



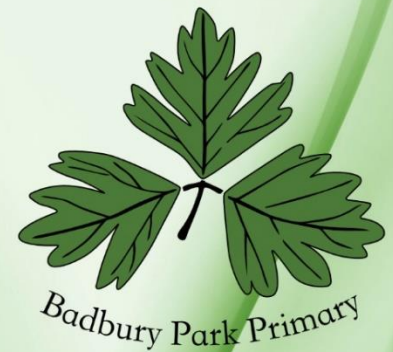
# Welcome

Year 5

Badbury Park Primary  
School



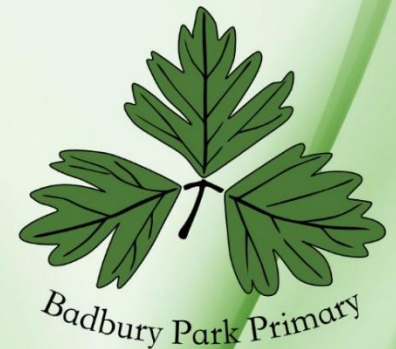
**The Blue Kite**  
Academy Trust



## Meet the Year 5 team

Teacher-  
Mr Urban

Teaching Assistants -  
Mrs Leng – Class TA  
Miss Lawrence – PPA cover  
Mr Sims – PE teacher and sports coach  
Mr Hanks – Inclusion Worker



## What uniform does your child need in Year 5?

School uniform:

- Grey logo school jumper/cardigan
- White polo t-shirt
- Black trousers/skirt
- Black shoes/trainers

PE kit:

- Green t-shirt
- Black joggers/shorts
- Daps/trainers
- long hair tied back



**No nail varnish or make-up is to be worn**

**Please name everything!**



## What else does your child need in Year 5?

- Water bottle (water only)
- Wellies and waterproofs (on forest school days)
- Bookbag or folder containing your child's reading book and record (please bring this in every day)
- Spelling folder (every Friday)



Your child does not need a large back pack. They only need to bring a book and reading record which will fit in a book bag.

**Please name everything!**



# PE

## Monday and Thursday

Please help to support your child's independence by giving them opportunities to dress themselves at home- this will help with a quick change for PE in school.

All uniform will stay in school. PE kits will go home at the end of every term.

**Please name everything!**



## PE - Swimming

In May, all children will be doing swimming lessons at our school!!  
This is part of our statutory PE delivery.

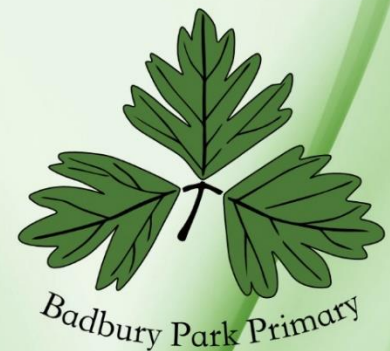


Brand  
new this  
year!!!

Please again help to support your child's independence by giving them opportunities to dress themselves at home- this will help with a quick change for PE in school.

Further details will follow closer to the time.

**Please name everything!**



## Our Vision

We want happy, engaged learners within a beautiful, authentic learning space that is calm and consistent. We use natural, versatile, open ended resources that are carefully chosen to provoke creativity, wonder and concentration both inside and outside. We want an environment where children are confident to risk take and problem solve whilst learning both knowledge and skills and where the natural world takes center stage.

## Nurturing and enrichment

We are aware that children will continue to need lots of nurture and wellbeing work and we have planned our curriculum around this. Interventions to help any children will be put in place once we get to know your children. Wellbeing and feeling safe and secure are our primary goals because without that, the learning won't take place.



# Our School Day

8.30 – 8.45 A soft start to school. Children enter through the fire exit and go upstairs to their classrooms

8:45 Register

8.45 – 8.55 Times tables

8.55 Spellings / phonics / reading

9.30 English

10.30 Assembly

10.45 Playtime

11.00 Maths

12.00 Lunch

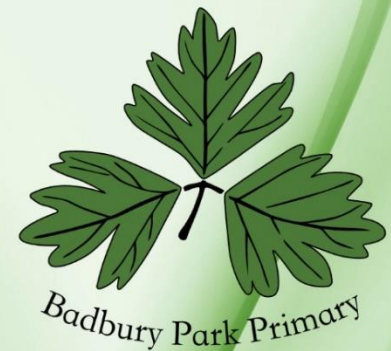
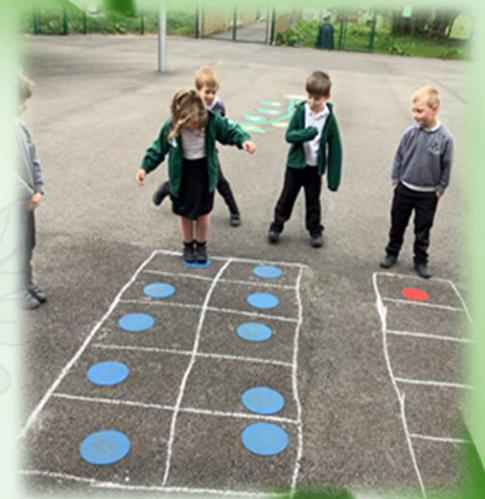
1.00 Circle time

