

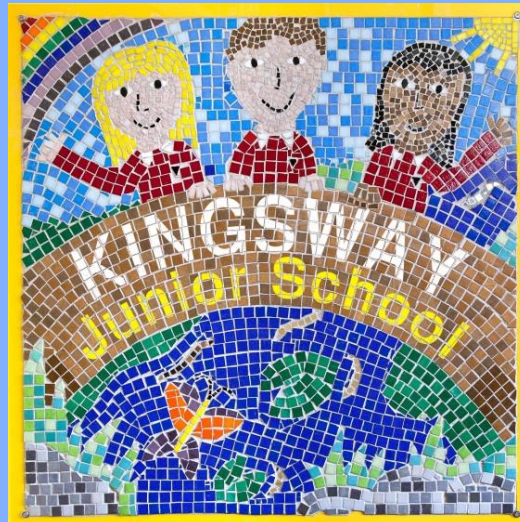
# Welcome to Year 5

Mrs Haider (Knights) and Mrs Netto (Emperors)

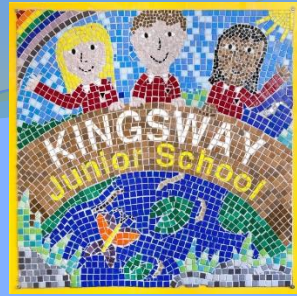
Year 5 TA's

Miss Pullman, Mr Bath and

Mr Cafferty



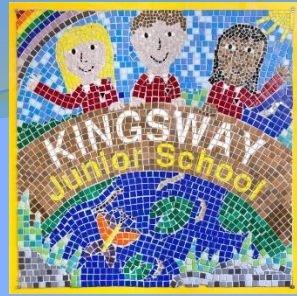
# Developing Confident Happy, Enthusiastic learners



- It is important to make sure that all children are on the playground ready for when the bell rings at 8.45am. **Registration is at 8.50am. Lessons start at 9am.**
- All teachers and SLT will be on the playground before and after school.
- **Behaviour** - Rainbow Chart; we also use the SEL (Social, Emotional Learning) for children to identify how they are feeling which links in with our behaviour policy.

# Kingsway Expectations:

## A Recap

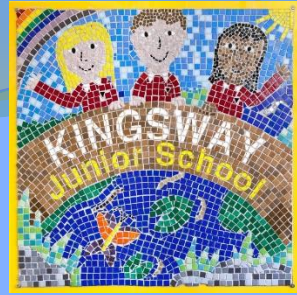


- Pupils are expected to line up ready to start the day on the playground, with their own class teacher.
- Pupils should be properly dressed with appropriate school uniform, please encourage your child to tuck their shirt in. Black school shoes must be worn. Hair must be tied up at all times.
- Reading books and reading records should be in school each day. These will be checked weekly.
- PE kit in school. This year, **PE takes place on Tuesday and Wednesday for both Knights and Archers.** Children come in school uniform and change into their PE kits before the lesson.



# Kingsway Expectations:

## A Recap



- Water bottles should be regularly taken home, washed and refilled – children need to fill these at break and lunch times.
- **Toast is provided daily before 8:50am** and fruit is available in classrooms for break times.
- We are a healthy school, please support us with ensuring snacks and **lunches contain healthy foods.**
- Lunch options include **four option choices daily** or a packed lunch option.



# Year 5 Expectations: Home Learning



## Reading

Children are expected to **read to an adult at least 5 x a week**. Free reader books are based in their classrooms. Library books will be in addition to this. Children will also be reading a book in their guided reading sessions as well as in English. These lessons will focus on reading skills: vocabulary, inference, prediction, explanation, retrieval, summarising and sequencing.

## Times Tables

Times tables will be taught and practised regularly in class and should be practised at home too.

# Year 5 Expectations: Home Learning



## Spellings

We teach spelling three times a week and homework will be sent home regularly. Spelling patterns are taught and some words are learnt off-by-heart. Your child may receive targeted words to practice at home.

