# Year 5

# 2026 - 2027

## Meet & Greet Booklet

# Welcome to Year 5



## Mrs Stewart Class 11



## Mr Butler Class 12

# Year 5 Curriculum Overview 2026 - 2027

| Year 5 | Autumn 1<br>Rivers | Autumn 2<br>Vikings and Anglo Saxons | Spring 1<br>Shakespeare Production | Spring 2<br>European Volcanoes | Summer 1<br>WWII | Summer 2<br>Fairgrounds |
|---|---|---|---|---|---|---|
| **History** | | Vikings and Anglo Saxons | | | WWII | WWII |
| **Geography** | Rivers | | | European Volcanoes and Earthquakes | | |
| **Science** | Materials Properties, Changing and Separating Materials | Electricity | Habitats/Lifecycles Plants | Habitats / Lifecycles Animals | Forces | Sex Education |
| **Nutrition Cooking** | | Viking Stew | Bread | | Rationing biscuits | |
| **DT** | | | Bread | | Make do and Mend – Soft toys | Fairgrounds- CAM toys |
| **Art and Design** | Printing : Rivers | Painting : Viking Seascape | Sculpture: People in motion | Still Life Drawing : Objects and Meaning | Textiles: Make Do and Mend | Sculpture: Natural Materials |
| **Physical Education** | Hockey<br>Shape and balance (gym) | Rugby<br>Viking dance | Cricket and Rounders<br>Responding to Music Dance (gym) | Football<br>Country dancing | Athletics<br>WW2 dance | Tennis<br>Key Steps Body Management (gym) |
| **Heartsmart** | Get Heartsmart | Don't forget to let love in | Too much selfie isn't healthy | Don't run it in, rub it out | Fake is a mistake | No way through isn't true |
| **RE** | Prayer (Islam) | Interpretation - Birth Stories (Christianity) | Stewardship (Islam) | Salvation (Christianity) | Sacrifice (Christianity/ links to WW2) | It's a Good Life (Humanism) |
| **Music** | Storm Interlude | Map rappers<br>Christmas Carol Concert singing | Harry Potter Ostinato | Stomp | Eleanor Rigby | WW2 |
| **Computing** | Vlogging | Creating STEM challenges | e-Safety – My Online Life | e-Safety Animation | Augmented reality game making | Podcasts |
| **MFL** | Zoo Animals | TEXT: Cher Zoo | Numbers 1-60<br>Sports | Topic on France | French – WWII Unit - Le Depart | Days / Months<br>Seasons / Weather |

# Year 5 Educational Visit/Visitors 2026 - 27

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| | River trip to Selbourne Gilbert White<br><br>St Mary's Church Harvest | St Mary's Church Christmas | Shakespeare Workshop (At school) | Shakespeare Performances | Paulton's Park | Testbourne School |

# Year 5 Reading Key Objectives

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| Use a wide range of strategies to work out unfamiliar words |
| Read a range of non-fiction and modern fiction, from literary heritage and from other cultures/traditions |
| Make book recommendations about books, giving reasons for choices |
| Understand the conventions of different types of writing e.g 1st person in diary |
| Discuss themes and conventions across a wide range of writing |
| Explain and discuss understanding of reading using some technical terms e.g metaphor |
| Make comparisons within and across books |
| Summarise ideas drawn from more than one paragraph, identifying key details |
| Identify how language, structure and presentation contribute to meaning |
| Discuss understanding of texts, including exploring meaning of words in context |
| Discuss how authors use language, including figurative language, to affect the reader |
| Predict future events from details stated and implied |
| Participate in discussions about books, building on and challenging ideas |

# Year 5 Writing Behaviours & Key Objectives

| **Writing Behaviours:** |
| --- |
| Generate ideas through role play, oral retelling, presentation, performance and debate |
| Discuss, question and evaluate texts and writers' choices of vocabulary and grammar to inform own writing |
| Plan writing with a clear audience and purpose drawing on example texts |
| Monitor and re-read own writing for accuracy and clarity, reflecting on composition and effect |
| Assess effectiveness of own writing and propose changes to enhance effect and clarify meaning |
| |
| **Key Objectives:** |
| Apply taught spelling rules and knowledge in own writing |
| Use advanced organisational, cohesive and presentational devices |
| Use expanded noun phrases to convey complicated information concisely |
| Use the correct tense consistently throughout a piece of writing |
| Use relative clauses and commas to clarify meaning or avoid ambiguity |
| Use adverbials of time, place and number for cohesion |
| Recognise vocabulary and structures that are appropriate for formal use |
| Describe setting, atmosphere and characters effectively for the reader |
| Use brackets, dashes and commas to indicate parenthesis |
| Use modal verbs or adverbs to indicate degrees of possibility |

# Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.
We aim for all children to
• become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
• reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Year 5 Key Objectives

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|---|
| Recognise and use square and cube numbers, and know the notation |
| Use rounding to check answers and determine accuracy |
| Identify multiples and factors, including finding factor pairs and common factors |
| Interpret negative numbers in context |
| Know prime numbers up to 19 |
| Multiply and divide numbers by 10, 100 or 1000, including decimals |
| Use long multiplication for multiplying numbers of up to 4 digits by one or two digits |
| Divide numbers using standard written short division |
| Compare and order fractions & convert between mixed numbers and improper fractions |
| Identify, name and write equivalent fractions including tenths and hundredths |
| Add and subtract fractions with denominators that are multiples of the same number |
| Read and write decimal numbers as fractions |
| Round decimals with 2 decimals places to whole number or to one decimal place |
| Read, write, order and compare numbers with up to 3 decimal places |
| Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100) |
| Measure and calculate the perimeter and area of shapes |
| Draw and measure angles to the nearest degree |
| Complete, read and interpret information in tables, including timetables |
| Distinguish between regular and irregular polygons |

# Year 5 Science Key Objectives

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|---|
| Plan scientific investigations, including controlling variables where appropriate |
| Record data using diagrams, keys, tables and a range of graphs |
| Report conclusions and explanations from scientific investigations |
| Describe the life process of reproduction in some plants and animals. |
| Explain how mixtures can be separated through filtering, sieving and evaporating |
| Explain that some irreversible changes form new materials |
| Explain how the number of voltage of cells affects bulbs, buzzers or motors in a circuit |
| Use recognised symbols when representing a simple circuit in a diagram. |
| Explain that gravity causes unsupported objects to fall towards the Earth |
| Identify the effects of air resistance, water resistance and friction between moving surfaces |

# Year 5 Spelling

| Statutory requirements | Rules and guidance(non-statutory) | Example words (non-statutory) |
|---|---|---|
| Words ending in –able and –ible<br>Words ending in –ably and –ibly | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.<br>As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**. | adorable/adorably (adoration),<br>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)<br>changeable, noticeable, forcible, legible |
| | If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.<br>The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.<br>The **–ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | dependable, comfortable, understandable, reasonable, enjoyable, reliable<br>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| Words containing the letter-string ough | **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought<br>rough, tough, enough<br>cough<br>though, although, dough<br>through<br>thorough, borough<br>plough, bough |

# Year 5 Spelling (cont'd)

| Statutory requirements | Rules and guidance(non-statutory) | Example words (non-statutory) |
|---|---|---|
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch.* | doubt, island, lamb, solemn, thistle, knight |
| Homophones and other words that are often confused | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c** | advice/advise<br>device/devise<br>licence/license<br>practice/practise<br>prophecy/prophesy |

# Year 5 Grammar & Punctuation

## Sentence Structure

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| Relative clauses beginning with ***who, which, where, when, whose, that***, or an omitted relative pronoun |
| Indicating degrees of possibility using adverbs [for example, ***perhaps, surely***] or modal verbs [for example, ***might, should, will, must***] |

## Text Structure

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|---|
| Devices to build cohesion within a paragraph (e.g. ***then, after that, this, firstly***) |
| Linking ideas across paragraphs using adverbials of time [for example, ***later***], place [for example, *nearby*] and number [for example, ***secondly***] or tense choices |

## Punctuation

| |
|---|
| Brackets, dashes or commas to indicate parenthesis |
| Use of commas to clarify meaning or avoid ambiguity |

## Terminology for Pupils

| |
|---|
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |

**Behaviour Policy**

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

**Incentives and Rewards**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle (**class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

**The mindfulness room**

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

**Sanctions**

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules…

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

**Serious Breaches of the Behaviour Policy**

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.