



Year 5

Meet the Teacher

Information Session

2025 - 2026



Welcome to Year 5

Class Teacher: Miss Preston

Other adults supporting Year 5:

Mrs Perry

Ms Dovbenko

Mrs Bennett

Curriculum

Weekly Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
8.50	Handwriting	Spelling	SPAG	Spelling	Spelling
9.00	Collective Worship	Guided Reading	Guided Reading	Guided Reading	SPAG
9.30	English	English	English	English	9.15 Spanish
10.15	BREAK				
10.30	Guided Reading	Feel It	Music	Feel It	Computing PE
11.00	Maths	Maths	Maths	Maths	
11.45	LUNCH				
12.45	PSHE	Collective Worship	Collective Worship	Collective Worship	Collective Worship
13.15	RE	Creative	Humanities	Science	Maths
14.15	PE				English

PE days are Monday and Friday


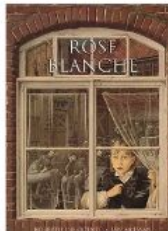
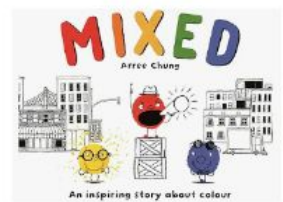


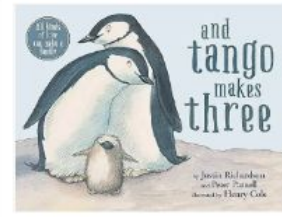
Half Termly

The curriculum will focus on one of the six values.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendship	Compassion	Trust	Forgiveness	Courage	Perseverance

A No Outsiders lesson, focusing on diversity and inclusion.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kenny Lives with Erica and Martina by Olly Pike	Rose Blanche by Ian McEwan & Roberto Innocenti	Mixed by Arree Chung	How to Heel a Broken Wing by Bob Graham	The Girls by Lauren Lee & Jenny Lovlie	And Tango Makes Three by Justin Richardson & Peter Parnell
LI: To consider consequences	LI: To justify my actions	LI: To consider responses to racist behaviour	LI: To recognise when someone needs help	LI: To explore friendship	LI: To exchange dialogue and express an opinion
S.C: I know what a consequence is/I know that all actions have consequences/I know that I have a choice in behaviour I join in and behaviour I do not join in	S.C: I know sometimes we have to make difficult decisions/I can justify my actions	S.C: I understand what racism is/I can recognise racist behaviour/I know what to do if I see or hear someone being racist	S.C: I know people have different life experience/I can empathise with others	S.C: I know what friends are/I know how important friendship is/I know friendships can sometimes go wrong/I value the people around me	S.C: I know there are different ideas about equality around the world/I can exchange dialogue and express an opinion
 https://www.youtube.com/watch?v=QU6uFPbWGW					

Termly

A trip, visitor or theme day

Theatre
Viking Workshop
Mini Police
Aquadrome Canoeing

A reflection on the Year 5 key question:

How do we share the planet?



Half Term Overview

XXIV Maths

Place Value

- Roman numerals to 1000
- Read and write numbers to 100,000 and 1,000,000
- Powers of 10
- 10, 100, 1000, 10,000, 100,000 more or less
- partition numbers to 1,000,000
- Number lines to 1,000,000

1000000

Addition and Subtraction

- Mental strategies
- adding whole numbers with more than 4 digits
- subtract whole numbers with more than 4 digits
- round to check answers
- inverse operations
- missing numbers
- multi step addition and subtraction word problems

Multiplication and Division

- multiples and common multiples
- factors and common factors
- prime, square and cube numbers
- multiply and divide by 10, 100, 1000
- multiples of 10, 100, 1000



RE

What does it mean if God is holy and loving

- Understand that there are different types of texts in the bible.
- Explain connections between Biblical texts and Christian ideas of God being holy and loving.
- Understand that Christians respond to the ideas of God in the Bible in different ways
- Shining a light on Hillsong United
- Weigh up how Biblical ideas and teaching about God as holy and loving might make a difference in the world today.



