

*Year*

5



# ***The Team***

- **5BG** Miss Griffiths, Mrs McLaren, Mrs Latif, Mrs Gardener, Mrs Holt, Mrs Patel and Miss West
- **5HS** Miss Smith, Mrs James, Mrs Hageman, Miss Bellamy, Mrs Fawcett



# What is year 5 all about?

- Becoming part of Upper Key Stage Two
- Preparing to move on to Year 6
- Having a great year and enjoying our learning

# Year 5 is a pivotal year...

- Delivery of a full, fast paced and rich curriculum
- Preparing children to move on into Year 6 where SATs are lurking!

The children change a lot!

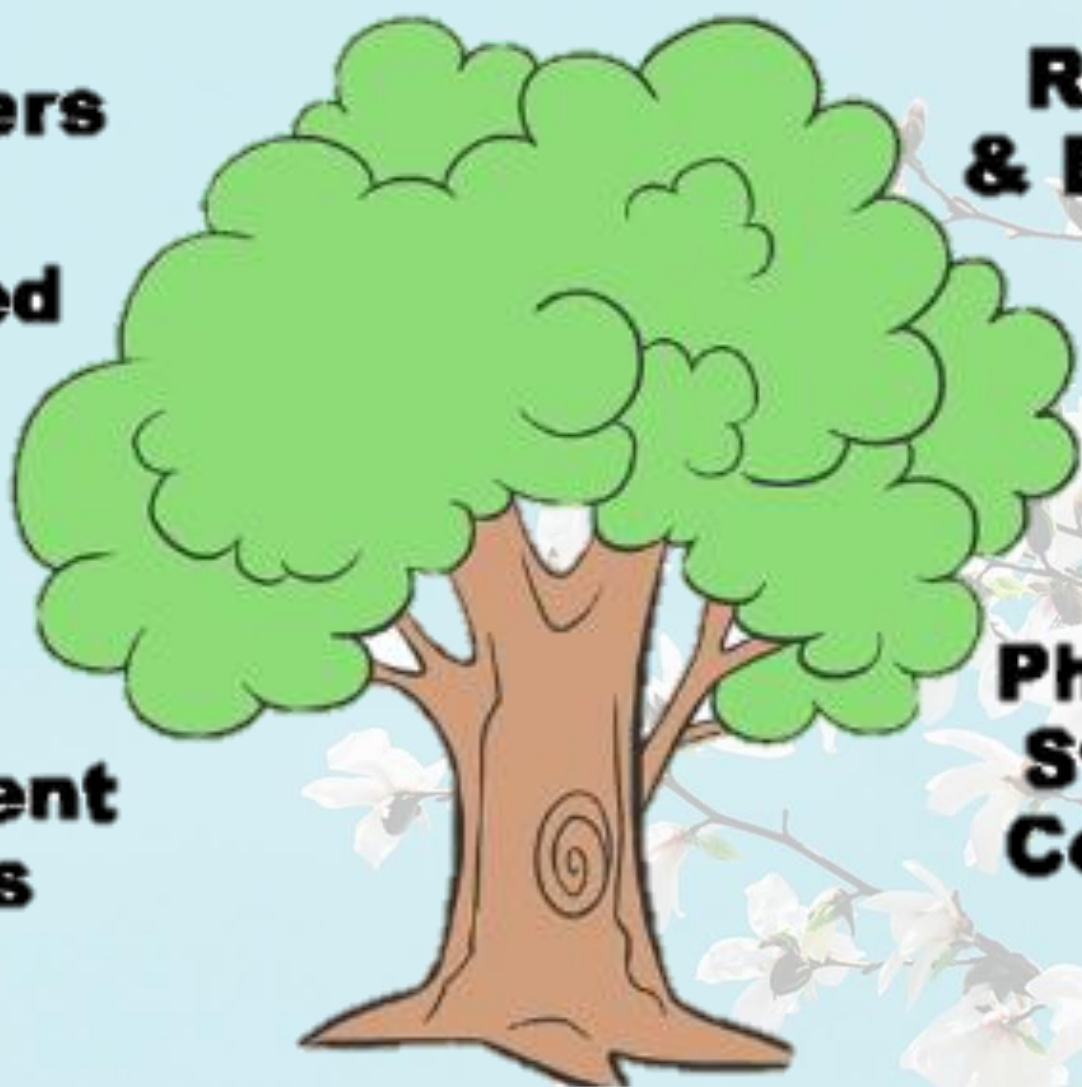


**Risk Takers**

**Self-Motivated  
Engaged  
& active**

**Resilient**

**Independent  
Thinkers**



**Respectful  
& Empathetic**

**Creative**

**Physically  
Strong &  
Confident**

Example Year 5 Timetable

	8:50	9:10- 9:30	9:30 - 10:50			11:15-12:15		1:25 - 2:45		2:45 - 3:15	
M	MW	Assembly	English		M	Maths	M	PSHE	Science	Story	
T	MW	PE		Computing	T	English	T	Reading / Writing	Geography/ History	Story	
W	MW	English		Assembly (10:30)	W	Maths	W	PE		French	
T	MW	Spellings	English		T	Maths	T	Spellings	RE	Music	Story
F	MW	Assembly	English		F	Maths	F	Homework	Art		Story

