



Mr Weaver (Class Teacher/AHT/DSL)



Year 5 Team



Mrs J Hickman (Learning Support)

Mrs Sadler (Class Teacher)



Miss Lovatt (Learning Support)



Mrs T Hickman (Learning Support)



Miss Shaw (Apprentice Learning Support)

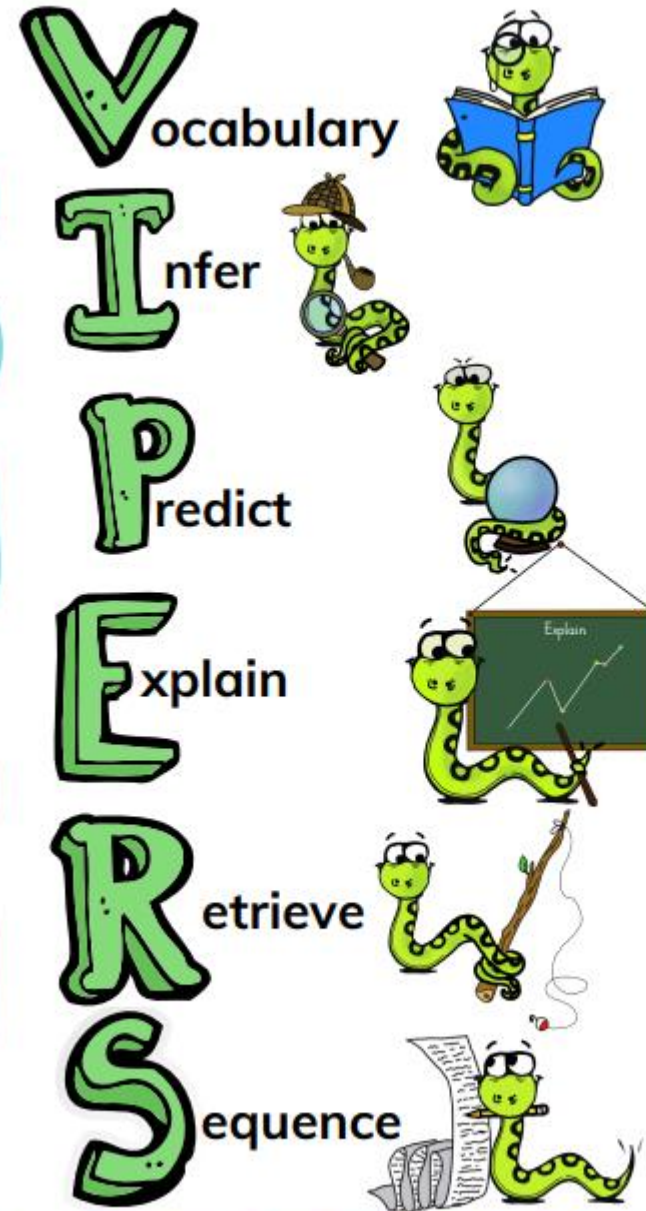


Miss Elliott (HLTA)

Example timetable

		9.00 – 9.30		9.50-10.10	10.10 - 10.25	10.25-11.15	11.15- 11.30	11.30-12.20			13.15-14.15	14.15-15.15
M	Morning Task- (8.40-9.00)	Maths (Teacher input)	Snack and Playtime (9.30-9.50)	Maths (Independent)	Assembly	Reading	Kinetic Letters	English	Lunchtime (12.20-13.00)	Jackanory Time (13.05 – 13.15)	History 2	RE 2
T		Maths (Teacher input)		Maths (Independent)		Reading		English			Science 2	French 3
W		Maths (Teacher input)		Maths (Independent)		Reading		English			Art 2	Computing 3
T		Maths (Teacher input)		Maths (Independent)		Reading		English			Swimming	
F		Maths (Teacher input)		Maths (Independent)		Reading		English			Spellings test and teach – Step 2	Music 3

Year 5 CORE skills- Reading



Year 5 CORE skills- Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW		Number Multiplication and division A VIEW			Number Fractions A VIEW			
Spring term	Number Multiplication and division B VIEW			Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW		
Summer term	Geometry Shape VIEW			Geometry Position and direction VIEW		Number Decimals VIEW			Number Negative num... VIEW	Measurement Converting units VIEW		Measurement Volume VIEW