## Home Learning

This year we are providing pupils with a half termly outline of their home learning. This will be linked with their in-class learning. Each week 5 activities will need to be completed, and can be brought into lessons to help the pupils with their learning. Each half term, the focal foundation subjects will rotate between History/Geography, PSHE/RE/Spanish and Art/DT.

A half-termly project will be set, alongside comprehension questions, and maths practise.

## Year 5 Home Learning (Autumn 1)

|         | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Week 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| English | <p><b>The Promise</b></p> <p>Think about the city from the book that you have been describing in your lessons. Here is an example paragraph.</p> <p><i>The city was a maze of narrow, twisting streets bordered in by tall, crumbling buildings that loomed over the cobbles like watchful giants. Smoke poured from the factories and choked the air, blending with the foul stench of the river nearby. Faded signs flickered on and off, casting harsh, broken light that made the wet streets glisten like oil. People hurried past with hollow eyes, their hurried voices and echoing footsteps swallowed by the roar of machines that never stopped. The city was old, rotten, and unfriendly, a place that felt heavy with shadows, secrets, and danger.</i></p> <p>Using the sentence starters, write your own descriptive paragraph of the city.</p> <ul style="list-style-type: none"> <li>• The streets were ...</li> <li>• Smoke rose from ... and ...</li> <li>• The buildings looked ...</li> <li>• People walked ... and ...</li> <li>• The lights flickered ...</li> <li>• The river flowed ...</li> <li>• Shadows stretched ... across ...</li> <li>• The air smelled of ...</li> <li>• Sounds of ... could be heard ...</li> </ul> | <p><b>The Promise</b></p> <p>Think about the writing we have been doing in lessons last week. We have been looking at figurative language techniques. Think of similes and metaphors to describe the city. Remember, the city is dark, lonely and broken.</p> <p>The buildings were tall and dark, like _____.</p> <p>Smoke from the factories curled into the sky like _____.</p> <p>The river flowed quietly through the city, like _____.</p> <p>Shadows stretched across the streets like _____.</p> <p>The neon lights flickered on the wet cobbles like _____.</p> <p>People moved through the streets like _____.</p> <p>The wind howled through the empty alleys like _____.</p> <p>The city seemed alive, like _____.</p> | <p><b>The Promise</b></p> <p>Edit and up level this setting description of the city, by adding prepositional phrases and expanded noun phrases.</p> <p><i>At the beginning, the city was dark and lifeless. Tall, crumbling buildings lined the streets, their walls grey and cold. The pavements were cracked, and nothing green could be seen—no trees, no flowers, no grass. The air felt heavy, and the people moved quickly with hard faces, showing no kindness. It was a place without beauty or hope.</i></p> <p><i>But later, when the seeds began to grow, the city changed. Bright leaves and colorful flowers spread across the streets. Trees stretched up between the buildings, and birds filled the air with song. The once dull city became alive, full of light, colour, and joy, and the people began to change along with it.</i></p> <p>Use the preposition word mats on the attached resource sheet.</p> <p>Think about the adjectives we have been discussing in lessons.</p> | <p><b>Cloud Tea Monkeys</b></p> <p>-Look carefully at the front cover of the Cloud Tea Monkeys (attached).</p> <p>-Choose three adjectives to describe it.</p> <p>Use a dictionary, thesaurus, or ask an adult to up level those adjectives into more precise and powerful words.</p> <p>Example: verdant, vast, tranquil.</p> <p>Predict what you think the book is going to be about. Why? What can you see on the front cover that tells you that?</p>                                                                                                         | <p><b>Cloud Tea Monkeys</b></p> <p>Having now read the book in class, write a short diary entry (4–5 sentences) from the small girls point of view. How does she feel? What is her life like? Write from a first person perspective.</p> <p>To recap the features of diary writing, revise: <a href="https://www.bbc.co.uk/bitesize/articles/z4qtqfr">https://www.bbc.co.uk/bitesize/articles/z4qtqfr</a></p> <p>Try to use:</p> <p>-At least one simile or metaphor<br/>-At least one expanded noun phrase</p> <p>Example starter: <i>Today, the mountains looked like a sea of emerald waves. I felt small beneath the endless sky...</i></p>                                                                                                                                                                                                                                                                                    |