Spanish

Describing family and friends

- Ask and answer questions to find out personal information.
- Understand a variety of answers to the question, ¿Tienes hermanos?
- Do you have any brothers or sisters?
- Identify the names of family members.
- Use de to indicate possession.
- Describe relationships between family members.



YEAR 5 - AUTUMN 1

HOW DO WE BEST SHARE OUR PLANET?



Art

Anglo Saxon Artifacts

- Explore images of Anglo Saxon crosses and create sketchbook pages of designs
- Experiment with line and shade
- Discuss similarities and differences between religious symbols from around the world
- Create crosses using layers of cardboard to create texture and form
- Explore and design Anglo Saxon jewellery



PSHE

Me and my Relationships

- Explain what collaboration means in order to give examples of how I can work collaboratively.
- Explain what is meant by the terms 'negotiation' and 'compromise' in order to describe strategies for resolving conflict.
- Give examples of key qualities in friendships in order to demonstrate how to respond to a range of feelings in others.
- Identify what makes a relationship healthy or unhealthy.
- Identify characteristics of passive, aggressive and assertive behaviours in order to rehearse assertiveness skills.
- Identify basic emotional needs and recognise that they may change according to circumstance.
- Understand that online communication can be misinterpreted in order to demonstrate respectful and responsible behaviour online.



Music

Musical Theatre

- Understand the history of musical theatre
- Identify character songs and action songs
- Create a musical theatre scene
- Shining a light on Come From Away
- Rehearse a musical theatre scene
- Perform a musical theatre scene



Science

Forces

- Explore gravity and the life and work of Isaac Newton
- Examine the connection between air resistance and parachutes
- Explore factors which effect water resistance
- Investigate the effects of friction on different surfaces
- Investigates mechanisms - levers and pulleys
- Investigate mechanisms - gears



Computing

Sharing Information

- computers join together to form systems made of input, output and processes
- understand the important role of computer systems in our life
- Explain how information travels across the internet
- Recognise that connected devices allow us to share files and information across the internet
- Compare working on and off line



Sport

Health Related Exercise

Complete a health related fitness assessment
Understand the importance of aerobic fitness, flexibility and strength

To extend a sequence with a partner using compositional principles
To develop sequences with a partner in character that show relationships and interlinking dance moves
To perform an opening ceremony dance



Dance

English

Texts

The Boy at the Back of the Class
The Listeners

Class Reader

The Boy at the Back of the Class



Guided Reading

Against the Odds:

Heart is a Poem: If You Could See Laughter

The Wolf Wilder

Spellings

Years 5 & 6 statutory spellings
review plurals s, es les, ves
morphology
suffles



Grammar & Writing

Poetry: Free verse

Narrative: character description that changes over time

Use commas to indicate parenthesis.

Commas after fronted adverbials.

Fronted adverbials to build cohesion within paragraphs

History

Invasion: The Anglo Saxons

- Understand reasons why the Anglo-Saxons invaded Britain in order to describe how they successfully settled in Britain.
- Understand how the Anglo-Saxon kingdoms gained their names in order to correctly label and define places on a map of Britain.
- Understand what life was like in an Anglo-Saxon village in order to
- Create an advert for a typical Anglo-Saxon job.
- To analyse and describe Anglo-Saxon artefacts in order to draw and annotate an Anglo Saxon artefact.
- Describe the religious beliefs and practices of the early Anglo-Saxon people in order to create fact cards about Anglo-Saxon Gods.