Year 5 CORE skills- Writing

Recommended coverage:					
Autumn 1- The Victorians and the Black country Writing to entertain: <ul style="list-style-type: none"> Narrative- Oliver Twist (2 weeks- include innovation) Writing to inform: <ul style="list-style-type: none"> Biography – Charles Dickens (2 weeks) Leaflet- The Black Country Museum (1 week) Writing to persuade: <ul style="list-style-type: none"> Balanced argument- Should children work down the mines? (1 week) 	Autumn 2 - The Victorians and the Black country Writing to entertain: <ul style="list-style-type: none"> Narrative- Christmas Text- whole school (2 weeks) Poetry (1 week) Writing to inform: <ul style="list-style-type: none"> Recount- A day down the mine (1 week) Non-chronological report- The local area (2 weeks) – (One paragraph of independent) 	Spring 1- The Ancient Greeks Writing to entertain: <ul style="list-style-type: none"> Narrative- Who let the gods out (2 weeks including innovation) Writing to inform: <ul style="list-style-type: none"> Leaflet- The Greek Gods (2 weeks) (One paragraph independent) Newspaper report- linked to a key event (1 week) Writing to persuade: <ul style="list-style-type: none"> Persuasive Advert - Athens needs you (1 week) 	Spring 2- The Ancient Greeks Writing to entertain: <ul style="list-style-type: none"> Narrative- The Odyssey (2 weeks) Poetry (1 week) Writing to inform: <ul style="list-style-type: none"> Non-chronological report- The Ancient Greeks (2 weeks) Writing to persuade: <ul style="list-style-type: none"> Letter- A visit to Greece (1 week) 	Summer 1- Explorers Writing to entertain: <ul style="list-style-type: none"> Narrative- Shackleton's Journey- create a diary entry of the events (2 weeks) Writing to inform: <ul style="list-style-type: none"> Non-chronological report- The British Antarctic Survey (2 weeks) Report- Shackleton Explorers return home (1 week) Writing to persuade: <ul style="list-style-type: none"> Advert- explorers wanted (1 week) 	Summer 2- Space Writing to entertain: <ul style="list-style-type: none"> Narrative- War of the Worlds extract (2 week) Diary entry- Highwayman (1 week) Writing to inform: <ul style="list-style-type: none"> Poetry (1 week) – The Highwayman Biography- linked to figure covered in topic (1 week) Writing to persuade: <ul style="list-style-type: none"> Balanced argument- Based on Hidden figures (1 week)

Reading

- ▶ Library days - Monday
- ▶ Reading records to be brought in every day
- ▶ Books will be changed as and when, depending on child's need and ability
- ▶ Fresh Start
- ▶ Reading diaries

Our three curriculum topics

► Autumn Term- Tipton in Time

► Spring Term — Ancient Greeks

► Summer Term — Exploration, the natural world



The wider curriculum- Geography

During the year in Geography, the children will be learning about

- ▶ Autumn — A local area study of Tipton
- ▶ Spring — A study of Greece, making comparisons with the UK
- ▶ Summer - Antarctica



The wider curriculum- History

- ▶ During the year in History, the children will be learning about
- ▶ Autumn — Victorian Era and the Industrial Revolution
- ▶ Spring — Ancient Greeks