| Maths   | <p>Recap and revise your understanding of place value from Year 4.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zh4skhv/article/s/zhpg7nb#z3n646f">https://www.bbc.co.uk/bitesize/topics/zh4skhv/article/s/zhpg7nb#z3n646f</a></p> <p>Complete Questions Set A</p> <p>Set A</p> <ol style="list-style-type: none"> <li>Write the value of the digit 6 in the number 4,682.</li> <li>Partition 7,305 into thousands, hundreds, tens, and ones.</li> <li>Write the number that is 1,000 more than 3,482.</li> <li>Write the number that is 1,000 less than 9,276.</li> <li>Round 6,348 to the nearest 10.</li> <li>Round 8,592 to the nearest 100.</li> <li>Round 4,671 to the nearest 1,000.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Revise your understanding of comparing numbers from Year 4.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zh4skhv/article/s/zhpg7nb#z3n646f">https://www.bbc.co.uk/bitesize/topics/zh4skhv/article/s/zhpg7nb#z3n646f</a></p> <p>Complete Question Set B</p> <p>Set B</p> <p>Write &lt;, &gt; or = in each box:</p> <p>a) 4,327 □ 4,372<br/>b) 6,845 □ 6,485<br/>c) 7,090 □ 7,090</p> <ol style="list-style-type: none"> <li>Order these numbers from smallest to largest:<br/>3,481    3,841    3,418</li> <li>Order these numbers from largest to smallest:<br/>9,234    9,243    9,324</li> </ol>                                                                                                                     | <p>Revise your understanding of comparing larger digit numbers.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkvxb7h/article/s/znw78hv">https://www.bbc.co.uk/bitesize/topics/zkvxb7h/article/s/znw78hv</a></p> <p>Complete Question Set C</p> <p>Set C</p> <p>Fill in with &lt;, &gt; or =:</p> <p>a) 452,781 □ 452,871<br/>b) 609,345 □ 690,345<br/>c) 735,200 □ 735,200</p> <p>Circle the smallest number:</p> <p>823,410<br/>832,140<br/>824,310</p> <p>Order these numbers from largest to smallest:<br/>915,402    914,520    951,420</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Recap your understanding of Roman Numerals.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkvxb7h/articles/z8trvg8#zm3jvwv">https://www.bbc.co.uk/bitesize/topics/zkvxb7h/articles/z8trvg8#zm3jvwv</a></p> <p>Complete Questions Set D</p> <p>Key information:</p> <p>I = 1<br/>V = 5<br/>X = 10<br/>L = 50<br/>C = 100<br/>D = 500<br/>M = 1,000</p> <p>Apply subtraction rules, such as:</p> <p>IV = 4 (5 - 1)<br/>IX = 9 (10 - 1)<br/>XL = 40 (50 - 10)<br/>XC = 90 (100 - 10)<br/>CD = 400 (500 - 100)<br/>CM = 900 (1,000 - 100)</p> <p>Set D</p> | <p>Apply your learning of place value to problem solve these word problems.</p> <p><b>Problem 1</b></p> <p>The school library has 2,478 children's books and 1,954 adult books.</p> <ol style="list-style-type: none"> <li>How many books are there in total?</li> <li>Round the total to the nearest 10, 100, and 1,000.</li> </ol> <p><b>Problem 2</b></p> <p>Town A has 4,562 people and Town B has 3,845 people.</p> <ol style="list-style-type: none"> <li>Which town has the larger population?</li> <li>How many more people live in the larger town?</li> <li>Round both populations to the nearest 100 and estimate the difference.</li> </ol> <p><b>Problem 3</b></p> <p>On Monday, the temperature is 3 °C at noon. By midnight, it drops to -4 °C.</p> <ol style="list-style-type: none"> <li>How many degrees has the temperature fallen?</li> <li>If the temperature drops another 2 °C, what will it be?</li> </ol> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Science | <p><b>Planets of the Solar System</b></p> <p>Research the 8 planets and write their names in order from the Sun.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zy6fz2p">https://www.bbc.co.uk/bitesize/articles/zy6fz2p</a></p> <p>Think about</p> <ul style="list-style-type: none"> <li>-What are the names of all the planets?</li> <li>-Which planet is closest to the Sun?</li> <li>-Which is the furthest?</li> </ul> <p>Find one interesting fact about each planet.<br/>Challenge: Try to remember the order using a fun mnemonic.</p>                                                                                                                                                                | <p><b>The Sun</b></p> <p>Create a fact file about the Sun with 5 key facts. Explain why it is important for life on Earth.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>-How big is the Sun compared to Earth?</li> <li>-How far away is the Sun from Earth?</li> <li>-What does the Sun give us that is essential for life?</li> <li>-How does the Sun affect the weather and seasons on Earth?</li> <li>-Why can we not survive without the Sun?</li> </ul>                                                                                                                                                                | <p><b>Earth, Sun, and Moon</b></p> <p>Draw a diagram of the Earth, Sun, and Moon. Label each and explain how they move.</p> <p>Think about and include in your diagram:</p> <ul style="list-style-type: none"> <li>-What does the Earth do as it moves around the Sun? Show this on your Sun diagram.</li> <li>-How does the Moon move around the Earth? Show this.</li> </ul>                                                                                                                                                                                                                                                                                      | <p><b>The Moon</b></p> <p>Research the Moon and list 3 differences between Earth and the Moon. Explain why the Moon is important.