# Practicalities

- Indoor PE – Tuesday
- Outdoor PE – Wednesday
- Planners for parent/ teacher communication
- Plimsolls

PE	Dance	Gymnastics	Volleyball	Dodgeball	Golf	Tennis
	Basketball	Football	Netball	OAA	Rounders	Athletics



# Rotation

- On Tuesday morning, the year group rotate between indoor PE and computing

Computing	National Centre for Computing Education.	National Centre for Computing Education.	National Centre for Computing Education.	National Centre for Computing Education.	National Centre for Computing Education.	National Centre for Computing Education.
	Computing Systems and Networks - systems and searching.	Programming A – selection in physical computing.	Creating Media – introduction to vector graphics.	Data and Information – flat-file databases.	Creating Media – video production.	Programming B – selection in quizzes.

- On Wednesday afternoon, the children rotate between outdoor PE (Mr Evans) and French (Mdm. Bryan).

Languages (French)	Introducing Yourself (third person) and Others (Pen friend letter)	School Subjects Numbers up to Fifty Christmas	Food and Drink Likes and Dislikes Healthy/ "Unhealthy" food	Francophone Countries (Le cirque Rig 1. Unit 12 & Senegal)	Places Around Town (Francophone Quebec) & extended sentences	Holidays Tour de France
	Unit 1 Sault Gustave	Unit 2 A l'école	Unit 3 La nourriture		Unit 4 En Ville	Unit 5 En Vacances

- On Thursday afternoon, the children rotate between Music and R.E

Music	Pulse	Voice	Rhythm	Pitch	Technology, structure & form	20th Century music
RE	U2.1 What does it mean if Christians believe in a God that is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: "What would Jesus do?"	U2.10 What matters most to Humanists and Christians?



# Spelling and Homework

The background of the slide features a light blue sky with white, five-petaled flowers, possibly cherry blossoms, in bloom. The flowers are scattered across the right side and bottom of the frame, with some branches visible. The overall aesthetic is clean and bright.

# Spelling

- Children will be introduced to a rule each week which we will revisit during some morning work sessions
- The will always receive a handwriting practice sheet along with an additional task
- This will be due in on Thursday
- Children will be able to record their scores in their planners so you can support additional practise and monitor progress



# Homework

- Homework is usually set on a Friday and alternates between English and Maths
- We may set additional homework to support curriculum (such as the art homework and moon diary)
- We mark homework in class to work through misconceptions and develop problem solving skills

# Reading

**If a child reads for 20 minutes a day at home they will hear 1.8 million words a year.**

Develop language and vocabulary

Strengthens relationships through sharing books

Promotes brain development

Provides endless possibilities

Aids understanding of a world outside their own

Equips them with the confidence to read aloud

Supports wellbeing , concentration, life satisfaction and is a gift!



# Reading

In school, some children will read more frequently to an adult on a one to one or group basis

All children will be heard read each week in class shared and paired reading

Children will be read to as frequently as possible

# Easy reads



# Access texts

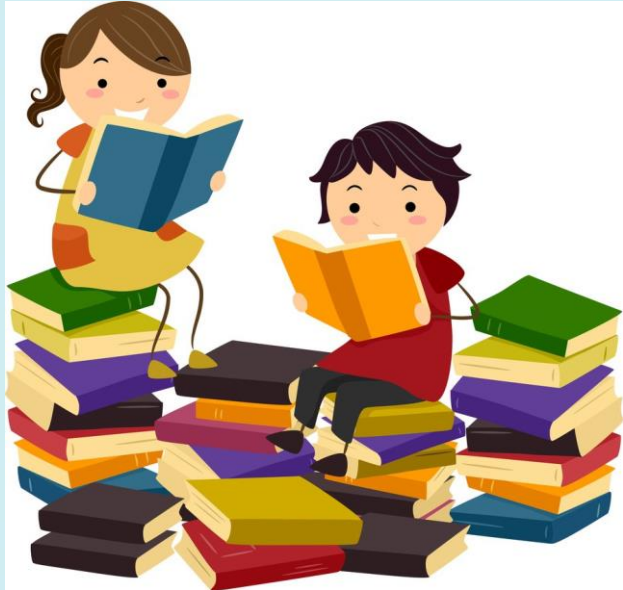


# Instructional texts





# Easy reads



## A book to share and love

For pleasure and developing fluency

To build confidence so children hear themselves as readers (not the stilted decoding and encoding of learning)

Give a purpose to re-reading – rehearsing to read to younger readers (brothers, sisters, cousins)

# Instructional texts



A book that your child can read independently

They should be able to read 95% of the words without decoding

These books will help to build confidence in their skills as well as develop their understanding



# Access texts



A book to share or read to/  
with your child

A book that will develop language  
and interest.