1.10 Maths meeting

1.25 Whole class learning time (Foundation subjects)

3.00 Storytime and book talk

3.15 Home time





Year 5  
Term 1 and 2

Anglo Saxons and Vikings



## Maths

Place value

Addition and subtraction

Multiplication and division

Fractions

## Science

Earth and Space

Properties of materials

## English

We will be...

- Writing poetry (Norse)
- Non-fiction How to Train a Dragon
- Writing fictional stories based on Beowulf
- Non-fiction – Blodin the Beast



## PE

Core gross and fine motor skills.

Attacking and defending

Team tactics

We are reading...

## Computing

- Systems and searches
- Video production

## ESR

- Fast Fashion

## Music

- Melody and  
Harmony in music

## PSHE/ RE

### RE

- Why do some people think God exists?

### PSHE

- Relationships
- Managing peer pressure and friendships

## Outdoor Learning

- Forest School
- Natural longboats
- Saxon shelters

## Humanities

### History

- Anglo Saxons and Vikings

### Geography

- Exploring Eastern Europe
- Comparing the UK to Scandinavia

## Art/DT

### Design Technology

- Saxon coin purse

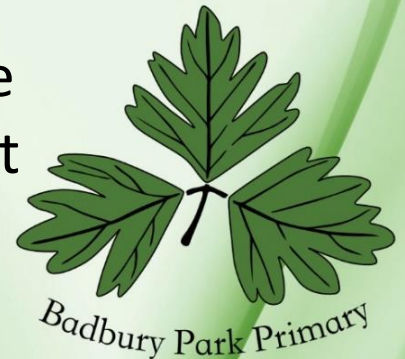
### Art

- Saxon/Viking Tapestry

# About Year 5...

In Year 5, children will continue to follow the National Curriculum in all areas and will develop knowledge and skills that builds on from their prior learning. There will be a continued focus on independent learning alongside whole class and small group teacher led sessions.

We will be assessing against the age related expectations for the year group that your children are working in. In the next few slides you will see examples of work that are at ARE (Age related expectations). Please remember that this is what we are striving for by the end of the year- you might not be seeing this right now!



## Example of ARE writing (year 5)

This morning, 1<sup>st</sup> April in the year of our Queen 1866, I proceeded to the African grasslands (Kenya) in search for new examples of fauna and flora. May I say, I was astonished to meet the chameleons, which have only been seen once before in 1632!

As the sun rose, I managed to keep calm whilst standing amongst the most deadliest species of plant on this grassland. Interestingly, the plant was named the Octavian Gun Plant because, when threatened, it shoots out poison darts. Following this, I was alarmed to witness the venomous plant instantly kill a defenceless creature ~~from~~ just one touch. The most shocking effect from this tragic death, was the permanent pain of the ~~&~~ animal.

### Working at the expected level

Using paragraphs to organise ideas

Uses devices to build cohesion within and across paragraphs (then, after that, firstly, adverbials of time, place or number)

Describe characters and settings

Using co-ordinating and subordinating conjunctions

Some use of deliberate vocabulary choices

Indicate degrees of possibility using adverbs and modal verbs

Some use of expanded noun phrases to convey complicated information concisely

Using mostly correctly

Capital letters and full stops

Question marks

Exclamation marks

Commas for lists

Apostrophes for contraction

Relative pronouns (who, that, which, whose, where and when)

Brackets, dashes or commas for parenthesis

Spelling some words correctly (Year 5 and 6)

Producing legible joined handwriting

# Writing in Year 5

## Statutory requirements

### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

## Statutory requirements

### Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

## Statutory requirements

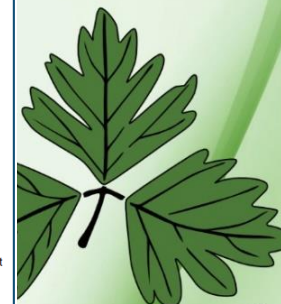
Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précisising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

## Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

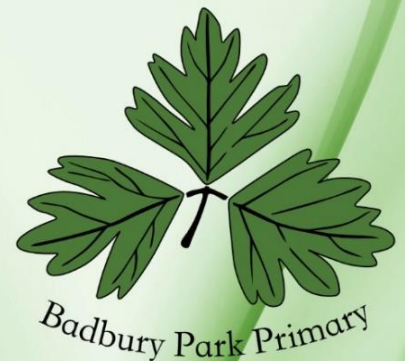


## Writing in Year 5

### Statutory requirements

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  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



# Maths in Year 5

## Statutory requirements

Pupils should be taught to:

- 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 given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

- 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.