</p> <ul style="list-style-type: none"> <li>-How big is the Moon compared to Earth?</li> <li>-Does the Moon have its own light? How do we see it?</li> <li>-What effects does the Moon have on Earth (like tides)?</li> </ul> <p>Challenge: Find an interesting fact about astronauts or missions to the Moon.</p>                                                                                  | <p><b>The Solar System</b></p> <p>Summarise 3 things you learned about the Solar System. Explain which fact surprised you the most.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>-How many planets and moons are there in the Solar System?</li> <li>-What are asteroids, comets, or meteors?</li> <li>-How does the Solar System help us understand space and Earth's place in it?</li> </ul> <p>Challenge: Can you explain one surprising fact to a family member?</p>                                                                                               |
| History | <p><b>Who were the Ancient Greeks and why were they important?</b></p> <p>Research the Ancient Greeks and explain why they were important. Present your findings in an eye-catching way, such as a poster, leaflet, or PowerPoint.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a></p> <p>Think about</p> <ul style="list-style-type: none"> <li>-Who were the Ancient Greeks and when did they live?</li> <li>-What are some achievements or ideas they are famous for?</li> <li>-Why do historians think the Ancient Greeks were important?</li> </ul> <p>Challenge: Include a fun title or slogan for your poster or leaflet to grab attention.</p> | <p><b>Greece and its location/geography</b></p> <p>Homework Task: Find out where Greece is located and present it in a creative way.</p> <p><a href="https://kids.nationalgeographic.com/geography/counties/article/greece">https://kids.nationalgeographic.com/geography/counties/article/greece</a></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>Which continent is Greece part of?</li> <li>Can you label Greece on a map of Europe?</li> <li>What are some famous landmarks or cities in Greece?</li> </ul> <p>Challenge: Add some illustrations or symbols to show mountains, islands, or seas around Greece.</p> | <p><b>Daily Life in Ancient Greece</b></p> <p>Homework Task: Investigate what daily life was like in Ancient Greece. Compare it to today in 3–4 sentences.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zv86p4j">https://www.bbc.co.uk/teach/class-clips-video/articles/zv86p4j</a></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>What did children, adults, and families do every day?</li> <li>What jobs, school, or activities did people have?</li> <li>How is daily life different from your life today?</li> </ul> <p>Challenge: Include a small drawing or diagram showing a typical Ancient Greek day.</p> | <p><b>Greek Food, Theatre, or Clothing</b></p> <p>Homework Task: Choose one aspect of Ancient Greek life (food, theatre, or clothing) and explain two interesting facts about it.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>What did people eat or wear, or what kind of plays did they watch?</li> <li>How was it different from life today?</li> <li>Why was this important in Ancient Greek society?</li> </ul> <p>Challenge: Draw or design an example of Greek food, costume, or a theatre mask.</p> | <p><b>The Legacy of the Ancient Greeks</b></p> <p>Homework Task: Reflect on the Ancient Greeks' influence. Write three things they gave us that we still use today, and explain which you think is most important.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>Can you think of inventions, ideas, or customs from Ancient Greece still used today?</li> <li>Why do you think these ideas have lasted so long?</li> <li>Which one do you think changed the world the most?</li> </ul> <p>Challenge: Include an illustration or symbol for each legacy item.</p> |
| PSHE    | <p><b>What makes us unique?</b></p> <p>Create an acrostic poem, using an adjective to describe yourself. Think about your personal qualities and reflect on your personal talents.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>What is identity?</b></p> <p>Discuss with your family/friends. Draw a shield with 3 symbols for your identity. Explain their meanings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>How do we belong?</b></p> <p>List 3 groups you belong to (family, school, and club). Explain how being part of them makes you feel.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>How can we be responsible?</b></p> <p>List 2 responsibilities you have at home. Why are these important? Why have they been assigned to you?</p>                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Is our behaviour communication?</b></p> <p>Think about this question. Does the way we act, show/tell how we are feeling and tell others about us? Write a short paragraph, explaining if you agree/disagree and why?</p>                                                                                                                                                                                                                                                                                                                                                           |