Maths Knowledge Organisers



Year 5 Knowledge Mat

Place Value

Place Value	Tens	Ones	.	Tenths	Hundredths	Thousandths
36.7	3	6	.	7		
3.67		3	.	6	7	
0.367		0	.	3	6	7

$36.7 = 36\frac{7}{10}$ $3.67 = 3\frac{67}{100}$ $0.367 = \frac{367}{1000}$

Prime Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Prime Factors
 $90 = 2 \times 3 \times 3 \times 5$

Square and Cubed Numbers

$1^2 = 1 \times 1 = 1$
 $2^2 = 2 \times 2 = 4$
 $3^2 = 3 \times 3 = 9$
 $4^2 = 4 \times 4 = 16$
 $5^2 = 5 \times 5 = 25$
 $6^2 = 6 \times 6 = 36$
 $7^2 = 7 \times 7 = 49$
 $8^2 = 8 \times 8 = 64$
 $9^2 = 9 \times 9 = 81$
 $10^2 = 10 \times 10 = 100$

1 is the first cube number, because $1 \times 1 \times 1 = 1$
 8 is the second cube number, because $2 \times 2 \times 2 = 8$
 27 is the third cube number, because $3 \times 3 \times 3 = 27$
 64 is the fourth cube number, because $4 \times 4 \times 4 = 64$

If you have a **proper fraction** multiplied by a **whole number**, it is going to be **less** than that whole number.

Formal Methods of Multiplication and Division

3741 x 6 becomes

$$\begin{array}{r} 3741 \\ \times 6 \\ \hline 22446 \end{array}$$

485 + 11 becomes

$$\begin{array}{r} 485 \\ + 11 \\ \hline 496 \end{array}$$

34 x 26 becomes

$$\begin{array}{r} 34 \\ \times 26 \\ \hline 204 \\ 680 \\ \hline 884 \end{array}$$

134 x 27 becomes

$$\begin{array}{r} 134 \\ \times 27 \\ \hline 938 \\ 2680 \\ \hline 3618 \end{array}$$

Rounding
 78,543
 To the nearest 10 is 78,540
 To the nearest 100 is 78,500
 To the nearest 1000 is 78,000
 To the nearest 10,000 is 70,000
 To the nearest 100,000 is 0
 67.53
 To the nearest 10 is 70
 To the nearest whole number is 68
 To one decimal place is 67.5

Measures

Imperial measures

1 km = 1000 m
 1 m = 100 cm
 1 cm = 10 mm

1 mile = 1.6 km
 1 yard = 0.91 m
 1 foot = 30 cm
 1 inch = 2.54 cm

1 kg = 1000 g
 1 lb (pound) = 0.45 kg

1 pint = 0.57 litre
 1 l = 1000 ml

3D Shapes

Solid (3D) shapes are three-dimensional shapes having length, breadth and height.

Examples
 sphere, cone, cylinder, cube

Prisms
 triangular prism, square prism, rectangular prism, pentagonal prism, hexagonal prism, octagonal prism

Pyramids
 triangular pyramid, square pyramid, rectangular pyramid, pentagonal pyramid, hexagonal pyramid, octagonal pyramid

Platonic solids
 tetrahedron, cube, octahedron, dodecahedron, icosahedron

Roman Numerals

Symbol	Value	Dates
I	1	2020 = MMXX
V	5	2021 = MMXXI
X	10	2022 = MMXXII
L	50	2023 = MMXXIII
C	100	2024 = MMXXIV
D	500	1066 = MLXVI
M	1000	1939 = MCMXXXIX

Perimeter

This must be 4 cm (10cm - 6cm)

This must be 7cm (9cm - 2cm)

Angles

Right angle: Exactly 90°
 Acute angle: Less than 90°
 Straight line: = 180°
 Obtuse angle: Between 90° and 180°
 Complete turn: = 360°
 Reflex angle: greater than 180°

Protractors

This side intersects the protractor at 45°

This side lines up with 0° on the top scale or counter clockwise use the top scale to measure the angle

Co-ordinates

P has been reflected in the x axis

The shape has been reflected in the dotted line y=x+2

Code of Conduct

Respectful
Ready
Reflective

Behaviour



At St Mary's we focus on positive reinforcement, praise and the opportunity to reflect when mistakes are made.

To enable children to reflect on their learning behaviour during lessons we use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

To positively reinforce our code of conduct, we use a House point system whereby children collect points for the House they are in (St George, St Andrew, St Patrick or St David) when displaying respectful, ready and reflective behaviour.

