



Year 5

Information for parents





Throughout the school year we will be teaching children about the inspiring architects whom our classes are named after.

Children can carry out their own research at home to support their learning

Mimar Sinan



Mr Lawless
Class Sinan



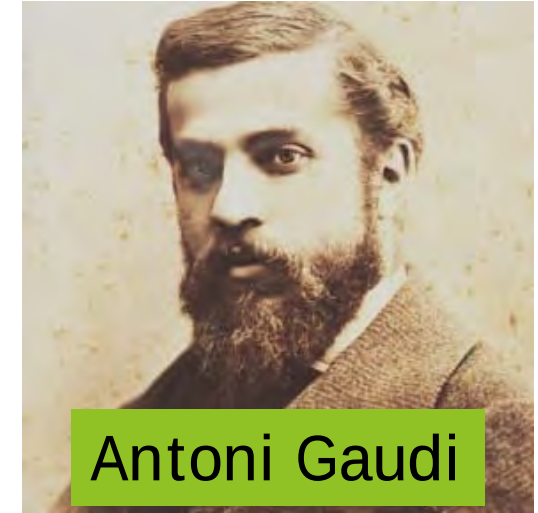
Zara Hadid



Miss Lewis
Class Hadid



Antoni Gaudi



Ms Amey
Class Gaudi





Our School Values enable pupils
to become responsible global
citizens.

Excellence
Resilience
Integrity
Creativity
Kindness

Before

1. Have I done something like this before?
2. Think about existing strengths + strategies
3. Set goals- what do I want to achieve?

Metacognitive Approach

During

1. Trial and error
2. Reflection- is the strategy working for me?
2. Can I change anything?
3. Am I meeting my goals?

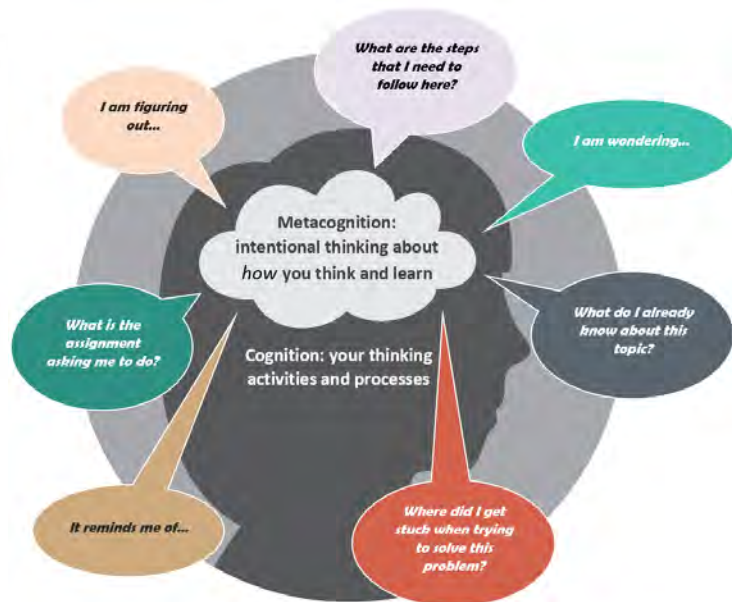
After

1. What worked well?
2. Is there anything I can improve or alter
3. Embed into workflow
4. Apply to different tasks

It allows children to become ACTIVE and REFLECTIVE learners.

You will hear children using phrases such as **'Power of Yet!'** or **'Mistakes are Good!'**

Please encourage them to describe their learning journeys at home as well.