Encouraging a love reading as a  
hobby, not a chore!

# Supporting your child...

Engage in plenty of lively discussion – ‘master class’/ ‘Talk to someone at home’ challenges are designed to be part of this

Help to learn and polish tables and division facts

Ask challenging and meaningful questions & their opinions about stories they are reading to help deepen their understanding (but careful of the risk of ‘grilling’ your child and spoiling their enjoyment)

Re-read any sentences they’ve written together to spot mistakes - checking



Read **to** your child and discuss what you've read (or simply enjoy it with no further discussion)

Encourage your child to organise their thoughts & ideas and to be persuasive – give them thinking time and enjoy listening to them

Invite your child to impress you and talk to you about what they're good at

Provide a good dictionary (maths, English, science) and a thesaurus

Guide your child in line with the way they're being taught at school – ask them to explain these methods.

Children are very malleable and suggestable and will become confused if they're being taught in several different ways by several different people – check our calculations policy online.

Encourage them to talk about their work and check for quality – and gentle reminders of deadlines are useful.



# Helping your child to be more organised...

Designated work space at home ...  
car ... bathroom, etc

Designated areas for scissors, pens,  
etc

A place for book bags and a simple  
system for making sure books are in  
the right place at the right time

School & home working together  
to help children become more  
organised with their time



The image features a light blue background with white blossoms, likely cherry blossoms, in the upper right corner. The word "Writing" is written in a large, bold, dark blue serif font, centered horizontally and partially overlapping the blossoms.

# Writing



# Writing Book –Based Curriculum

	Year Five					
	<b>Non-Fiction Diverse <u>Texts</u> (20 lessons)</b> <ul style="list-style-type: none"> <li>-<b>Newspaper (play on words, in/direct speech)</b></li> <li>-<b>Persuasive letter writing</b> (formal)</li> <li>-memoir</li> </ul> <b>Visual Literacy (15 lessons)</b> <ul style="list-style-type: none"> <li>-Setting description (figurative language)</li> <li>-Dual narrative (emotive, show not tell, sentence length, DADWAVERS)</li> </ul>	<b>Contemporary Adventure Fiction (30 lessons)</b> <ul style="list-style-type: none"> <li>-Setting description (personification, variety of sentence structures)</li> <li>-<b>Non-chronological report (DADWAVERS- lively and engaging)</b></li> <li>-Narrative (different openings, flashforwards/backwards, character development)</li> <li>-Action description (figurative)</li> <li>-<b>Fictional biography</b></li> <li>-Sequel (drama)</li> </ul>	<b>Historical Fiction (20 lessons)</b> <ul style="list-style-type: none"> <li>-Diary in role (infer feelings)</li> <li>-setting description</li> <li>-character description (selective synonyms)</li> <li>-internal monologue</li> <li>-Setting description (DADWAVERS)</li> <li>-action description (drama / role play)</li> <li>-<b>Information Text (layout devices, organisation, language to clarify meaning)</b></li> </ul>	<b>Picture Book (20 lessons)</b> <ul style="list-style-type: none"> <li>-setting description (personification)</li> <li>-<b>Balanced argument (formal tone format, balance, grrrrrr)</b></li> <li>-Prequel (relative clauses, DADWAVERS, GVP to support meaning)</li> </ul>	<b>Classic Text – Greek Myths (20 lessons)</b> <ul style="list-style-type: none"> <li>-Description (adverbials, prepositions, senses, de;de, DADWAVERS)</li> <li>-Soliloquy (inner thoughts)</li> <li>-Diary (multiclaue sentences in progressive tense)</li> <li>-Characterisation (role play, adverbs, dialogue)</li> <li>-Narrative (build tension, character development, parenthesis, relative clauses)</li> <li>-Advert (superlatives, organisation, oral presentation)</li> <li>-Epic Narrative (Plan, sequence, edit, multi-clause -as, when- and cohesion)</li> </ul>	<b>Classics Shakespeare (10 lessons)</b> <ul style="list-style-type: none"> <li>-letter (formality)</li> <li>-Soliloquy (explore purpose, parts, plan own)</li> <li>-summarise the text as a whole (scrutinise relevance)</li> <li>-<b>discursive writing (organisation, structure, impersonal)</b></li> </ul>
Poetry		<b>Monologue (10 lessons)</b> <ul style="list-style-type: none"> <li>-Explore themes and intentions</li> <li>-Use personification, assonance</li> <li>-Writing the internal thoughts of an object / plant point of view.</li> </ul>	<i><b> kennings and Blackout covered in writing unit</b></i>	<b>Figurative Language (10 lessons)</b> <ul style="list-style-type: none"> <li>-Use of SHAMPOO</li> <li>- Perform using intonation, tone, volume and action</li> </ul>	<b>Performance Poetry (10 lessons)</b> <ul style="list-style-type: none"> <li>-Explore pitch, volume, pace, expression, pauses and action to convey meaning</li> <li>-Address the audience</li> <li>-Directed performance and impact of techniques</li> <li>-Perform a dramatic interpretation of a poem</li> </ul>	<b>Free verse (10 lessons)</b> <ul style="list-style-type: none"> <li>-explore intentions &amp; structure to enhance impact</li> <li>-perform free verse poetry considering intent</li> <li>-change in tone (asides)</li> <li>-personal poem (moment/ experience/ person/ place/ object/ emotion)</li> </ul>
Themes / Links	Space equality	Rainforest Natural world adventure individualism	Vikings Migration belonging	PSHE	Greeks	