We also use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

Please see our school behaviour policy for more details.



Celebrating the class

Each week in Celebration Assembly we celebrate the progress in learning of one of the class. They receive a certificate and have hot chocolate with Mrs Maxwell the following week.

Children who have worked consistently hard across the week and/or followed the Code of Conduct consistently: respectful, ready and reflective, will meet with Mrs Maxwell and receive an Above and Beyond sticker along with an email home.

The four houses compete for the house cup. House points are calculated weekly and the totals announced in assembly. Points are awarded:

- 4 points: Winning house
- 3 points: 2nd
- 2 points: 3rd
- 1 points: 4th



Home Learning




Learning Zone

My 7-day target

This means you are in the green zone. Well done!

Your star stats:

Last 7 days:	79
To spend:	295
Total stars:	541
Current streak:	3



Congratulations, you've earned a badge!

View all 8 items

If you would like to find out more, please use this link - <https://doodlelearning.com/on-demand-parent-webinars>

Optional Home Learning

Years 5 & 6 Autumn Term - Optional Writing Homework

Complete one or more of the optional writing tasks based on characterisation. Each time you finish a task, bring it into school.

Remember: it's about quality over quantity – take your time to make your writing the very best it can be. Use the toolkit to help you.

Make sure your handwriting is neat and joined up, and your ideas show real care and effort.

Show, Don't Tell Challenge

Choose an emotion (e.g. jealous, nervous, proud, guilty).

Write 3–4 sentences describing a character feeling it, but don't use the actual word.

Example: Instead of "She was nervous", write "Her hands shook as she smoothed her skirt again and again, eyes fixed on the floor."

Two Reactions, One Event

Write about one event (e.g. opening a test paper, meeting a new puppy, losing a game).

Describe how two different characters react to it, showing their personalities through body language, thoughts, and dialogue.

Diary of a Character

Pretend to be a character from a story you're reading at home.

- Write a diary entry starting with "Dear Diary, today I felt...".
- Show the feelings through actions, not just the words.

Emotion Flip

Write two mini-paragraphs about the same character in the same situation – but with different emotions.

Example: waiting to go on stage → one version excited, one version terrified.
Compare how posture, thoughts, and dialogue change.

The Lie

Write a scene where your character tells a lie.

Show how their body language, tone, or thoughts give them away.

The challenge: don't say "they lied" – let the reader figure it out.





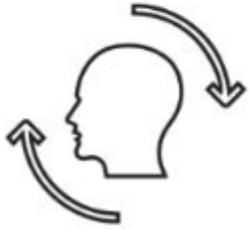


The Secret

Write a paragraph about a character who is keeping a secret.

Show how their body language, speech, and thoughts give clues, but don't actually reveal the secret itself.

Optional Home Learning - Toolkit for English

Narrative (Character Description) Toolkit

 Outside, Inside sentences	 commas for parenthesis and fronted adverbials	 fronted adverbials	 curiosity foreign guarantee existence identity apparent necessary
 personification	 -ing -ed sentences	 dialogue	

Reading

Although learning *how* to read is crucial, we know it is also crucial that children read for pleasure. We want to foster a life-long love of reading. Studies have shown that those who read for pleasure have academic outcomes, higher levels of self-esteem and a greater ability to cope with difficult situations (*reading agency*).