Curriculum

The long term plan for year 5 can be found on the school website.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Text	Queen of the Falls by Chris Van Allsburg	Beowulf by Michael Morpurgo	Arthur and the Golden Rope by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
Destination Reader Text	The boy at the back of the class by Onjali Rauf	13 Unpredictable Tales: a collection of his best stories by Paul Jennings	The Infinite Lives of Daisie May by Christopher Edge	The Light Jar by Lisa Thompson	The Secret Garden by Frances Hodgson	The Island at the end of everything by Kiran Milwood Hargrave
Science	Properties and Changes of Materials		Earth & Space	Living Things and their Habitats	Forces	Animals including Humans
Art & Design	Warp & Weft		Line, Light & Shadows		Nature's Art	
Computing	Computing systems and networks: Systems and searching Online safety	Creating media: Video production Online safety	Computing systems and network: Systems and searching	Creating media: Video production	Creating media: Introduction to vector graphics Online safety	Programming B: Selection in quizzes Online safety
DT		Food Technology Product: Bread				Textiles Product: Reusable bag
Geography			What is it like to live in a rainforest?	Who needs the rainforest more?		
History	How did the Anglo-Saxons shape early England?	How did the Viking invasion affect Anglo-Saxon Britain?			How did the Mayan civilisation survive for over 2000 years?	
Languages	How many are there?	What am I good at?	What's the time?	When do you go to school?	What's in my town?	What's your ideal bedroom like?
Metacognition	What strategies help me learn and why?	How do our brains make connections?	What can hinder our learning?	How can problem solving help us learn?	How can peer coaching enhance metacognitive talk and support learning?	How can deliberate practice help my learning?
Music	What shall we do with a drunken sailor? (beat rhythm, chords)	Why we sing (structure texture) Introducing Songwriting (lyric writing)	Madina tun nabi Chords, microtones)	Building a groove (baselines, riffs) Epoca (articulation)	Balinese Gamelan (interlocking rhythms) Composing in ternary form (orchestral music)	Kisne Banaaya (4 part singing in a round)
PE	Outdoor: Invasion Games- Football Indoor: Gymnastics- Pair compositions	Outdoor: Invasion Games- Netball Indoor: Dance - On the beach	Outdoor: Invasion Games- football Indoor: Gymnastics- Press & Go	Outdoor: Invasion Games- netball Indoor: Dance - Different Styles	Outdoor: Athletics- Heptathlon / OOA Raft Building Indoor: Gymnastics- Press & Go	Outdoor: OAA Co-operation & Communication Indoor: Dance - Diff. Styles
RE	Why do we believe different things about God?	Justice and poverty: Can religions help to build a fair world?	Why is prayer important for religious believers?	What does it mean to be a Christian?	What does it mean to be a Muslim?	Why are sources of wisdom important to people?
RSHE	Relationships	Wellbeing	Community	Online Awareness	Wellbeing	Growing up and being safe

Curriculum

Every half term you will receive an overview of what your child will be learning at school.

You may wish to support your child by taking them to the local library to do their own research on some of the topics we will be covering.

Maths

- Numbers, place value including decimals
- Measures of quantity, time and distance

Computing

- Learners develop their understanding of computer systems and how information is transferred between systems and devices.
- Understanding influencers.

PE

- Outdoor: Football (Developing an understanding of fair play, working well with others, defending and attacking).
- Indoor: Gymnastics (pair compositions).

Music

- Composing notation: Learn to identify the pitch and rhythm of written notes and experiment with notating their composition.

Art & Design

- Warp and weft: Teaching the artform of weaving and how it has developed over time.

Metacognition

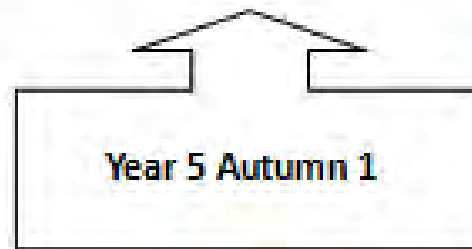
- Enabling enterprise: Learning the skills for successful listening and the strategies to help me learn.

Writing Text:

Queen of the Falls by Chris Van Allsburg

Destination Reader Text:

The Boy at the Back of the Class by Onjali Rauf









Writing

Write first person narratives, monologues and diary entries to show empathy towards the main character.

Science

Properties and changing in materials

Learn about mixtures and how they can be separated using sieving, filtration and evaporation. Study reversible and irreversible changes, and use common indicators to identify irreversible changes.

History

How did the Anglo Saxons shape early England?

RE

Why do we believe different things about God?

Languages

How many are there?

RSHE

Relationships

Educational Visits

Anglo Saxon workshop.

