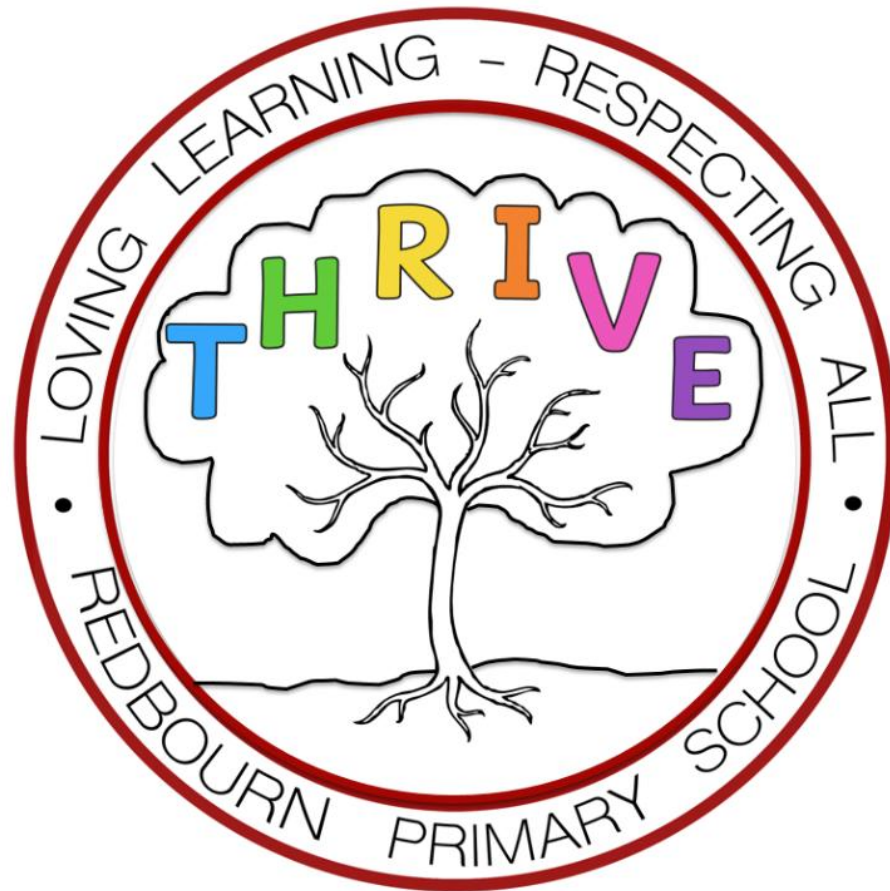
Upper KS2 Phase Leader
Head of English



Mrs Cherry
Year 5 and 6 Teaching
Assistant



Mrs Charlotte Toms
Music and French Teacher



T - Team

H - Healthy

R - Responsible

I - Innovative

V - Valued

E - Empathetic



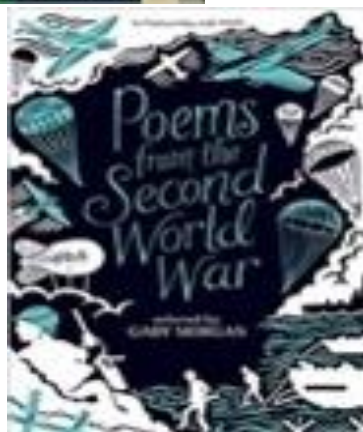
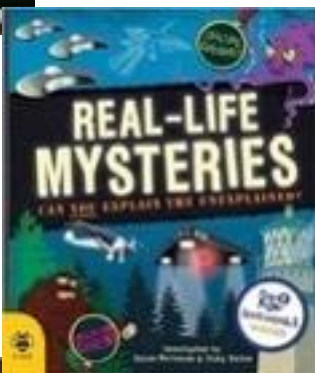
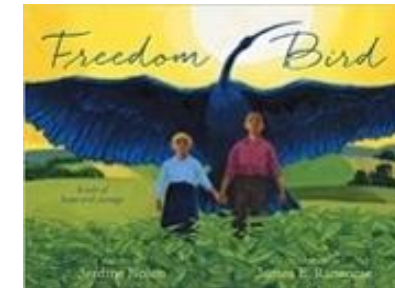
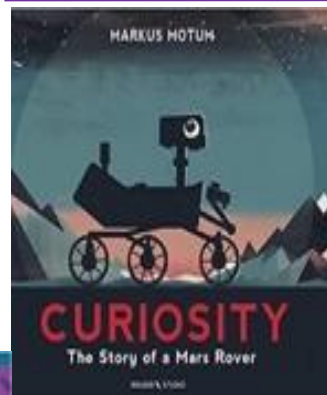
A typical week:

	8:40	8:55	9:05	9:30	10:30	10:45	10:55		11:55	12:00	1:15	1:15		2:15		3:00	3:20
Mon	Early Morning Activity or Feedback	Register	Reading Response	English	BREAK	Flashback Four	Spelling	Maths		LUNCH	Register quiet reading Assembly 1:15	Handwriting	PSHE	Computing		Class Reader/ Story time	HOME TIME
Tues			Reading Response	English			Spelling	Maths				Geography					
Wed			French/Music				PE	RE	Handwriting			Science					
Thurs			Reading Response	English			Spelling	Maths				Handwriting	Art/DT – Christmas cards				
Fri			Reading Response	English			Spelling	Maths				Handwriting	Library	PE			



English Year 5

- Diary entries
- Reports and informal letters
- Speeches and persuasive articles
- Biographies
- Historical recounts
- Adverts
- Instructions
- Poetry
- Letter writing
- Narrative – fantasy, legends
- Epic tales



Book Bingo

Task	Award
One square	A stamp on your Reading Bingo Card
One Row (Horizontal, vertical or diagonal)	A bookmark
Complete Grid	A reading certificate presented in celebration assembly

Name: _____

Class: _____

1. A book by Katherine Rundell. For example, 	2. A book by Anthony Horowitz from the Alex Ryder collection 	3. A book by the author Eva Ibbotson 	4. A historical fiction book. 
5. A non-fiction book on a topic of your choice. 	6. A poem of your choice that you must be able to either recite or perform to your teacher or whole class if you wish to do so.	7. Kensuke's Kingdom by Michael Morpurgo 	8. A picture book 
9. A funny fiction book 	10. A biography (This could be a book, or an online fact file you read about an individual)	11. A classic book. 	12. Free Square – any book of your choice
13. A magazine of your choice 	14. A book by Onjali Q. Rauf 	15. A fable, myth or legend 	16. A comic or graphic novel 

End of year 5 assessment – Working at the expected standard (EX)

Name:	A	B	
The pupil can:			
write for a range of purposes and audiences, selecting language that shows good awareness of the reader			
using paragraphs and some other <u>organisational</u> and presentational devices to structure their writing			
in narratives, describe settings, characters and atmosphere			
using a variety of expanded noun phrases to describe and specify			
use of expanded noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest the extreme weather across the globe</i>			
selecting some vocabulary that reflects the level of formality required			
selecting some grammatical structures that reflect the level of formality required			
using different verb forms correctly and consistently			
using modal verbs mostly appropriately to indicate degrees of possibility e.g. <i>might, should, would</i>			
using adverbs mostly appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i>			
using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately			
using subordinate clauses, including relative clauses, sometimes varying their position within the sentence			
using cohesive devices, including adverbials, within and across sentences and paragraphs			
using the full range of punctuation taught at key stage 1			
using correctly:			
inverted commas to punctuate direct speech			
apostrophes to mark plural possession			
commas for fronted adverbials			
punctuation within direct speech			

using mostly correctly:	- commas for clarity - punctuation for parenthesis (brackets/dashes/commas)
spelling most words correctly from year 3 and 4 statutory word list	
spelling some words correctly from year 5 and 6 statutory word list	
spelling many words correctly with <u>-cious, -tious, -tial or -cial</u> ending	
spelling many words correctly with <u>-ant, -ance/-ancy, -ent, -ence/-ency</u>	
spelling many words correctly with <u>-able, -ible, -ably and -ibly</u>	
spell many words correctly with <u>ei</u> after <u>c</u> e.g. <i>deceive, ceiling, perceive</i>	
spelling many words correctly with <u>ough</u> letter string e.g. <i>thorough, thought, rough, plough</i>	
spelling many words with silent letters e.g. <i>island, doubt, climb</i>	
use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too	
use of further homophones from the year 3 and 4 mostly correctly	
some correct use of the homophones and other words that are confused from year 5 and 6	
maintain joined legible handwriting in most of their writing	

13

Add a **suffix** to the underlined words to complete each sentence.

