

Parent Information Booklet



**Year 5
2022-2023**

Please keep this booklet to refer to throughout the year.

Parsloes Primary School

WELCOME TO YEAR 5

Dear Parents/Carers,

We would like to welcome you and your child to Year 5 and we look forward to working with you in the coming year. Your child is now in the upper stage of Key Stage Two, which prepares them for Year 6. Our aim as class teachers is for your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 5 and excel in all that they do.

Kind regards,

Year 5 teachers – Mrs Oslar (Owl) and Mrs Atkin (Robin)

Phase leader for Years 5 and 6 – Mrs Oslar

Assistant Headteacher – Miss Lipman

Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

Year 5 - Reminders to Parents

Attendance and Punctuality

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.

Your child will also be given a log-in for Bug Club, where they can access books online at the level determined by the teacher. This will be monitored weekly by the class teacher and forms part of the homework expectation.

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

PE

Children should bring their PE kit into school in a PE bag. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Owl – Tuesday and Friday

Robin – Tuesday and Thursday

Art Shirts

Please can you provide your child with an old shirt to be used during Art lessons.

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Curriculum

Our theme for the first half term is 'To Be or Not to Be'. Further updates will follow throughout the year.

Mobile Phones

Mobile phones are not allowed in school. The only exception to this are those pupils in Years 5 and 6 who come to or go home from school by themselves. We will store these securely during the day. Mobile phones should be turned off whilst pupils are on the school premises - if these rules are not followed, they will no longer be allowed to bring their phones into school. In order to keep an accurate record of those who need to bring a phone into school, due to the fact that the pupil is walking home by themselves, the relevant form will need to be filled in on ParentMail. Please note that phones are left in school at your own

risk and school cannot take responsibility of any phones that are lost or damaged.

How to support your child in Year 5

- Read with your child every day and ask them questions about the story.
- Help your child to complete their homework.
- Practise the spellings which your child will come home from school with, including the Year 5 and 6 spelling list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers
White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)
Plain grey socks
Plain black **shoes (NO Trainers)**
No dyed hair or shaved fashion hairstyles

GIRLS

Grey pleated skirt or grey tailored trousers
White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)
Grey tights
White socks
Plain black **shoes** (flat heel with a back, **NO Trainers**)
Red or white hair accessories
No dyed hair or shaved fashion hairstyles

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts must have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

Children coming into school with the incorrect uniform will be asked to change.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.

Curriculum Overview – English

<p style="text-align: center;"><u>Autumn 1</u></p> <p><u>Narrative 1</u> Text: ‘Macbeth’ by Andrew Matthews Genre / Plot Structure: Character Description</p> <p><u>Narrative 2</u> Text: ‘Macbeth’ by Andrew Matthews Genre / Plot Structure: Action Scene</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p><u>Narrative 3</u> Text: ‘Beowulf’ by Michael Morpurgo Genre / Plot Structure: Myths and Legends</p> <p><u>Poetry 1</u> Genre: Kennings</p>
<p style="text-align: center;"><u>Spring 1</u></p> <p><u>Non-Fiction 1</u> Text: ‘The Jamie Drake Equation’ by Christopher Edge Genre / Plot Structure: Non-Chronological Report</p> <p><u>Non-Fiction 2</u> Text: ‘The Jamie Drake Equation’ by Christopher Edge Genre / Plot Structure: Discussion</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p><u>Narrative / Non Fiction</u> Text: ‘The Highwayman’ by Alfred Noyes Genres: Setting Description, Revealing a Character, Diary Entry, Letter and Action Scene</p>
<p style="text-align: center;"><u>Summer 1</u></p> <p><u>Non-Fiction 3</u> Text: ‘Clockwork’ by Philip Pullman Genre / Plot Structure: Diary Entry</p> <p><u>Non-Fiction 4</u> Text: ‘The Highwayman’ by Alfred Noyes Genre / Plot Structure: Newspaper Report</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p><u>Narrative / Non-Fiction</u> Texts: ‘Charlotte’s Web’ and ‘Tadpole’s Promise’ Writing in a range of genres</p>



