

# Year 5 @ SML

Our vision is for all children to:

	be knowledgeable, confident communicators;		grow in kindness and empathy;		be inspired, creative learners.
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Our core values are:

	<b>Resilience</b>		<b>Kindness and empathy</b>		<b>Creativity</b>
<p>In year 5, this means not giving up when things are tough. I can't do it ... yet! Making mistakes is part of learning. Collaborate Accept who you are. Be kind to yourself. Take one step at a time. Share your worries. Be the best that you can be.</p>		<p>In year 5, we build on our learning about kindness and develop our understanding of empathy: How will my actions make that person feel? How could I make things better? Putting themselves 'in the shoes of others'.</p>		<p>In year 5, this means sharing your ideas and trying new things; solving problems both with learning and relationships.</p>	

Our curriculum:

## English

<b>Reading</b>	<p>We use the CUSP reading curriculum and we use our literature spine (and related supplementary texts) to ensure our children are exposed to a wide range of stories, poems and non-fiction regularly.</p> <p><b>Our Literature Reading Spine:</b></p> 
<b>Handwriting</b>	<p><b>Handwriting</b></p> <p>We use a programme called <b>Letterjoin</b> for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.</p> <p>In Year 5, most children are writing fluently using joins. However some children still require some extra practice.</p>

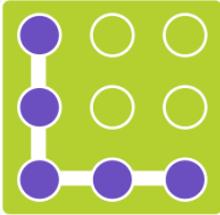
**Desktop log-in**

Username:

Password:

**Tablet log-in**

Username:

Swipecode: 

Letter-join 

# Handwriting

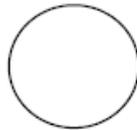
at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

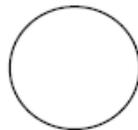
We encourage children to take care with their handwriting and use a simple motivation chart, which is stuck in the front of the writing books and teachers stamp each half-term. We have a special assembly each half-term to celebrate progress!

Letters are formed and joined correctly.

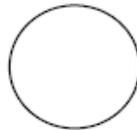
horizontal vo wo ru wa oc ro wr ve re oe  
 diagonal an co di ei hu im ki li na mp ui  
 from descenders pr qu ya go fl jo



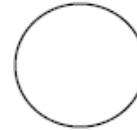
Some -  
BRONZE



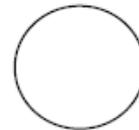
Most -  
SILVER



Almost all -  
GOLD



Maintained -  
PLATINUM



Maintained -  
DIAMOND

## Spelling

We teach spelling in Y5 primarily through the CUSP spelling programme. Below is an overview of the teaching sequence:

### Year 5 Overview

<p><b>Block 1</b></p> <p>Concept: Y3/4 statutory word list revisited</p> <p>Etymology: co / con / com</p>	<p><b>Block 2</b></p> <p>Concept: Prefixes revisited</p> <p>Etymology: min</p>	<p><b>Block 3</b></p> <p>Concept: Suffixes revisited</p> <p>Etymology: sect</p>	<p><b>Block 4</b></p> <p>Concept: Homophones revisited</p> <p>Etymology: var</p>
<p><b>Block 5</b></p> <p>Concept: Words with endings sounding like /jan/, spelt -tion, -sion, -ssion, -cian revisited</p> <p>Etymology: mari(ne)</p>	<p><b>Block 6</b></p> <p>Concept: Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/ revisited</p> <p>Etymology: tract</p>	<p><b>Block 7</b></p> <p>Concept: Statutory word list</p> <p>Etymology: micro</p>	<p><b>Block 8</b></p> <p>Concept: Words with endings sounding like /ʃəl/ spelt -cial or -tial</p> <p>Etymology: ject</p>
<p><b>Block 9</b></p> <p>Concept: Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Etymology: vac</p>	<p><b>Block 10</b></p> <p>Concept: Statutory word list</p> <p>Etymology: ambi / amphi</p>	<p><b>Block 11</b></p> <p>Concept: Homophones</p> <p>Etymology: vis / vid</p>	<p><b>Block 12</b></p> <p>Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency</p> <p>Etymology: sol (alone)</p>
<p><b>Block 13</b></p> <p>Concept: Statutory word list</p> <p>Etymology: sol / lun</p>	<p><b>Block 14</b></p> <p>Concept: Homophones</p> <p>Etymology: form</p>	<p><b>Block 15</b></p> <p>Concept: Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Etymology: term</p>	<p><b>Block 16</b></p> <p>Concept: Homophones</p> <p>Etymology: solv / solu</p>

Alongside explicit spelling lessons, we also practise spelling the **Y5&6 statutory words**. To help us practise these in a fun and effective way, we make regular use of an app called *Squeebles Spelling*. We strongly recommend it for use at home, though it costs £4.99.



Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say think about patterns / root words they have learned, as well as breaking the word down into syllables as they write, then dotty underline. Praise a good attempt and then correct them!

**Writing**

We use the *CUSP* writing curriculum.

Below is an overview of the genres taught throughout the year:

3 <sup>rd</sup> person stories in another culture	Dialogue in narrative  Poems which explore form	3 <sup>rd</sup> person stories in another culture	Playscripts (Shakespeare retelling)  Biography	Playscripts  Dialogue in narrative	Balanced arguments  Biography  Poems which explore form
Formal letters	Balanced arguments	Formal letters			

Capital letter at the start and full stop at the end.

Today's learning!

Dotty line under unsure spelling



Some - BRONZE



Most - SILVER



All - GOLD



Maintained - PLATINUM



Maintained - DIAMOND

We use a motivation chart stuck in the front of the books, focusing on presentation, handwriting and proofreading. Teachers stamp each half-term and we have a special assembly each half-term to celebrate progress!

If your child does any writing at home, get them to proofread for punctuation. It's a really important habit.

**Maths**

We use a maths scheme called **White Rose Maths**. Learning is blocked by topic and each lesson is broken down into small steps and led by the teacher using the interactive tools.

All children have a **workbook** for the independent phase of the lesson and each lesson usually has 4 or 5 sections, which get progressively more challenging. Not all children complete each section every lesson, which is ok.

We also do something called a **maths review**, where we revise all the key knowledge that has been taught. If you would like a copy of this to work on at home, please ask your class teacher. Fluency in the maths review really helps.

Sometimes your child may get a **personalised learning worksheet** for homework if they have found a concept in class difficult and would benefit from some extra practice or if they would benefit from taking the week's learning further.

We also do a **maths investigation** each week, which is often open-ended and a good challenge for our more confident mathematicians.

This is the coverage timetable for the year with White Rose:

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



We also use an app called TTRockstars. It's an online times table practice tool that has several motivational features. The teacher can track progress and identify misconceptions using the teacher dashboard, as well as track time spent practising.

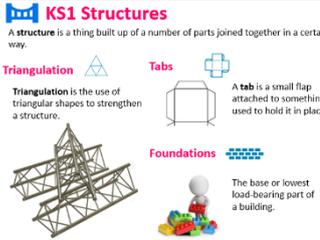
We expect children to use this at home regularly. Your teacher will have provided you with a login/password. Please ask if you need a reminder!

Science,  
Geography,  
History &  
Art



We use the CUSP curriculum for these subjects and a useful resource that we have for parents and carers is what is called a **knowledge organiser** for each subject.

Essentially they show all the things the children are learning in each subject across the year. It's really useful for a dinner time conversation! You could ask each other questions to test your child's (and your) knowledge! Due to copyright, we can't publish these on our website. However, you can get a pack from your class teacher or from the school office.