Year 5 curriculum presentation – Tuesday 8th December (subject to change)

MAYES PARK PRIMARY SCHOOL

EXCELLENCE • RESILIENCE • INTEGRITY • CREATIVITY • KINDNESS

These will be emailed out to parents at the beginning of each half term.

Please share and discuss these with your children – this will make a huge positive impact in the classroom!

Mayespark Knowledge Organiser

Yr 5 History – Anglo-Saxons

How did the Anglo Saxons shape early England?



Key Knowledge



The Anglo-Saxons travelled to Britain in wooden boats from Germany, Denmark and the Netherlands. They **settled** here after the Romans left in around 410 AD. The Anglo-Saxons were made up of three tribes: the **Angles, Saxons and Jutes**. The two largest tribes were the Angles and the Saxons, which is why they became known as the Anglo-Saxons.

England was divided into several kingdoms, including Wessex, Mercia and Northumbria. Each kingdom had

Did you know...

- The name **England** comes from "Angle land" meaning 'land of the Angles'.
- Most Anglo-Saxons were farmers who lived in small wooden houses with thatched roofs
- English comes from Old English, spoken by the Anglo-Saxons
- Anglo-Saxons were pagans but later became Christians



Key Vocabulary	Meaning
Danelaw	the northern and eastern part of Britain under Danish control from 9th to 11th century
sceptre	a richly decorated staff, carried by kings
Sutton-Hoo	a very important archaeological site in Suffolk, excavated in 1939
pagan	people who follow a nature-centred religion
monastery	a large religious building where monks live and pray
treaty	a formal, legally binding written agreement
cenotaph	an empty grave to remember someone important buried elsewhere
heathens	historically used to refer to people who did not believe in the God of Christians, Muslims or Jews
runes	early Anglo-Saxon alphabet

location



beliefs



settlements



society



Parental Involvement



Ways in which you can support your child at home...

Below is a list of activities available on different websites we subscribe to as a school, for which your child has their own login and password. These activities have been selected for your child to complete this half term, as they support learning in class. If you have difficulty accessing any of the sites, please contact your child's teacher.

LGFL

<https://vikings.lgfl.org.uk/>

<https://www.bbc.co.uk/bitesize/topics/z29f8p3>

Maths

Please log on to Times Table Rockstars and practise your times tables.
<https://trockstars.com/>

Log onto MyMaths to access homework.
<https://login.mymaths.co.uk/login>

**A list of ways
you can
support your
child with their
learning will
also be sent
home every
half term.**

Places to visit

We are very fortunate to live in an area surrounded by many wonderful places to visit. To support your child's learning this half term, why not consider taking a trip to the Science Museum to learn about the properties of different materials. You could also visit the British Museum to look at the Anglo-Saxons artefacts and displays.

Reading

In Year 5 we expect that children read six times a week for at least 30 minutes. Please ensure that you sign your child's reading record once a week. Once your child is told they are an Independent Reader they are able to do this themselves. Please also read to your child, they will greatly benefit from this. Goodmayes Library is a wonderful place to visit to encourage your child's love of reading. Children can borrow lots of lovely new stories and read a wide range of books.