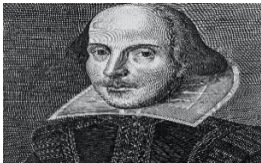
CURRICULUM MAP

YEAR 5	AUTUMN 1 To Be or Not To Be	AUTUMN 2 Raiders and Rulers	SPRING 1 To Infinity and Beyond	SPRING 2 Cool Britannia	SUMMER 1 Use the Force!	SUMMER 2 The Circle of Life
English	Machbeth & Shakespeare Character Description & Action Scene Reading: Retrieval & vocabulary	Beowulf & Vikings Myth with a warning plot & Poetry Reading: Summarising, vocabulary, identifying themes and conventions	Jamie Drake Equation & Planetarium Report & Discussion Reading: Retrieval, inference & prediction	Sir Gawain and the Loathly Lady & The Highwayman A range of genres Reading: Inference & prediction	Clockwork Diary Entry & Newspaper report & Recount Reading: Inference & analysing poetry	Charlotte's Web & Tadpole's Promise Narrative & Persuasive Writing Reading: Identifying themes & conventions, sequencing
Maths	Number Number and Place Value Addition and Subtraction	Number Multiplication and Division	Geometry Properties of shapes Position and direction Statistics	Number Fractions (decimals) Fractions (percentages)	Measurement	Number Fractions Fractions (decimals)
Science	Materials and Properties What are the reversible and irreversible changes of solids, liquids and gases?		Earth and Space/Forces How do the bodies of the solar system move and what effect is created?		Forces What are the effects of water resistance and friction?	Living Things/Habitats How do life cycles of different animal groups compare?
History	Local History How did the Reformation change London?	Raiders and Rulers How did Britain change due to the Anglo-Saxon and Viking invasions?				
Geography		Human Geography What are the economic links between the countries of Europe?	Locational Knowledge How does the shape and position of the Earth affect the regions of the world?	Locational Knowledge / Physical Geography How do the features of a river?		
Religious Education	World Faiths What do world religions believe about God?	Celebrations How is Christmas celebrated around the world?	Beliefs What inner force affects how we think and behave?	Islam Why is Muhammed important to Muslims?	Beliefs Thankfulness	Christianity How do Christians follow the example of Jesus?
Computing	Communication How can we plan and present a PowerPoint with images, clips, maps and themes?		Programming How can we use Crumble Kits with repeated loops and conditions?	Multimedia How can we use more advanced features of video editing?	Data How can we use more advanced searches in a database using formulae?	Programming How can we use more advanced algorithms in Scratch?
Art	Painting How do we create a portrait in the style of Holbein?		Painting How do we paint in the style of Van Gogh?	Drawing How do we create atmosphere using charcoal?		
Design & Technology					Mechanical Systems How do we create a moving scene using cogs?	Levers and Sliders How can we create a pop up book with several elements?
PSHE	Jigsaw: Being Me in the World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
Physical Education	Ball Skills: travelling and dribbling (Football) Tudor Dance: perform dances using a range of movement patterns.	Ball Skills: passing with hands (Basketball) Gymnastics: travel and balance	Ball Skills: travelling and dribbling (Hockey) Gymnastics: travel and balance	Ball Skills: striking with equipment (Tennis) British Dance: perform dances using a range of movement patterns.	Athletics Animal Dance: perform dances using a range of movement patterns.	Ball Skills: striking and fielding (Cricket) Gymnastics: travel and balance
Music	Charanga How can we improvise jazz music?			Charanga How can we create an ensemble piece?	Charanga How can we appraise classical music?	
Spanish		Language Angels Phonetics / Vegetables		Language Angels Classroom	Language Angels Presenting Myself	

Curriculum Overview – Themes

Autumn 1

To Be or Not to Be!