<p><b>Design technology</b></p>	 <p><b>KS1 Structures</b> A structure is a thing built up of a number of parts joined together in a certain way.</p> <p><b>Triangulation</b> Triangulation is the use of triangular shapes to strengthen a structure.</p> <p><b>Foundation</b> The base or lowest load-bearing part of a building.</p>	<p><i>We created our own curriculum, which we're proud of! In Year 5, we learn about <b>textiles</b> (keyring), <b>mechanisms</b> (display) and <b>systems</b> (BBC microbits link).</i></p> <p><i>We have <b>knowledge organisers</b> to share for each topic. It may help if your child wants to do some more designing and making at home.</i></p>																																			
<p><b>Computing</b></p>	<p><i>We follow the code.org curriculum for our coding sessions. The teacher sets the coding challenge and the children use their iPads to go through a series of problems to solve.</i></p> <p><i>In year 5 we also learn how to use Keynote, BBC microbits and follow the Internet Legends online safety curriculum.</i></p>																																				
<p><b>RE</b></p>	<p><i>As a Church of England school, Religious Education is a core subject that children study each week. Our curriculum is designed to enable pupils to gain an increasingly deep understanding of both Christianity and a range of global religions and worldviews. RE at St. Margaret's allows children to engage with challenging questions of meaning and purpose raised by human experience. Children are encouraged to think critically and nurture an appreciation of and respect for the differences, similarities and changes within all the religions and worldviews studied. Lessons contain a variety of learning activities including debate, group work and drama as well as studying Biblical text. They are planned around a key learning question for each half term.</i></p>																																				
<p><b>French</b></p>	<p><i>CUSP French is taught from Years 3 – 6. Each year group has 6 blocks of teaching. Additional weeks are used for consolidation, revisiting or enrichment. French is usually taught in 2 15-20 minute lessons each week.</i></p> <table border="1" data-bbox="288 1077 1474 1518"> <thead> <tr> <th>Year</th> <th>Block A</th> <th>Block B</th> <th>Block C</th> <th>Block D</th> <th>Block E</th> <th>Block F</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Greetings and the classroom</td> <td>Colours, emotions and numbers 0 – 10</td> <td>Introductions and questions</td> <td>Working together (Following instructions)</td> <td>Playing together (Asking to play)</td> <td>Eating together</td> </tr> <tr> <td>4</td> <td>The calendar (Days, months, date)</td> <td>Colours, emotions and numbers 0 – 20</td> <td>Items from daily life (Items for a day trip)</td> <td>Learning together (Subjects and school)</td> <td>The natural world (Animals and plants)</td> <td>Celebration (Bastille Day)</td> </tr> <tr> <td>5</td> <td>Local places (Amenities)</td> <td>Emotions and numbers 0 – 100</td> <td>Friends and family</td> <td>Working together</td> <td>Playing together (Sports and hobbies)</td> <td>Eating together (Preparing a meal)</td> </tr> <tr> <td>6</td> <td>Where I live (Homes)</td> <td>Emotions and numbers – beyond 100</td> <td>Items from daily life (Money and personal effects)</td> <td>Learning together</td> <td>The natural world (The environment)</td> <td>Visiting France (Directions and transport)</td> </tr> </tbody> </table>		Year	Block A	Block B	Block C	Block D	Block E	Block F	3	Greetings and the classroom	Colours, emotions and numbers 0 – 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together	4	The calendar (Days, months, date)	Colours, emotions and numbers 0 – 20	Items from daily life (Items for a day trip)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)	5	Local places (Amenities)	Emotions and numbers 0 – 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)	6	Where I live (Homes)	Emotions and numbers – beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)
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## KNOWLEDGE ORGANISER: Year 5: Local places

Places	More places	Directions	Places	Compass points
je vais	à la gare	Allez tout droit.	Où vas-tu?	le sud
dans	au supermarché	Tournez à droite.	Tu vas ... ?	le nord
à la boulangerie	au centre sportif	Tournez à gauche.	à la pharmacie	l'est
à la piscine		d'abord	au restaurant	l'ouest
à l'école		ensuite		s'il vous plaît
au marché		enfin		
dans la cour				
dans la classe				

We have knowledge organisers for each block, also available for home reference.

<b>Music</b>	We have music with Mr Brown on Wednesdays and some of us are in Rockband.
<b>PE</b>	We have PE on Wednesdays with Mr Park and Dance on Wednesdays with Mrs Burns. In addition to this, we are active every day, doing classroom workouts and doing our playground runs every Tuesday and Thursday. On Thursdays, weather permitting, we go to Manor House Gardens for our park run.

