

# **Parent Information Booklet**



**Year 5  
2025-2026**

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 – Miss Ghouse (Owl), Ms Gooding (Robin) and Mr Asiedu (Hummingbird)

## **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.

### **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 on the days they have PE. 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 Wednesday

Robin – Wednesday and Thursday

Hummingbird – Wednesday and Friday

### **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.

### **Extra-Curricular Clubs**

We have a wide range of clubs on offer for our pupils. These take place before and after school. These include Cooking, Art, Wellbeing, Bright Minds (Reception only), and Homework club. We also have a wide range of Sports Clubs including Football, Dance and Multi-sports. Information is sent at the beginning of every academic year via Parent Mail. Please see a member of the school office if you require any further information.

## **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 when set.
- Support your child to learn and remember all of their times tables up to 12 x 12.
- 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](http://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  
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  
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.



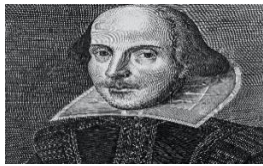
## Curriculum Overview – English

<p style="text-align: center;"><b><u>Autumn 1</u></b> <b>To Be or Not To Be</b></p> <p><b>Macbeth</b> <b>Text:</b> ‘Macbeth’ by Andrew Matthews</p> <p><b>Genre 1:</b> Character Description <b>Focus:</b> Revealing a character <b>Grammar Focus:</b> Figurative language, noun phrases, adverbials of how and what <b>Hot Task:</b> Write an extract from a story that develops character</p> <p><b>Genre 2:</b> Action Scene <b>Focus:</b> Action <b>Grammar Focus:</b> figurative language, conjunctions, varied sentence lengths, adverbials of action <b>Hot Task:</b> A battle scene based on Macbeth</p>	<p style="text-align: center;"><b><u>Autumn 2</u></b> <b>Cool Britannia</b></p> <p><b>Sir Gawain and the Loathly Lady</b> <b>Text:</b> ‘Sir Gawain and the Loathly Lady’ by Selina Hastings</p> <p><b>Genre:</b> Narrative with a Quest <b>Focus:</b> Suspense <b>Grammar Focus:</b> punctuating dialogue, fronted adverbials, parentheses, relative clauses <b>Hot Task:</b> A story where a quest is set by a sinister character</p>	<p style="text-align: center;"><b><u>Spring 1</u></b> <b>Raiders and Rulers</b></p> <p><b>Beowulf</b> <b>Text:</b> ‘Beowulf’ by Nick Holt &amp; John Howe</p> <p><b>Genre 1:</b> Myth and Legend <b>Focus:</b> Story structure and coherence <b>Grammar Focus:</b> -ing clauses, complex sentences, paragraphs, figurative language <b>Hot Task:</b> Myth with a warning plot</p> <p><b>Genre 2:</b> Poetry - Kennings</p>
<p style="text-align: center;"><b><u>Spring 2</u></b> <b>To Infinity and Beyond</b></p> <p><b>Planetarium</b> <b>Text:</b> ‘Planetarium’ by Raman Prinja</p> <p><b>Genre 1:</b> Non-Chronological Report <b>Focus:</b> Giving precise, technical information <b>Grammar Focus:</b> Relative clauses, generalisers, parentheses (brackets, dashes and commas) <b>Hot Task:</b> A report about an aspect of space</p> <p><b>Genre 2:</b> Discussion <b>Focus:</b> Presenting a balanced argument <b>Grammar Focus:</b> Adverbs and modal verbs for possibility, complex sentences, parentheses <b>Hot Task:</b> Should we continue to explore space?</p>	<p style="text-align: center;"><b><u>Summer 1</u></b> <b>The Circle of Life</b></p> <p><b>Tadpole’s Promise</b> <b>Text:</b> ‘Tadpole’s Promise’ by Tony Ross &amp; Jeanne Willis</p> <p><b>Genre 1:</b> Persuasive Letters <b>Focus:</b> Persuasive devices <b>Grammar Focus:</b> Complex sentences (if/when clauses), parentheses, adverbials <b>Hot Task:</b> A letter from a character in the story</p> <p><b>Genre 2:</b> Explanation <b>Focus:</b> Giving clear information <b>Grammar Focus:</b> Parentheses, modal verbs and adverbs, clauses to add detail and explain <b>Hot Task:</b> Explanation of the life cycle of an animal (link to the Science curriculum)</p>	<p style="text-align: center;"><b><u>Summer 2</u></b> <b>Use the Force!</b></p> <p><b>Clockwork</b> <b>Text:</b> ‘Clockwork’ by Philip Pullman</p> <p><b>Genre 1:</b> Recount – Diary Entry <b>Focus:</b> Conveying emotion and atmosphere <b>Grammar Focus:</b> subordinate clauses, varied sentence lengths <b>Hot Task:</b> Diary entry based on an event from the text</p> <p><b>Genre 2:</b> Warning Tale <b>Focus:</b> Suspense <b>Grammar Focus:</b> embedded clauses, adverbials of time place and number, using and punctuating dialogue <b>Hot Task:</b> story where a character is warned of the consequences of their actions</p>

## Curriculum Overview – Themes

### Autumn 1

To Be or Not to Be!



### Autumn 2

Cool Britannia



### Spring 1

Raiders and Rulers



### Spring 2

To Infinity and Beyond



### Summer 1

The Circle of Life



### Summer 2

Use the Force



## **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
--

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
--

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 ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ )
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

## Times tables – to practise

[illegible]

## Times tables – to perfect

[illegible]

## Years 5 and 6 Spelling List



### **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