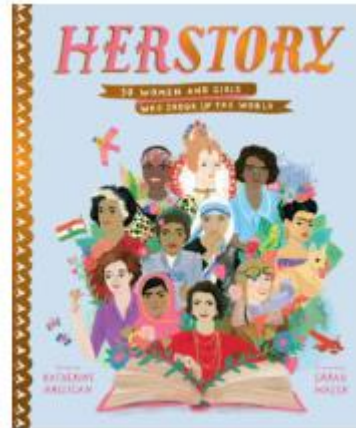
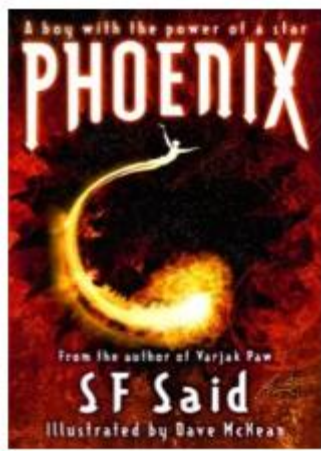
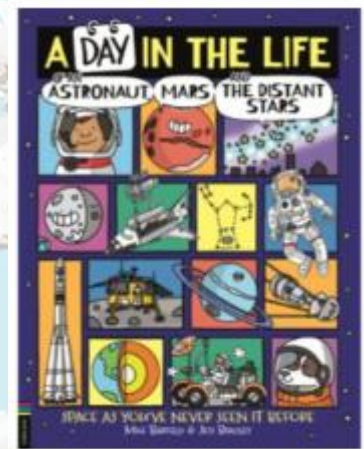
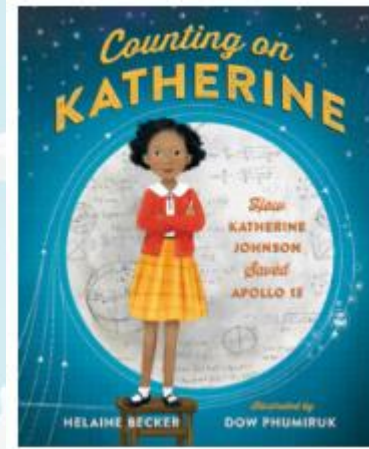
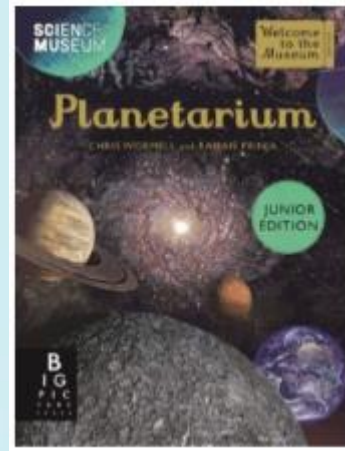
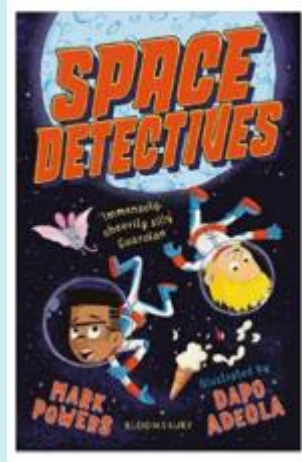
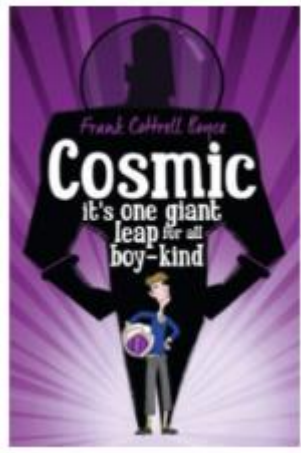
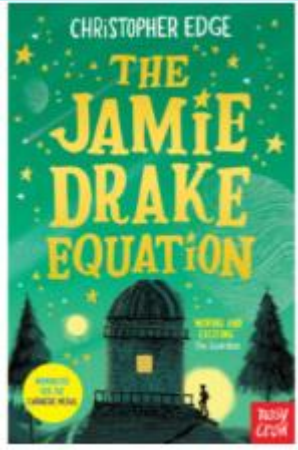
# Writing Book –Based Curriculum