The wider curriculum- Art

During the year in Art, the children will be learning about

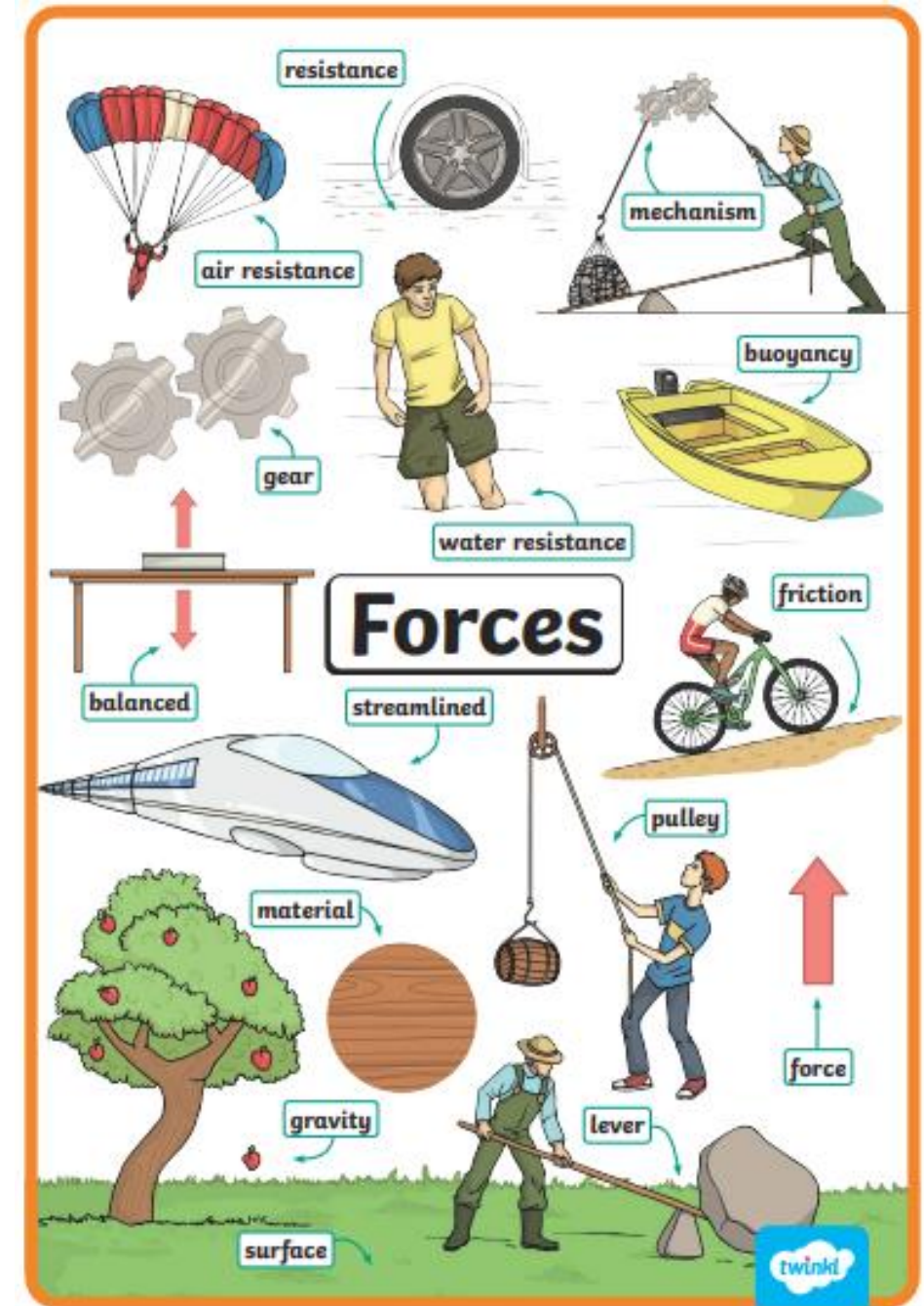
- ▶ Autumn — William Morris (Arts and Crafts movement)
- ▶ Spring — Greek Vases (Pottery)
- ▶ Summer — Peter Thorpe (Abstract Space art)



The wider curriculum- Science

During the year in Science, the children will be learning about

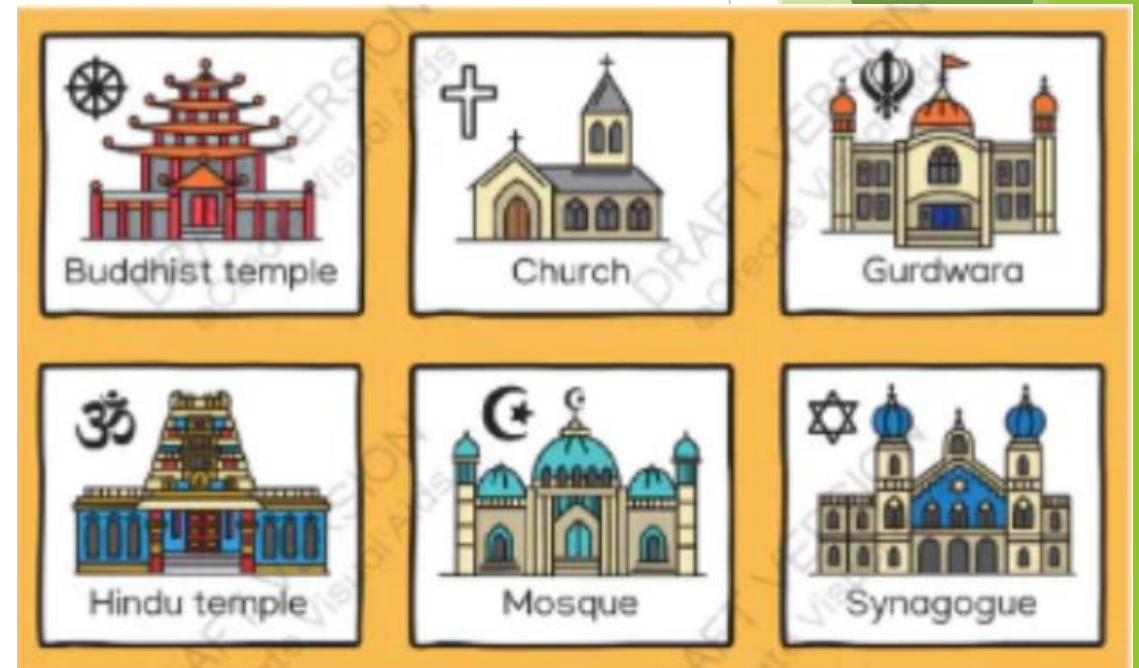
- Autumn 1 – Forces and Mechanisms
- Autumn 2 - Properties and uses of materials
- Spring 1 - Plant and animal life cycles
- Spring 2 – Separating mixtures and changing materials
- Summer 1 – Human growth
- Summer 2 – Earth and Space