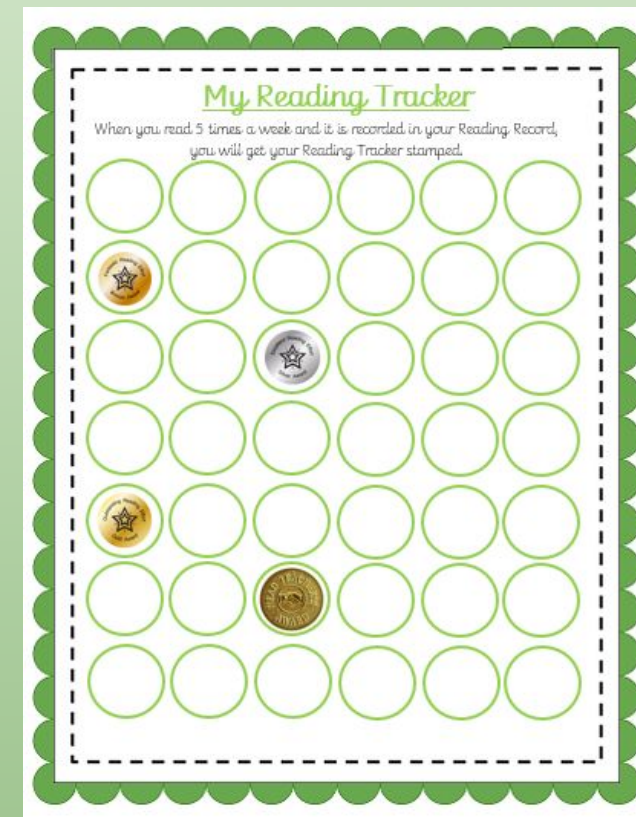


At school, children will...

- participate in whole class and/or group daily reading activities.
- Read and study whole class texts
- End each day with a class story or novel.
- Work in environments that inspire reading and place value on books and reading.
- Visit our fabulous newly designed library

At home, children will...

- **Read aloud 5 days** out of 7 to an adult in order for them to develop their fluency, expression and pace.
- Be read to. There is research to support the that reading to your child has huge value in terms of their academic ability.
- Experience reading magazines, newspapers, leaflets, menus, timetables, holiday brochures, listening to audiobooks and visiting the library all of which can have a positive impact on their future success. Technology can inspire children also.



Reading Passports

Each year group in KS2, will have a 'Passport' of exciting books which have been chosen as they are in line with Age-Related Expectations, linked to curriculum areas and will be of great interest for children to read. This will be stuck in the back of Reading Records.

Year Five Reading Passport	
1. Beowulf	Michael Morpurgo
2. The Girl who Speaks Bear	Sophie Anderson
3. The Polar Bear Explorer's Club	Alex Bell
4. A Place Called Perfect	Helena Duggan
5. The Night Bus Hero	Qajali Q. Rauf
6. The Indian in the Cupboard	Lynne Reid Banks
7. Bold Women in Black History	Vashti Harrison
8. Who Let the Gods Out?	Maz Evans
9. The Wolf Wilder	Katherine Rundell
10. The Cake, the Wolf and the Witch	Maudie Smith
11. The Harry Potter Collection	J.K. Rowling
12. The Boy at the Back of the Class	Qajali Q. Rauf
13. The Girl with Space in Her Heart	Lara Williamson
14. The Day I was Erased	Lisa Thompson
15. The Jamie Drake Equation	Christopher Edge
16. Oranges in No-Man's Land	Elizabeth Laird
17. Time Travelling with a Hamster	Ross Welford
18. Jabberwocky	J.K. Rowling
19. Malamander	Thomas Taylor
20. Clockwork	Philip Pullman
21. Everest	Alexandra Stewart
22. The Bacteria Book	Steve Mould
23. The Green Planet	Leisa Stewart-Sharpe
24. Space Maps	Lara Albanese
25. Music	Nicholas O'Neill & Susan Hayes
26. Being Me	L. Brownlee, M. Goodfellow, L. Mucha

Reading gives us a place to go when we have to stay where we are



Children who are 'at the expected standard' for Reading will choose from this selection. Levelled books will be made available to children not working at the expected standard, alongside these. Levelled books will also be available to all children whilst we build our stock.

All children are encouraged to read widely, which will mean reading beyond this list!

When children read a book from their class list, their passport will be stamped.

We have at least one copy of each book on the list, but we would be incredibly grateful for any donations if you have your own copy and no longer need it so that we can build our collection.