Autumn 2

Raiders and Rulers



Spring 1

To Infinity and Beyond



Spring 2

Cool Britannia



Summer 1

Use the Force



Summer 2

The Circle of Life



Year 5

<p>Autumn 1 – To Be or Not To Be Macbeth / Shakespeare</p> <p>ENTRY POINT - Trip to Eastbury Manor House</p> <p>Science – Properties and changes of materials</p> <p>History – Local history study (Eastbury Manor / Tudors)</p> <p>Art – Painting (portraits; Holben)</p> <p>Computing – Communication (ppt)</p> <p>RE – World faiths (God)</p> <p>PE – Invasion games / dance</p> <p>Music – Jazz</p> <p>PSHE – Being Me</p> <p>50 Things – Learn a New Dance (link with PE/History)</p> <p>EXIT POINT – Tudor banquet and dance</p> <p>Gallery Visit – Tudor Portraits – (National Portrait gallery)</p> <p>Extended Writing – Newspaper Report – Henry VIII and his wives</p>	<p>Autumn 2 – Raiders and Rulers Beowulf / Vikings</p> <p>ENTRY POINT – Portals to the Past workshop</p> <p>History - Settlement of Britain by Anglo-Saxons and Scots</p> <p>History - Vikings to Edward the Confessor</p> <p>History – Non-European society that provides a contrast with British history (Benin)</p> <p>RE – Celebrations (Christmas around the world)</p> <p>PE – Invasion games / gymnastics</p> <p>PSHE – Celebrating Difference</p> <p>Spanish – Phonetics 1-3/ Vegetables</p> <p>50 Things – Build a Boat (link with History)</p> <p>50 Things – Grow Vegetables (link with farming in History/Spanish/Science)</p> <p>EXIT POINT – invite parents in to participate in science experiments</p> <p>Extended Writing – Comparative Report – History – Anglo Saxons / Benin</p>	<p>Spring 1 – To Infinity and Beyond Jamie Drake Equation</p> <p>ENTRY POINT – mod rock planets</p> <p>Science – Earth and space</p> <p>Science – Forces (gravity only)</p> <p>Geography – Locational knowledge (global)</p> <p>Geography – Human and physical geography (physical geography; climate zones and biomes)</p> <p>Art – Painting (Van Gogh)</p> <p>Computing – Programming (Crumble)</p> <p>RE – Beliefs</p> <p>PE – Invasion games / gymnastics</p> <p>PSHE – Dreams and goals</p> <p>50 Things – Sleepover at School (link with Science/exit point)</p> <p>EXIT POINT – Greenwich observatory trip/Star gazing sleepover at school/Southend Planetarium</p> <p>Gallery Visit – Van Gogh – National Gallery</p> <p>Extended Writing – Report – Planets</p>
<p>Spring 2 – Cool Britannia Sir Gawain / The Highwayman</p> <p>ENTRY POINT – Immersion in Highwayman text (clues, artwork)</p> <p>Geography – Locational knowledge (UK; topographical features)</p> <p>Geography – Human and physical geography (physical – rivers and mountains)</p> <p>Art – Drawing (charcoal)</p> <p>Computing – Multimedia (video; Highwayman)</p> <p>RE – Islam (Muhammad)</p> <p>PE – Invasion games / dance</p> <p>Music – Pop</p> <p>PSHE – Healthy Me</p> <p>Spanish – Classroom</p> <p>EXIT POINT – perform The Highwayman to parents</p> <p>Extended Writing – Discussion – Should I live in...</p>	<p>Summer 1 – Feel the Force! Clockwork</p> <p>ENTRY POINT – science workshop</p> <p>Science - Forces</p> <p>DT – Mechanical systems (cogs)</p> <p>Computing - Data</p> <p>RE – Beliefs (Thankfulness)</p> <p>PE – Athletics / dance</p> <p>Music – Reflect, rewind and replay</p> <p>PSHE – Relationships</p> <p>Spanish – Presenting Myself</p> <p>50 Things – Fly a Kite and Make a Wind Chime (link with Science)</p> <p>EXIT POINT - perform dance</p> <p>Extended Writing – Instructions – DT mechanical systems</p>	<p>Summer 2 – The Circle of Life Tadpole's Promise / Charlotte's Web</p> <p>ENTRY POINT - butterflies</p> <p>Science – Living things and their habitats</p> <p>Science – Animals, including humans</p> <p>DT – Levers and sliders (pop up book)</p> <p>Computing – Programming (Scratch)</p> <p>RE – Christianity (Jesus)</p> <p>PE – Invasion games / gymnastics</p> <p>PSHE – Changing Me</p> <p>EXIT POINT – class assembly</p> <p>Extended Writing – Explanation – Life Cycle / healthy eating</p>

End of Year Expectations – Writing

By the end of Year 5, a child of expected standard will meet the following criteria:

Identifies the audience for, and purpose of, the writing
Selects the appropriate form and uses other similar writing as models for their own
Proof-reads for spelling and punctuation errors
Ensures the consistent and correct use of tense throughout a piece of writing
Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)
Describes settings, characters and atmosphere
Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)
Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)
Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)
Uses commas to clarify meaning or avoid ambiguity

End of Year Expectations – Reading

By the end of Year 5, a child of expected standard will meet the following criteria:

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met
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Increases 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

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction
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Participates in discussions about books that are read to the child and those that can be read independently

Provides reasoned justifications for their views about a book

End of Year Expectations – Maths

By the end of Year 5, a child of expected standard will meet the following criteria:

Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit
Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero
Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
Numbers mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$)
Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers
Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes
Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
Compares and orders fractions whose denominators are all multiples of the same number
Reads and writes decimal numbers as fractions eg $0.71 = 71/100$
Reads, writes, orders and compares numbers with up to three decimal places
Solves problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25
Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres
Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2)
Draws given angles and measures them in degrees ($^\circ$)
Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles
Completes, reads and interprets information in tables, including timetables

Key Focuses for Year 5

Times Tables

Accurate and rapid recall of all multiplication facts up to 12x12 are essential. In Year 5, we begin to learn multiplication facts beyond the 12x table.

Reading

Regular reading out loud continues to be important to maintain the children's fluency and expression,

A key focus of reading in Year 5 is developing the skill of inference. Children are taught to use clues from the text to understand characters and events.

Writing

Writing at length and checking for errors independently and being aware of writing appropriately for different audiences is a key focus for writing in Year 5.

Vocabulary

In Year 5, it is increasingly important to understand an unfamiliar word using the context to decipher meaning.

Spelling



Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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