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<b>Poetry</b>		<b>Monologue (10 lessons)</b> -Explore themes and intentions -Use personification, assonance -Writing the internal thoughts of an object / plant point of view.
<b>Themes / Links</b>	<b>Space equality</b>	<b>Rainforest Natural world adventure individualism</b>

- As it is book-based we will not be sharing our titles so as to avoid children pre reading or reading ahead in class.
- Instead we will share supporting texts that the children may be interested in and enjoy.

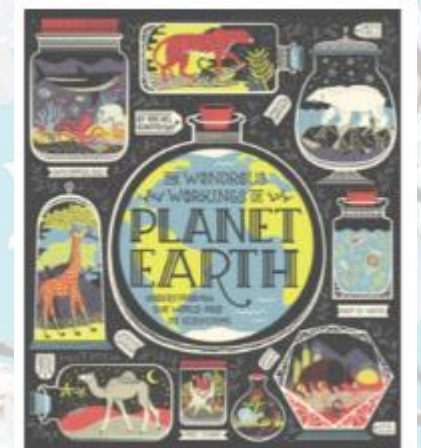
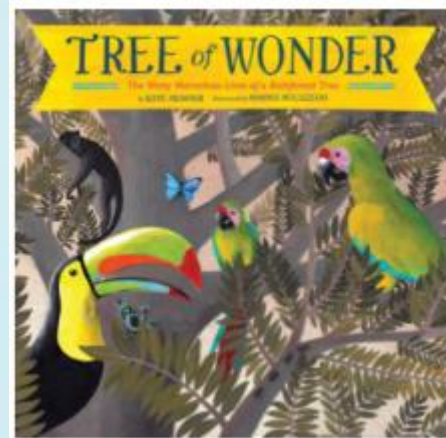
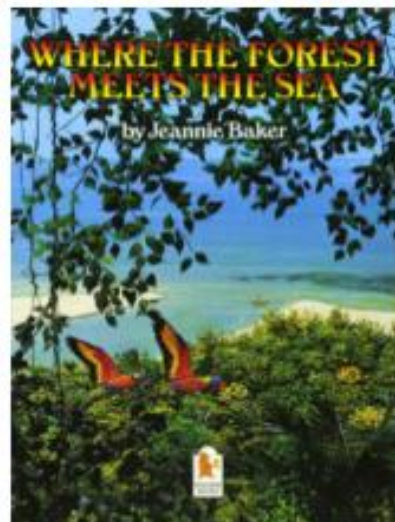
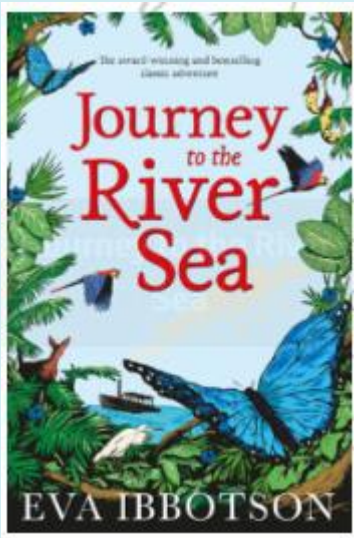
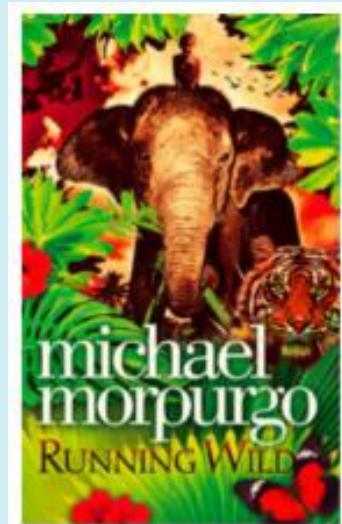
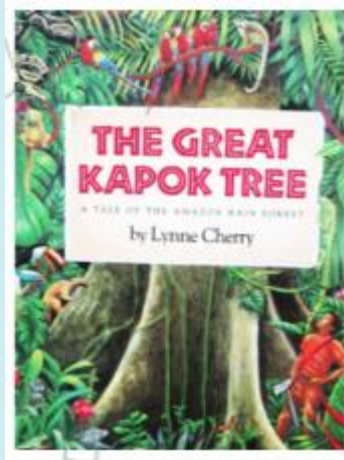
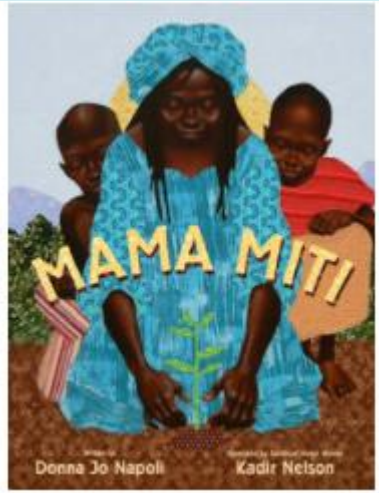