# Expectations in Year 5: Curriculum



Curriculum Newsletters will be sent out each term summarising what your children will be covering within each subject. A copy will be sent via email.

## School pledge and classroom charter

- At Kingsway we encourage independence – taking responsibility for own work and actions.
- We strive to create a learning environment that encourages children to ‘take a risk’ and grow as a learner.
- All we ask is children try their best. Mistakes are a part of learning.

# Curriculum Newsletters

| <b>Kingsway Junior School</b><br>Curriculum Newsletter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 5 Autumn Term 2025</b><br>Welcome to Year 5!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| The children have settled into Year 5 well and have come back to school focused and ready to tackle the year ahead. In Archers this year, Mrs Netto will be your teacher, supported by Mr Caffrey.<br>In Knights this year, Mrs Haider will be your teacher, supported by Mr Bath and Ms Pullman.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>English</b><br>In English, we will be following the Herts For Learning Curriculum, which combines the use of outstanding rated books to approach learning in a creative, engaging and enthusing manner. Year 5 will be exploring the following texts: 'The River and the Tree', 'The Promise', 'Cloud Tea Monkeys', 'Where the Poppies Grow Now', 'The World of the Unknown', and 'Ancient Greece.' Throughout the year the children will complete extended writing to ensure that the writing techniques are embedded. We will also be writing cross curricular pieces which combine their knowledge of English, Geography, History and Science. We encourage reading at ALL times.  | <b>Maths</b><br>We follow the Herts For Learning scheme for Maths. It will focus heavily on times tables, reasoning and problem solving skills. We will cover a range of areas throughout the term such as place value, fractions, decimals and percentages, properties of shape, area and formal methods of all four operations.       |
| <b>Science</b><br>Year 5 will be learning about famous scientists that aided world-changing discoveries such as Sir Isaac Newton and conducting some hands-on experiments to engage the children. They will be conducting a range of experiments and looking at what variables they can change and how to create a 'fair test'. Children will continue to develop their scientific skills by collecting data in a range of practical tasks. This half term, our focus will be on the earth, moon and the solar system. After half term we will take a look at 'Forces'.                                                                                                                  | <b>PE</b><br>PE will be taught by CSE coaches twice a week. This term we will be focusing on Gymnastics, Dance, Cross Country and Netball.                                                                                                                                                                                              |
| <b>RE</b><br>We are continuing to follow the Jigsaw scheme of work for our RE learning. This term we will be focusing on the key beliefs and practices and the religion of the Sikh <del>Dham</del> or Sikhism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>PSHE</b><br>We have one PSHE session a week, following the Jigsaw scheme of work. This term the weekly lesson will cover a topic called 'Being Me in my World' and 'Celebrating Differences'. For example, we will be learning about our choices and how they can affect the community.                                                                                                                               |
| <b>Computing</b><br>We are excited to be continuing with Purple Mash. This programme will allow pupils to develop their computing skills. This term the focus will be online safety and coding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>History &amp; Geography</b><br>This term we will continue to use the CUSP scheme of work, which will focus on Ancient Greece in History and World Biomes in Geography. The unit will cover key facts, dates in history and evaluate reliable sources to deepen their knowledge. Alongside this we will be comparing and contrasting maps and looking at landscapes that link to the History being taught at the time. |
| <b>Spanish, Music</b><br>Spanish will be taught by Mrs Hallahan and will focus on likes, dislikes, classroom objects and singular and plural. Music will be taught by Mr Rollo.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Art &amp; DT</b><br>Art will be taught by class teachers this year and will be based on the theme 'Africa', linking to the upcoming scheduled workshop. We will focus on drawing various textures and patterns.                                                                                                                                                                                                       |
| <b>Class assemblies:</b><br><br>Archers – 3 <sup>rd</sup> October<br><br>Knights – 17 <sup>th</sup> October                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Open Door Policy</b><br>If you would like to talk to us about any issues, share further information about your child or ask any questions, please feel free to come and have a chat with us on the playground before or after school. Alternatively, you can make an appointment at any point during the term.                                                                                                        |