Reading

Explore it (discussing language/illustrations)

Illustrate it (develop visualisation)

Talk about it (questions/talking points referring back to text)

Imagine it (link to real-life beyond text)

Create it (writing/creative opportunities inspired by text)

<https://www.booksfortopics.com/> Filter by Year Group, subject, topic etc.



HAPPY BIRTHDAY

At St Mary's we love celebrating birthdays!

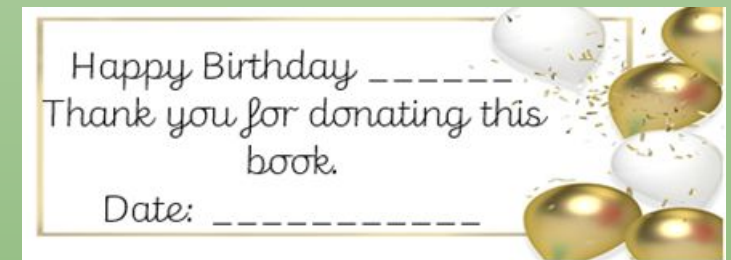
Year Five Reading Passport		
1. Beowulf	Michael Morpurgo	
2. The Girl who Speaks Bear	Sophie Anderson	
3. The Polar Bear Explorer's Club	Alex Bell	
4. A Place Called Perfect	Helena Duggan	
5. The Night Bus Horror	Gregg Q. Rauff	
6. The Indians in the Cupboard	Lynne Reid Banks	
7. Bold Women in Black History	Vashti Harrison	
8. What Let the Gods Out?	Mag Evans	
9. The Wolf Wilder	Katherine Rundell	
10. The Cuckoo, the Wolf and the Witch	Miausia Smith	
11. The Harry Potter Collection	J.K. Rowling	
12. The Boy at the Back of the Class	Gregg Q. Rauff	
13. The Girl with Space in Her Heart	Lara Williamson	
14. The Day I was Eased	Lisa Thompson	
15. The Jamie Drake Equinox	Christopher Edge	
16. Oranges in Norman's Land	Elizabeth Laird	
17. Time Travelling with a Hamster	Rosa Welford	
18. Malabar	J.K. Rowling	
19. Malabar	Thomas Taylor	
20. Clockwork	Philip Pullman	
21. Everest	Alexandra Stewart	
22. The Bacteria Book	Steve Mould	
23. The Green Planet	Lizzie Stewart-Sharpe	
24. Space Maps	Lara Albanese	
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Reading gives us a place to go when we have to stay where we are



We want to give our children the opportunity to celebrate their birthdays but as a healthy school we ask that parents and carers do not send in any food (e.g birthday cakes, sweets or chocolate). Unfortunately, we are no longer able to hand out food at the school gates or at home time.

Instead, if your child would like to bring in something to celebrate, we ask that they bring in a book to add to our growing collection of books listed in our reading passports. The book will be clearly labelled with a birthday sticker and their name. The children will also be presented with their book donation during celebration assembly. The reading passports will be uploaded onto the school website and class page which can act as a suggested book list.



Classroom Equipment



KS2

Named water bottle

Named art shirt - brought into school and left in class.

Snacks and Lunches

Children are able to bring in their own snack for morning break. This should be: a piece of fruit, vegetable or cheese.

Packed lunches and snacks should follow the school's healthy eating guidelines. Food will be closely monitored and returned home if it is not suitable. We are a nut free school and have a number of children with serious allergies, we appreciate your support in ensuring all food and snacks are nut free.

Uniform and PE kit



School Jumper



School Polo Shirt



Grey Skirt or Grey Pinafore



Grey Trousers

Smart uniform



Tie

White shirt

For PE



PE Top



Black PE Shorts / Skort



School PE Jumper



School Tracksuit Bottoms*

Earrings

Children should not wear earrings to school on PE days. They will be asked to take them out by Mrs Bennett.

Parent Communication



The Year 5 class blog will be posted each Friday afternoon on the school website.