# Writing Book –Based Curriculum





# Writing Book –Based Curriculum





# Writing

We aim to continue to develop a real sense of enthusiasm, confidence and enjoyment.

Our writing takes us on a journey through the book thinking about the sequence, purpose and how the author engages the reader.

We write with clear purpose and audience for each piece (our latest one is for the King).

# Writing

We continue to develop our skills in:

Editing and improving

Building vocabulary and developing spelling skills

Answering questions thoroughly

Retrieving and re-wording information from a text

Developing our writing stamina

Making careful decisions and choices in writing



# Maths



# Maths-key skills

- Develop mathematical thinking skills
- Improving mental methods
- Making mathematical connections (between topics)
- Working efficiently and precisely
- Building on learned skills
- Celebrating mistakes – progress over perfection!



# Maths

- This is the yearly overview of the maths curriculum.

	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	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>		<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>			
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>		<div>Measurement</div> <div>Volume</div> <div>VIEW</div>	

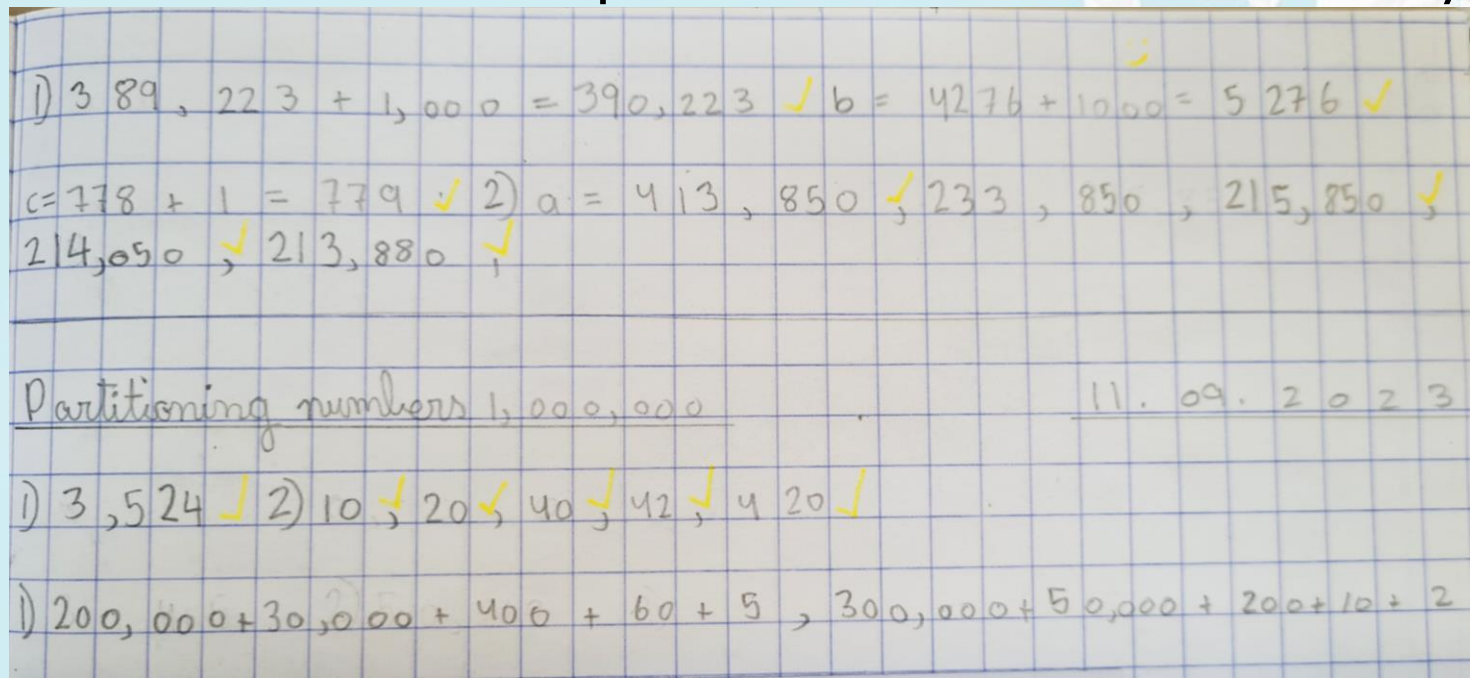
# Maths

- We ensure that our maths has a balance of input, supported working and independent work in every lesson.
- Through this, children will learn essential maths skills and have an opportunity to use these skills practically.