It was a delight evening.

The choir sang beautiful in the concert.

☐

1 mark

14

Tick one box in each row to show whether the apostrophe is used for a **contraction** or **possession**.

Sentence	Apostrophe for a contraction	Apostrophe for possession
Can you find the baby's blanket?		
This kitten's playful.		
Who is Liza's partner?		
Neil's ready to go.		

☐

1 mark

45

Write a sentence using the word lock as a **noun**.
Remember to punctuate your answer correctly.

☐

1 mark

Write a sentence using the word lock as a **verb**.
Remember to punctuate your answer correctly.

☐

1 mark

49

Insert **full stops** and **capital letters** in the passage below so that it is punctuated correctly.

If we go to the park, you should bring your coat the weather
forecast says it may become cold later on sometimes the
predictions are wrong, however

☐

1 mark

4

Look at page 6.

What was the Colosseum used for?

Tick **one**.

prayer ☐

entertainment ☐

defence ☐

trade ☐

☐

1 mark

5

Pause, step back and take in this truly colossal emblem of ambition.

What does *Pause, step back* suggest about the Colosseum?

☐

1 mark

6

Look at page 7.

Give **two** pieces of evidence which show that the Nabataeans were experts.

1.

2.

☐

2 marks

12

Look at the paragraph beginning: *Another influential event...*

Find and copy one word that means the same as 'endless'.

☐

1 mark

38

Look at the whole text.

What do you learn about Andrene's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence

☐

3 marks





Use your spelling voice to pronounce all the letters in the word.

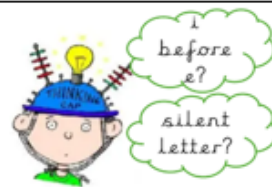


Use mnemonics to help you remember common tricky words.



ba-na-na

Break up the word into chunks that you can remember.



Think about the tricky part of the word. What makes it tricky? Rules?



Take off the suffix and prefix and just focus on the root word.

carful
careful
carefull



Try out different possibilities. Have you seen the word before?

hear

I hear with my ear!



Look for words within words or words in a spelling that help you remember.



Sound buttons-think of the more common digraphs

Maths

Flashback 4

Year 5 | Week 4 | Day 2

White Rose
MATHS

CXL

1) $18,570 + 420 = \boxed{}$

2) Complete the bar model.

489,756			
400,000		700	56

3) What number is shown?

Thousands	Hundreds	Tens	Ones
			

4) When multiplying number by 10, each of the digits moves ____ place to the ____.

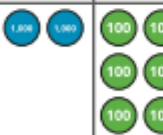
1 Complete the calculations.

a)

Th	H	T	O
			
+			

	2	1	6	4	
	+	3	2	1	3

b)

Th	H	T	O
			
+			

	4	2	7	5	
	+	2	6	4	3

2 Complete the column additions.

	7	4	3	5	
	+	2	4	5	6

	7	4	3	5	
	+	2	4	6	6

Meaningful Writing Marking and Feedback

- **All lessons are marked to show the pupils the errors that they are making.**
- **Punctuation is always corrected i.e. a missing punctuation added. Incorrect punctuation circled.**
- **Parts of the writing that do not make sense have a wavy line underneath.**
- **Errors in letter formation are always corrected.**
- **Note common errors and reteach as a warmup the next day.**
- **VF for repeated errors.**
- **All incorrect spellings (up to 6) are underlined.**



Last night, I walked in the woods. I heard a strange noyse behind me. I turnt around, there was nothing their. I ran as farst as I can, my hert was beating quick. I shouted, "who are you?" but noone was there. I didn't look back, as I was to scared! When we got home, I went to bed (at night).

sp: too



Home Learning

- White Rose Maths Books
- Spelling book – Weekly Spelling Test



Year 5 Educational Visits and French Festival

Pantomime

Three Faith Tour

French Festival



Residential .



Meeting nearer the time with all the details.



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Online Safety

EYFS

KS1 / 2

- ➡ Only use a computer when an adult is nearby.
- ➡ Tell an adult straight away if you see something that upsets you.
- ➡ Never talk to anyone online without an adult with you.
- ➡ Never send anyone your picture.
- ➡ Never tell anyone personal information about yourself, like your address or school name.
- ➡ Never tell anyone your password.



Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person



Thank you for coming!

Any questions?