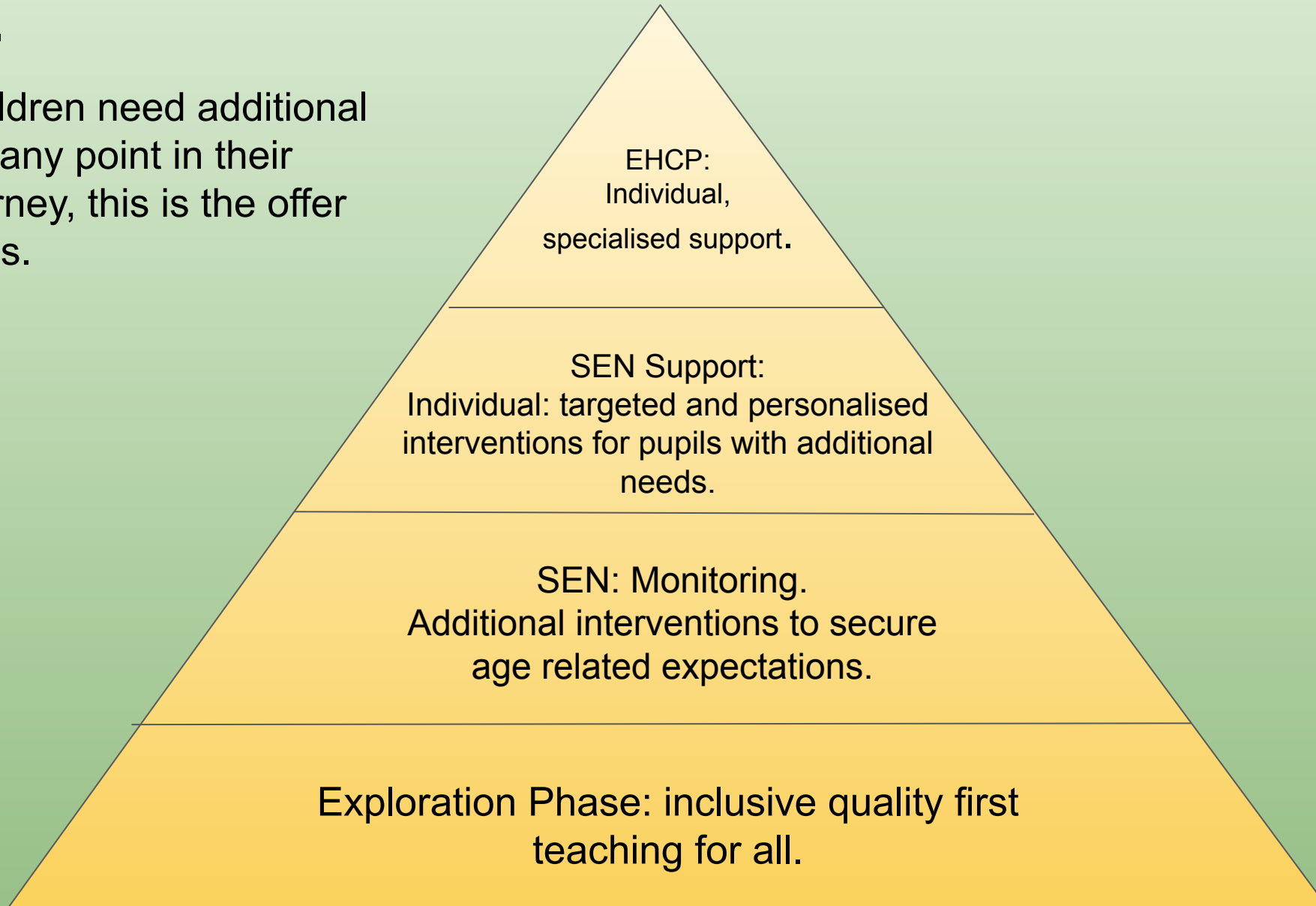
It will give an overview of the week, outline the learning for the following week and give details of events, special days and additional resources children will need. It is essential that this is checked each week so that children are fully equipt for the week ahead.