# Maths- presentation

- We have increased our focus on work in maths books.
- This means that the children have also been practising their presentation of their work.
- This skill will be important in Yr6 and secondary school.



# Maths- problem solving and reasoning

Handwritten notes on grid paper showing rounding exercises and a reasoning extension.

1) 60, 70, 70, 80      2) 50, 550, 250, 1750

3) 1500, 1600, 1500, 1600      4) 1,000, 3 -

- 000, 9,000, 2000      Extension - NO I don't agree

because if you round to the nearest thousand you look 1 column to the right which is 9 it's more than 5 so it should be rounded to 9,000. ✓



# Maths





# Wider Curriculum

<b>History</b>			<b>Vikings</b> Invaders, raiders and settlements		<b>Ancient Greeks:</b> A study of Greek life, achievements of the empire and their influence on the Western world.  Timelines in the context of the wider world, origins of empire, primary and secondary sources (reliability and validity).	<b>Ancient Greeks, cont.</b>  Democracy, Everyday life, Battle of Marathon Olympics and theatre
<b>Geography</b>	<b>Mapping the world</b> How accurate is the world map? Lines of latitude and longitude Time Zones  <b>Earth in space</b> How does the Earth spin? Winter and summer sun	<b>Biomes and Vegetation Belts</b> Tropical and Polar regions Rainforests, deserts and savannahs  <b>Settlement and migration (to link to Vikings)</b> Do settlements have a pattern? Why do people migrate? What happens to refugees?		<b>Trade and economic activity (bridge into Summer 1)</b>  Are all shops the same? What are the different types of work? How are we linked to other people through trade?		

<b>Science</b>	Collins Science The Earth and Beyond (Module 8)	Collins Science Get Sorted (Module 3) Everyday Materials (Module 4)	Collins Science Marvellous Mixtures (Module 5) Materials: All Change! (Module 6)	Collins Science Feel the Force (Module 7) Air & water resistance, gravity & friction	Collins Science Circle of Life (Module 1) Reproductions in Plants and Animals (Module 2)	Collins Science Revisit Module 2 (Reproduction in Plants and Animals)
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# Wider Curriculum

<b>DT</b>		<b>Mechanical systems-</b> pulleys and gears – moving toy (space rover)		<b>Frame Structures -</b> shelters		<b>Balanced Diet Meal</b> (Celebrating culture and seasonality)
<b>Art</b>	Henri Rousseau		Islamic Art		Modroc Greek Pots	

<b>British Values</b>	<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect and Tolerance for Diversity</b>	<b>Encouraging Diversity</b>	
<b>PSHE</b>	<b>Health &amp; Wellbeing</b>  Aiming High	<b>Living in the Wider World</b> Britain	<b>Health &amp; Wellbeing</b>  It's my Body	<b>Relationships</b>  Growing Up	<b>Relationships</b>  TEAM	<b>Living in the Wider World</b>  Money Matters



# A message from FOWG





# Friends of Woodland Grange (video)

The Friends of Woodland Grange (FOWG) are our parents group. They group is made up from parents and carers across the school. They are a voluntary group who raise money on behalf of the school. **Every** penny they raise comes back into school to benefit **every** pupil. In the past they have raised money for play equipment, technology in school, books, toys and cooking equipment and ingredients. This year they are raising money to help us develop our new school library.



## FOWG need your help!

They need helpers events (the first one this term is the Hallowe'en disco on Friday 3<sup>rd</sup> November.

The next meeting is on Wednesday 11<sup>th</sup> October, 2pm in the staffroom.

Come along to the meeting to find out more and give up some time to organise/help at an event.

The BIG fundraiser for this term will be a Winter Wonderland event on Friday 15<sup>th</sup> December.





FOWG are now selling pre-loved uniform online at **uniformerly**.

Help us raise much-needed funds for our school by donating your outgrown school uniform and school accessories now!

Please arrange your donation by contacting us on [fowg@woodlandgrange.leics.sch.uk](mailto:fowg@woodlandgrange.leics.sch.uk) or contacting your [WhatsApp rep](#). Drop-offs to reception will not be accepted.

To purchase pre-loved items, register an account on [www.uniformerly.co.uk](http://www.uniformerly.co.uk), select our LEA & then school, and then have a look at the listings. Register your interest on items, and a member of FOWG will get back to you.