## Our long term overview:

# Y5

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Writing</b>	3 <sup>rd</sup> person stories in another culture Formal letters	Dialogue in narrative Poems which explore form Balances arguments	3 <sup>rd</sup> person stories in another culture Formal letters	Playscripts (Shakespeare retelling) Biography	Playscripts Dialogue in narrative
<b>Reading</b>	Shackleton's Journey	Secrets of a sun king If	Midsummer Night's Dream I am not a label	Boy in the Tower Daffodils	The Explorer	Flexible
<b>Sci</b>	Properties of materials	Animals inc humans	Forces	Earth and Space	Living things and habitats	Forces (pulleys and gears)
<b>Hist&amp;Geo</b>	Ancient Greece		Biomes and environmental regions		Benin	4 and 6 figure grid references OS maps and fieldwork
<b>Art</b>	Drawing A		Printmaking B		3D D	Painting E
<b>DT</b>	Textiles – carrier belt		Mechanisms (links with forces) – cams toy		Systems (links with computing micro:bit)	
<b>RE</b>	<b>Religion: Christianity</b> What is the best way for a Christian to show commitment to God?	<b>Religion: Christianity</b> Is the Christmas story true?	<b>Religion: Sikhism</b> What is the best way for a Sikh to show commitment to God?	<b>Religion: Christianity</b> Did God intend Jesus to be crucified?	<b>Religion: Hinduism</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	<b>Religion: ChristianityP4C</b> <b>Book:</b> Voices in the Park
<b>French</b>	Local places	Emotions and numbers	Friends and family	Working together	Playing together	Eating together
<b>Computing</b>	Code.org	Keynote	Internet Legends	Code.org	Code.org	Micro-bit
<b>RSHE</b>	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me

### **Planned and booked trips that we may ask for help with:**

Tate Modern – Weds 8<sup>th</sup> November 2023

Unicorn theatre - The Odyssey – Tues 19<sup>th</sup> March 2024 11am show

Royal Observatory, Greenwich – Thurs 21<sup>st</sup> March 2024 9.30am departure

Woodlands Farm – Lifecycles Day – May 2024 (date TBC)

**Dates for our class performances:**

Thursday 1st Dec 10am/7pm – Nativity play

Friday 7<sup>th</sup> June**Our weekly timetable\*:***\*this is our normal routine, but sometimes timings may change*

M	Tu	W	Th	Fr
Maths	Spelling	Handwriting	Fitness	RSHE
Fluency	Fitness	Assembly	Reading	Reading
Assembly	Reading	Reading	Maths	Maths
Reading	Maths	Maths	Writing	Writing
Maths	Writing	Writing	French	Spelling
Writing	Story	Dance	Story	Story
French	Science	Music	Spelling	Art /DT
Story	Computing	PE	RE	Assembly
History /Geography				Golden time

**Our home learning guide:**

Subject	Frequency / time	We recommend
Reading (both independently and with an adult)	Daily 10 mins	Listening to your child reading the story and asking them questions (there are suggestions in the PACT book) is also a good way to check comprehension.
Spelling	2 times a week / 10 mins	Using the Squeebles Spelling app: Y5&6 statutory words
Maths - TTRockstars	3-4 times a week/ 5-10 mins	Take an interest and do some together rather than just leaving them on their own. Also, <b>use guided access</b> if your child is likely to stray onto something else!
Science, History or Geography	5 – 10 mins a week	Using the knowledge organisers provided by the teacher, which explain clearly what the children are learning, ask some questions at the dinner table (or get your child to use the knowledge organiser to ask you questions!)
Bedtime story (adult reading to child)	Daily 5-10mins	Use the book your child has chosen from the class library or a favourite book from home.
Personalised learning	10-20 mins	Sometimes children receive personalised worksheets in their red folder of something they found tricky in class and need to practice. Comes home on a Thursday. Due in the following Tuesday. If your child needs help and you are unable to help them at home (the BBC website and other websites such as The School Run are great resources) please bring the folder in on Friday or Monday and ask – don't wait until Tuesday!

A suggested timetable for you to use or adapt. Remember routine is good!

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
<b>Reading book</b>	<b>Reading book</b>				
					Science/ History/ Geography quiz  Personalised learning
<b>Bedtime story</b>	<b>Bedtime story</b>				

### Important things to remember in Year 5:

	Record reading at home in the Reading Record Book (PACT book).
	Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung!  If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via <a href="mailto:info@stmargaretslee.lewisham.sch.uk">info@stmargaretslee.lewisham.sch.uk</a> or arrange a meeting with the teacher.
	Trainers every day please, no hoop ear rings and keep long hair tied back