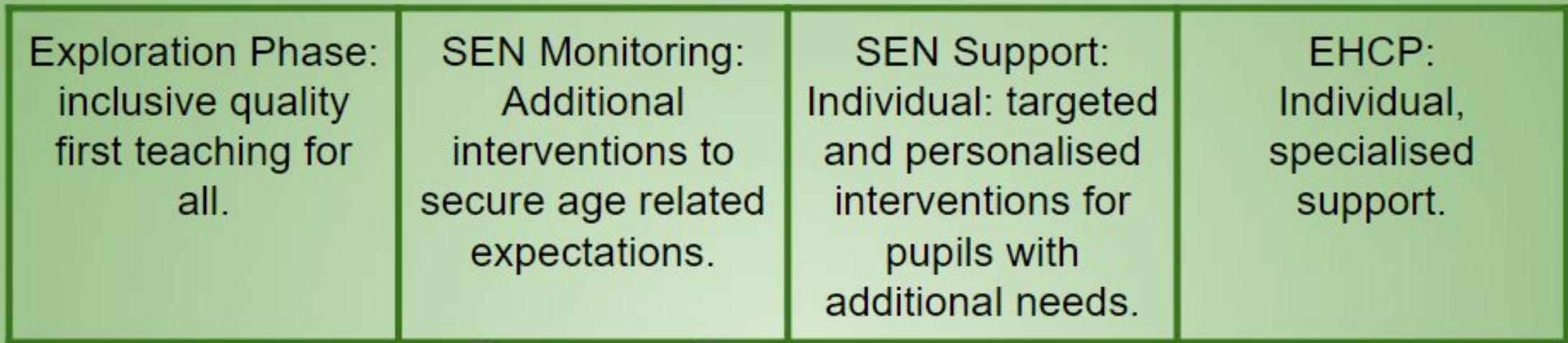
(Our Community - Parents - Class Blog)

Documentation such as the Yearly Overview, Spelling lists and Book lists will also be included.

SEND

Should children need additional support at any point in their school journey, this is the offer at St Mary's.





- When the monitoring phase has been implemented and assessment has taken place we can see if the interventions have been successful.
- If success has been achieved then the child returns to the exploration phase of inclusive quality first teaching for all.
- If showing small or no progress after interventions have taken place, then the child moves into the SEN Support phase. More in depth assessments will be completed in line with areas of concern. This will then lead to pupil passports with more bespoke targets for the individual pupil.

Communication



General queries or forgotten equipment / packed lunch etc
- admin@stmarys698.herts.sch.uk or call the office

Academic or related to the class - Class teacher - in person after school or email to admin@ or call the office and leave a message for the class teacher to call back

Concerns outside of class teacher responsibility or after speaking with your class teacher - Headteacher

Safeguarding - Headteacher

head@stmarys698.herts.sch.uk

What is the Changemaker Project?

The Changemaker Project is a whole-school initiative that brings our vision and values to life by encouraging every child to take action in their community, show leadership and shine their light. It's about building character, deepening empathy and inspiring hope.

Each half term, we focus on one of our **six core Christian values**:

Friendship

Compassion

Trust

Forgiveness

Courage

Perseverance

Children choose one activity to complete for each value which they will work on at home. These will be shared at school and children will receive a sticker when each value activity is completed. When they have received all six values stickers they will achieve their Changemaker badge. These values help children become confident, ethical agents for change in their communities and in the world around them.



[UKS2 Changemaker](#)

The Changemaker Project - Working Together with Families

We know that children thrive when school and home work together.

You can support your child by:

- Talking to them about the action they've chosen
- Helping them find opportunities to live it out
- Encouraging them when things get challenging
- Celebrating their small steps and successes

Together, we are helping our pupils see that being a **Changemaker** doesn't require a big stage or a loud voice, just the desire and the commitment to let their light shine bright!





Thank you for coming.

Please do ask any questions you may have.