## WANTED...

- ✓ School cardigans/ jumpers
- ✓ School polo shirts / blouses
- ✓ School skirts / dresses
- ✓ School trousers
- ✓ PE t-shirts
- ✓ PE jumpers
- ✓ Book bags
- ✓ Coats
- ✓ Wellies
- ✓ Waterproofs
- ✓ School boots / shoes in good condition

Items can be with or without the school logo, all we ask is that they are clean and in good condition!

**reduce, reuse, donate**







# School Messages



# Pupil Premium

*(This information is on the 'Pupil Premium' page of the school website)*

## What is Pupil Premium?

Pupil Premium was introduced to help schools to offer additional support the children. It is an annual amount (for 23/24 it is £1,455) paid directly to school. We can use the money to support the education of your child in many ways, including:

- Additional, personalised tuition
- Paying for school trips and clubs
- Paying for school uniform

## Who qualifies for Pupil Premium

There is no stigma attached to applying for this funding, we will encourage and support any family wishing to apply. A child may be eligible for free school meals (FSM) and therefore pupil premium, if their parents receive any of the following:

- Income Support
- Income-based Jobseekers Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit, provided the parents are not also entitled to Working Tax Credit
- Universal Credit

A child can also claim pupil premium if:

- They are a looked after or previously looked after child (in the care of the Local Authority)
- They have one or both parents in the armed services (service Pupil Premium)

**If you think your child is entitled to pupil premium, email [freeschoolmeals@leics.gov.uk](mailto:freeschoolmeals@leics.gov.uk)  
or call 0116 3056588 or 0116 3057093**





# School trips

**We are delighted that school trips are now being organised in year groups across the school. These add memorable experiences and enhance the learning in the curriculum. They are carefully chosen by staff and we know how important they are to the pupils.**

**Trips have to be funded otherwise they cannot go ahead. Schools will ask for a voluntary contribution which has been worked out by dividing the overall cost by the number of children in the year group. We would never ask families to pay over and above this amount. We have to say that this is a 'voluntary contribution' and we will support those families in receipt of Pupil Premium by paying 50% of the cost. But we also have to be realistic, without voluntary contributions, trips will have to be cancelled, as the school would have to make up the shortfall from existing budgets.**



# Parking

Please remember to park with care and courtesy outside school. We receive emails from local residents about lack of access to their properties and there have been instances where the bus is unable to drive along Beaufort Way (this would be the same for any emergency vehicle) due to school traffic. Please remember the following:

- **Do not block road junctions, residents driveways or bus stops**
- **Do not use the school entrance to perform a U-turn**
- **The school car park is for staff only (or families that require disabled access)**
- **Do not Park on the yellow zig zag lines outside school**
- **Ensure you leave enough room on pavements for pedestrians (with pushchairs or prams) to pass**
- **Switch off your engine whilst you are waiting outside school**

**Remember: You can use the Grange Farm pub car park at drop off/pick up times. It is only a 3 minute walk from school and cuts down the congestion outside of school.**





# School Office

- **Late arrivals:** Please sign in at the school office, please do not go straight to the classroom.
- **Holiday requests:** Holiday is not authorised during term time except for exceptional circumstances. Request forms can be found on the school website. Unauthorised holidays will be referred to Leicestershire County Council who may issue a penalty notice.
- **Medical appointments:** We will require evidence of any medical appoint that your child is attending for this to be authorised. Please be aware that such appointments do affect your child's attendance percentage.
- **School dinners:** Should you wish to change your child's dinner requirements please email the school office and not your class teacher. You may still be charged if changing from a hot meal if the office has not been notified. This will be non refundable as the school will have already paid for these meals. Children in Reception and KS1 qualify for the Government Universal Free School Meals, however the catering staff still require a full weeks notice of any changes.
- **Forgotten Items:** Please try and send your child in with everything they need for the day. Forgotten packed lunches, homework, water bottles, instruments and clothing will only be passed across to your child at a convenient time so as not to disrupt the class which we try to keep to a minimum.



### Our School Rules

Our school is a happy place because:

- We are kind, sensible, polite and respectful at all times.
- We listen to adults and each other.
- We follow instructions immediately.
- We always work hard and do our best.
- We are responsible and look after school, our own and other people's equipment.



### Our Sanctions

If we don't follow our school rules:

- We will be given a warning.
- We will have a time out in class.
- We will have a time out in another part of the school (another classroom, area of the hall or playground)
- We will be sent to Mrs Brown, and she may contact our parents.



# Parents' Evening

- Tuesday 24<sup>th</sup> October 3:30- 5pm
- Wednesday 25<sup>th</sup> October 3:30-6pm
- Monday 30<sup>th</sup> October 3:30- 6pm

*Thank you*