The wider curriculum- RE

During the year in RE, the children will be learning about

- ▶ Autumn 1 – What do Christians believe Jesus did to save human beings?
- ▶ Autumn 2 – What does it mean if Christians believe God is holy and loving?
- ▶ Spring 1 – What can we learn from religion about temptation?
- ▶ Spring 2 – Christians and how to live: What would Jesus do?
- ▶ Summer 1 – An enquiry into places of worship
- ▶ Summer 2 – Why do Hindus want to be good?



The wider curriculum- PSHE



1. **BM** (Being Me in My World)
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
Being and keeping safe and healthy
5. **RL** (Relationships)
Building positive, healthy relationships
6. **CM** (Changing Me)
Coping positively with change

Each puzzle has six lesson plans accompanied by all of the teaching and learning materials needed to deliver them.

The wider curriculum- DT

During the year in DT, the children will be learning about


- ▶ Autumn — Victorian Toys (spinners)
- ▶ Spring — Greek Salad (Food Technology)
- ▶ Summer — Mars Rover vehicle (Space)



Home Learning

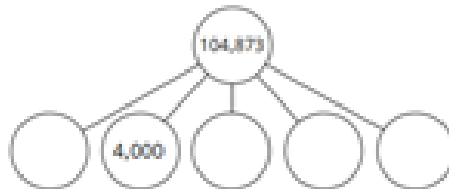
- Information about homework
- Given out on a Friday.
- To be returned the following Thursday
- Online learning

Version 5 Homework – 27.09.24



Maths


Complete the part-whole model



The number 104,241 is shown in the place value chart.

Thousands			Ones		
H	T	O	H	T	O
1	0	4	2	4	1

ai Rosie wants to find 1,000 more than 104,241.



I'm going to add one counter to the thousands column.

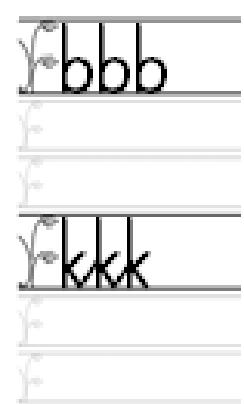
Explain why Rosie's method will work.
What is 1,000 more than 104,241?

English

The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb. Read the sentence. Decide whether the subject is singular or plural. Circle the correct verb.


was = singular were = plural

He (was/were) prepared for school.
We (was/were) scared of thunder.
I (was/were) excited about my new book.
We (was/were) playing together as a team.
She (was/were) my best friend.
We (was/were) excited about the championship game.
They (was/were) walking around the lake.



Spellings

Please login to




To view your spellings and play games linked to the spelling rule/pattern.

Reading

Please read to us each and record in your reading diary.

Times tables



Please login to tacklingtables

PE

Autumn

- ▶ Panthers — Swimming on Tuesday
- ▶ Jaguars — Swimming on Thursday

Spring and Summer

- ▶ TBC



Behaviour

Our school motto is Eager to learn, proud to achieve.

Our core rules are...



Ready



Respectful



Safe

Behaviour Principles		
Be Ready	Be Respectful	Be Safe
We arrive at school on time, every time We get to lessons on time. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. We make sure we have the right equipment for the day. We take part fully in lessons and show resilience.	We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feed-back. We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after our environment and never drop litter. We respect the law and the rules of school and society.	We follow instructions -first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and outside school. We use equipment safely.

Thankyou for attending

Any questions?