WELCOME TO YEAR FIVE

September 2026

Our Values

Kindness
Kindness is a high moral standard. We support our pupils in understanding the impact our words and actions have on others, the community around us and the world we live in.

Health
We will promote a healthy lifestyle, including the importance of physical activities, mental health, healthy eating and healthy relationships. Teaching pupils to assess risks, to reduce the potential of harm to themselves or others and in doing so develop a strong self-esteem and a sense of purpose.

Respect
We recognise and respect differences in race, religion, disability, physical appearance, ability and gender. We treat everybody the same, regardless of these differences. We have respect for ourselves and each other. We respect the property of others and our environment.

Courage
We will encourage children to have a voice and to be confident in their own opinions. We want our pupils to have the confidence to face different situations with feelings of ease, believing in our own capabilities.

Our Team

Eagles

Mrs Raffety- Class teacher

Miss Seabright - HLTA

Hawks

Mrs Gaze- Class teacher

Miss Ahmed - LSA

Uniforms

- Black school shoes (not trainers).
- P.E. kit worn on PE days including tracksuit bottoms/jogging bottoms for when the weather gets colder. No branded hoodies or jumpers to be worn. Shorts should be a suitable length for school (should be able to be seen below a t-shirt).
- Hair bands, ribbons and slides must be red, black or white.

Communication

- If you would like to speak to us outside parents' evening times, please feel free to email or make an appointment through the office.
- Alternatively, if it is a quick discussion then please catch us on the door before or after school.

Key Dates

Eagles Class Assembly - Friday 26th September
Hawks Class Assembly - Friday 26th January

Harvest Festival - 29th September

Individual School Photographs - October 8th

Author Visit - Thursday 9th October

Flu Immunisations - Monday 13th October

Lego Workshop - 15th/16th October

Science Museum Trip - Monday 10th November

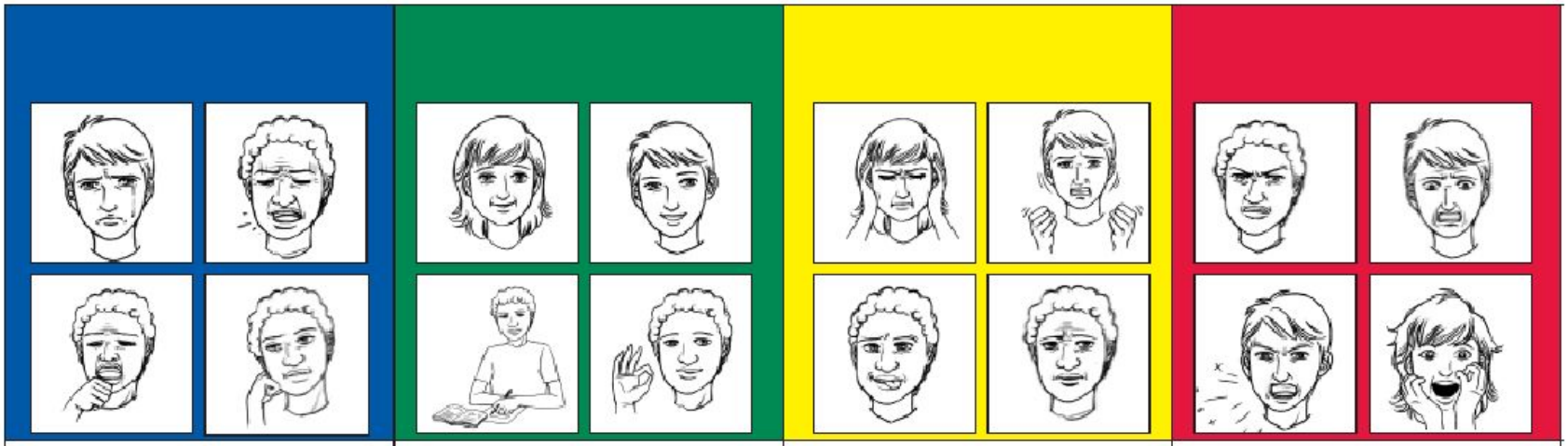
Christmas Jumper & Dinner - Wednesday 17th December