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

## Number – fractions (including decimals and percentages)

### Statutory requirements

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

# Continued ...

## Measurement

### Statutory requirements

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

## Geometry – properties of shapes

### Statutory requirements

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

## Geometry – position and direction

### Statutory requirements

Pupils should be taught to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.





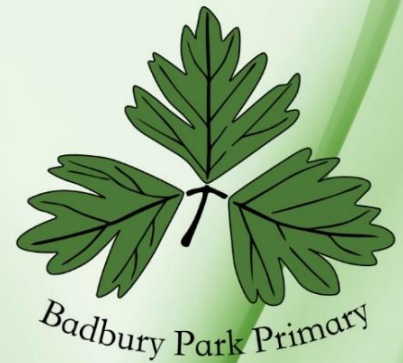
# Continued ...

## Statistics

### Statutory requirements

Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.



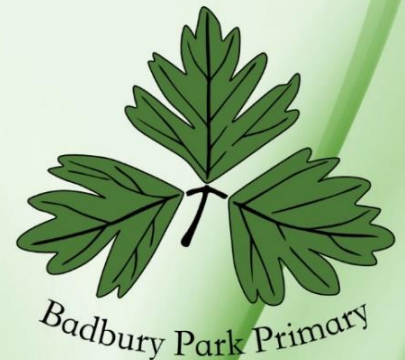
Example of ARE Reading.

Government guidance is that a child working at age related expectations should be reading Emerald and Diamond books by the end of year 5.



Reading at home is one of the best ways to support your child's learning. At Badbury Park we strive for five.

Please look after books!



# Reading in Year 5

## Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

## Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

## Statutory requirements

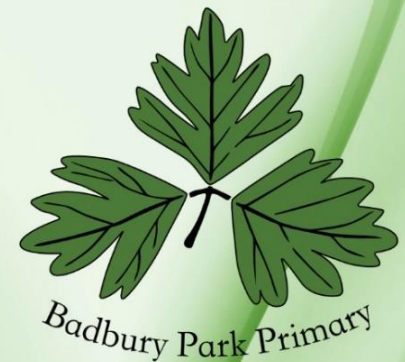
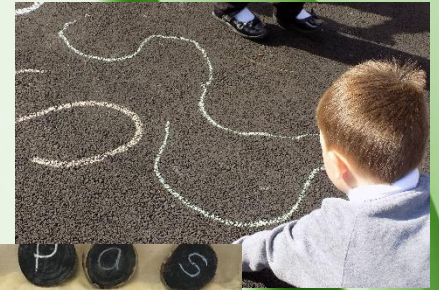
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary



# Phonics



For those children who need it, phonics continues in year 5. Children will be taught at the phase they are learning at in order to continue sound recognition, segmenting and blending skills leading into reading fluency.



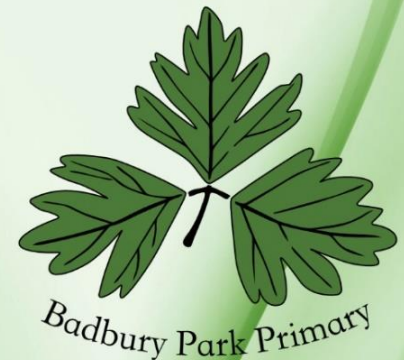
# Times Tables



Keep up the daily practise on Times Tables Rock Stars.

When a child's heatmap turns green for the 2-12 times tables and then the children will be moved on to learn 13-19 times tables.

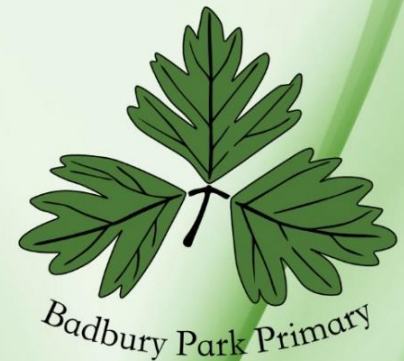
How many heatmaps can be turned green? Come on year 5 you can do it!