Our termly curriculum newsletters will give you an overview for what we will be covering.

These can be found on our school website.

# Expectations in Year 5:

## Maths



### Maths

During the week your children will carry out tasks in both arithmetic and reasoning activities.

Your children will have the opportunity to use a wide range of resources throughout their learning where needed.

This will help embed the core skills required for their progress and learning.

Fluency sessions will take place throughout the week to recap and practise the concepts your children have already learned to ensure they go into the long term memory.

# Expectations in Year 5: Reading and Writing



## Reading

Pupils will have various opportunities for carrying out reading tasks. These will be within guided reading lessons, English lessons and class books. These lessons will focus on building vocabulary as they will be reading a range of texts and genres.

## Writing

Your children's English lessons will be based around a range of high quality texts. Alongside an excellent model of writing, they help build children's vocabulary, which can be applied in their writing. Spellings are a key focus and these will be taught in regular short sessions, in English lessons and also through other subjects.

# Dates for your Diary



- There are some in-school workshops as well as off-site trips happening this year. More information will be provided closer to each trip.

## Autumn

Anti-racism workshops (Free - 29/30<sup>th</sup> September)

African Mask making and Dance Workshop (approx. £11 - 7<sup>th</sup> November)

Year 5 Fun Run at Future Academies (Free – 14<sup>th</sup> November)

Archers Class Assembly (3<sup>rd</sup> October) Knights Class Assembly (17<sup>th</sup> October)

Living Rain forest (£23 – 21<sup>st</sup> November)

## Spring

VR Experience Maya (£7 - 13<sup>th</sup> January)

Drama Hut Workshop (approx. £6 - 10<sup>th</sup> February)

Maths Workshop Whole School (approx. £3 - 26<sup>th</sup> March)

## Summer

Science Light Dome – (approx. £6 May 2026)

Sports Day – Last week of June 2026

Phasels Wood Over night trip – (£80 – 3/4 July)

# Communication



We value and appreciate all communication from you.

Please talk to us **after school or email/ call the office** to set up an appointment with us if you require a longer slot.

Unfortunately due to meeting times in school, Teachers are unavailable on **Tuesday and Thursday** afternoons, by we will always try to accommodate where possible.

# Keeping updated!



Please keep up to date with our school developments, via the following ways:

<http://kingswayjm.herts.sch.uk/>

Texts

emails

Newsletter

Twitter

Termly class assemblies—

Dates will be on our curriculum newsletter

# Thank you for your time.

Any questions?