	8:40 -8:50	9:00		10:30 – 10:45	10:45 – 11 11 – 12:10		1:10 – 1:20 1:20		2:20	3:15
Monday	Registration	English	Reading	Assembly	BREAK Maths	LUNCH	Spelling	PE	PSHE	Home
Tuesday	Registration	English	Reading	Assembly	BREAK Maths	LUNCH	ERIC	Spelling	Science	Home
Wednesday	Registration	PE	English	Assembly	BREAK Maths	LUNCH	Mental Arithmetic	Italian 1:45 – 2:30	Reading	Home
Thursday	Registration	English	Reading		BREAK Maths	LUNCH	ERIC	History/Geography	Art/DT	Home
Friday	Registration Assembly Spellings	English			BREAK Maths	LUNCH	Handwriting	RE	Computing	Home

Mental Health and Wellbeing

The **ZONES** of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Clubs

- Monday- Boxing, Netball, Art Club
- Tuesday- Running club (8:10am), KS2 football (lunchtime), KS2 Multisports, Choir (after school)
- Wednesday- KS2 Football, iRock
- Thursday - Performing Herts

Homework

- This will consist of:
  - Spellings (set and tested on a Monday)
  - Reading (20 minutes a day - recorded at least three times in reading diary)
  - Weekly optional family homework task
- The optional family homework can be completed on google classrooms or in your child's homework book.

Year 5 Autumn Term 1 Homework Challenges

Task 1 - History Look online for pictures of oracle bones from the Shang Dynasty. Find out the answers to these questions: What is an oracle bone? What were oracle bones used for? Why are oracle bones an important source of evidence for archaeologists and historians to learn about the Shang Dynasty?	**Task 2 - Maths** Plan a birthday tea party. Use a supermarket website to create a menu and work out how much it would cost. You have a budget of £50 to spend, so choose wisely!	**Task 3 - PE & Sports** Create an obstacle course in your garden or a local green space. How quickly can you complete it? Can you beat your time? Challenge members of your family!	**Task 4 - English** Go onto the NASA website- NASA. See if you can find a video of a rocket launch and imagine you are the astronaut inside. Record a video entry or write an account of your experiences and how you are feeling. Where are you going? What will be your jobs on board?
Task 5 - Art Design a taotie mask, and if you'd like, make one so that you can wear it.	**Task 6 - History/DT** Cook an oriental meal fit for a Chinese Emperor! Noodles, rice, spring rolls… whatever takes your fancy!	**Task 7- Science** Look around your house and local area. How many forces can you spot? (Friction, air resistance, push, pull, water resistance).	**Task 8 - Maths** Write a times table rap or song to help you remember your times tables. Use Youtube for some inspiration if you are stuck!
Task 9 - English Make a fact file or create a powerpoint presentation about the Moon. Include as many facts as you can find.	**Task 10 - PSHE** Round the house tasks: - Make your bed beautifully. - Do some dusting - Help make your packed lunch/dinner - Get your school bag ready - Wash your uniform - Help with the washing up.	**Task 11 - Autumn exploring** Take a walk in your local area. See how many signs of Autumn you can spot. These could be: conkers, fallen leaves, different coloured leaves etc.	**Task 12 - Computing** Code Club Projects! Lost in space | Web-browser, Scratch | Coding projects for kids and teens (raspberrypi.org) Create your own space animation on Scratch by following the instructions.

Key Performance Indicators

Reading

- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her 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.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
- Retrieve, record and present information from non-fiction.
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

Writing

- Plan and write by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own
- Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
- Proof-read for spelling and punctuation errors, including use of brackets, dashes or commas to indicate parenthesis.
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use apostrophes for contraction and possession mostly correctly
- Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.
- Use devices to build cohesion within a paragraphs and across sentences e.g. then, after that, this, firstly.
- Use commas to clarify meaning or avoid ambiguity.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Spell most Y5/6 words correctly (Year 5/6 from statutory spelling list and from spelling rules taught this year

Maths

Number and Place Value

- Read, write, order and compare numbers to at least 1,000,000 and determines the value of each digit
- Interpret negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero

Addition and Subtraction

- Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) with increasingly large numbers (e.g. 12,462 - 2,300 = 10,162)

Multiplication and Division

- Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers
- Solve problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions (including decimals)

- Compare and order fractions whose denominators are all multiples of the same number
- Read and write decimal numbers as fractions e.g. 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

Measurement

- Converts between different units of metric measure (e.g. 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 (cm2) and square metres (m2)

Geometry (Properties of Shape)

- Draws given angles and measures them in degrees (0)
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles

Statistics

- Completes, reads and interprets information in tables, including timetables

Permission

- Just a reminder that we love to share photos of activities and events the children have taken part in.
- If you haven't already (and wish to), please give your consent via Arbor.

Questions

- Would you like to ask any questions?
- Is there anything further you wish to know?