## The National Curriculum

We provide a broad and balanced curriculum which includes teaching:

- English- grammar, spellings, handwriting, reading and writing
- Maths
- Science
- Design Technology
- Art
- Music
- RE
- PE
- PSHE including SRE
- History and Geography
- MFL (Spanish)
- Computing

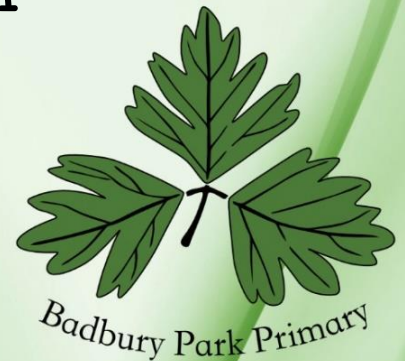


## Outdoor Learning

In Year 5 children will still be having opportunities for outdoor learning. Our outdoor learning will include cross curricular links with the following:

- Education for social responsibility (ESR)
- Science
- Design Technology
- Art
- Geography
- English
- Maths

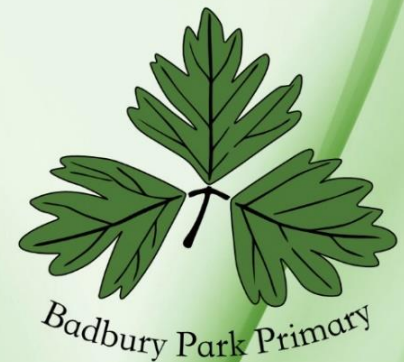
Children will also have opportunities in term 1 to have forest sessions with Mrs B.



## Assessments, parents evenings and learning journeys

- Parents evenings x2 and termly 'book looks'
- Termly report cards (PUC)
- End of year report assessed against the expectations for Year 5.

We will also complete ongoing assessments to inform our planning. This may include things like live marking, show of whiteboards, questions and quizzes.





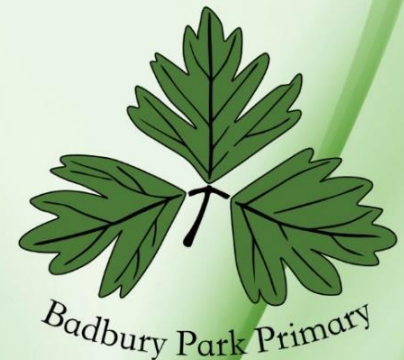
# “How was your day?” “Fine!”

- Please remember that your child is at the beginning of their journey in education you are in it for the long haul but it is important to listen to children and start a dialogue about their days away from you.
- If we listen to the small stuff now, which to them can often feel like big stuff, when they are older children and it really is big stuff, they have built up a trusting relationship with you and will be in the habit of telling you things that are important to them.

Ideas of questions to ask your children...

- What did your friend tell you that you did not know before?
- Who did you sit next to at lunch?
- Who was the first person you smiled at?
- Who made you laugh?
- What was your favourite moment from today?
- What did you find easy and what did you find hard?

Also be ready to share some of your day too.



# If things aren't going so well.....

- Please do come and talk to us.  
In the morning, there will be an adult on the door you can pass a message to. You can make an appointment through the office. They have access to our diaries and also can pass a message on.
- Please speak to your child's class teacher first, as we work with your child every day. If the class teacher is not available, please speak to Mrs T as the Key Stage lead.
- If you continue to have concerns you can then, after speaking to the class teacher and Mrs T, speak to another assistant head; Mrs Christmas and if you still do not feel that the matter is resolved, please speak to Mrs Dance. We have a formal complaints policy on our website.
- Please email, telephone or tell us if there is anything we need to know about your child or any change of circumstances.



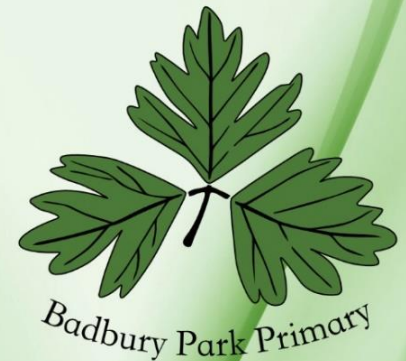
# Other notices:

## **First aid:**

- We will notify you of a head injury or if we feel your child needs to be collected, as stated in our policy.
- You will receive a message if your child has been given first aid.

## **Communication:**

- All important information is in the newsletter. Please make sure you read this as it will inform you of important dates that you need to be aware of.



# Safeguarding

## End of the day pick up

All three classes will be dismissed by their school adult from the fire exit door.

Please wait patiently until the school adult dismisses them to you.

Please make sure you leave enough room and stand back behind the trim trail to ensure that we can keep all children safe. Please do not approach the school adult they will get to your child as soon as they are able. Please remember that they have a duty of care to make sure all of the children make it safely to their adults.



# Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

If you have any concerns about a child, please report it to **Mrs L Dance** as the designated safeguarding lead. You can also report your concerns to **Mrs Christmas, Mr Hanks or Mrs Tkocz** if Mrs Dance is not available.



Mrs Louise Dance



Mrs Eleanor Christmas



Mr Ian Hanks



Mrs Michelle Tkocz

Badbury Park Primary

# Please email us questions...

We would like all of our parents to know that we are always here and ready to support you, so please ask if you aren't sure or something isn't quite working.

We are here to help!

If you have any questions, please email them into admin.



**Thank you!**