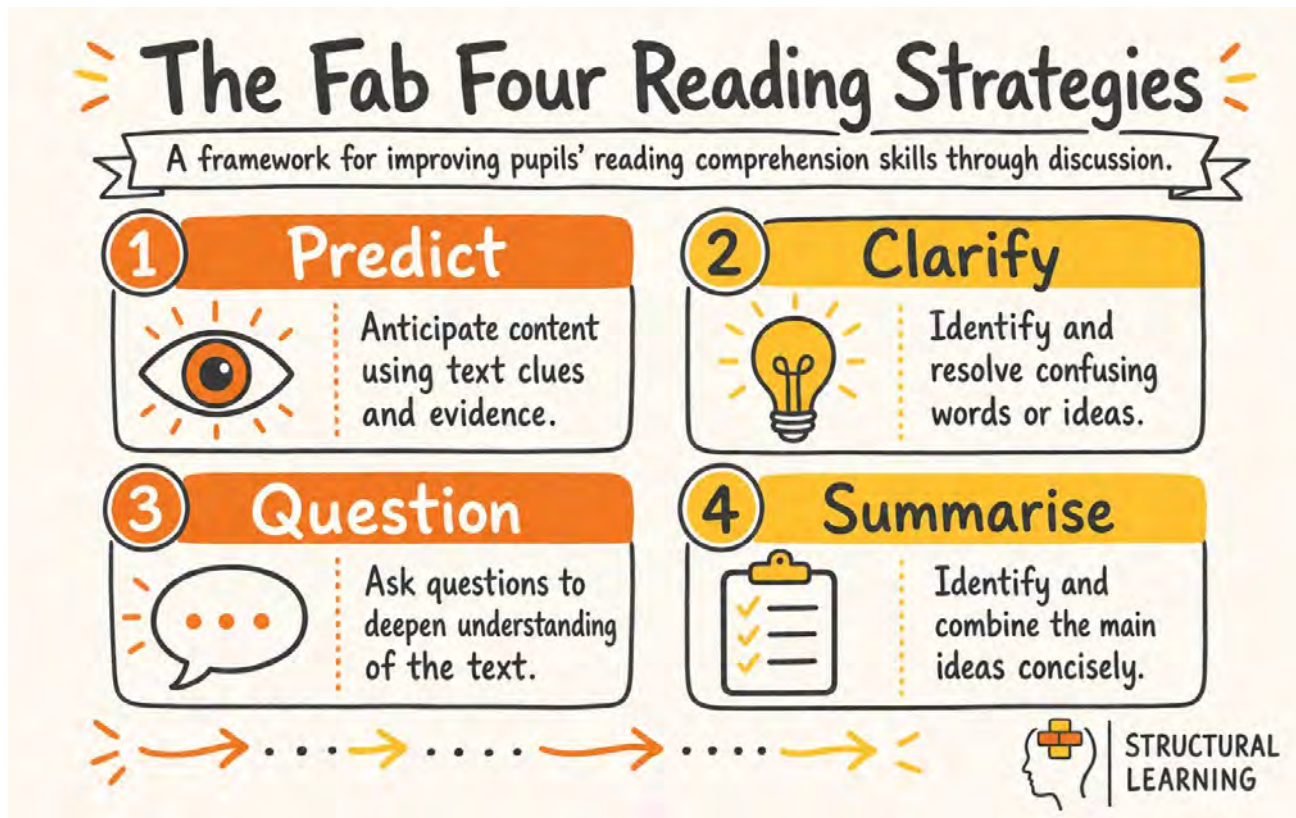
Reading expectations

Children will bring home two books;

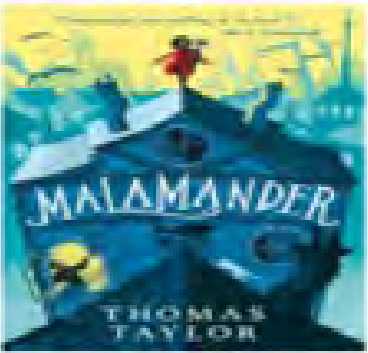
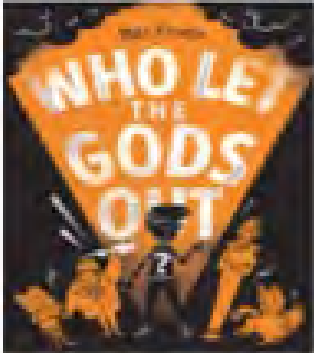
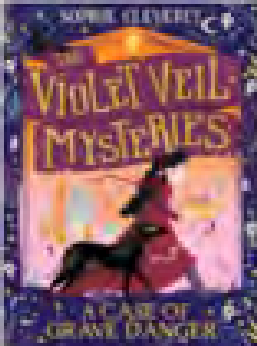
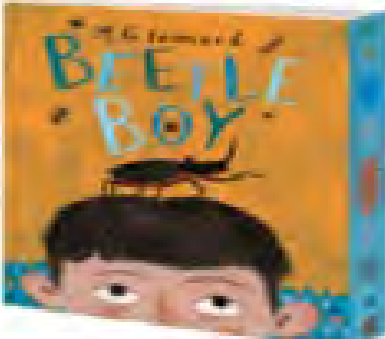
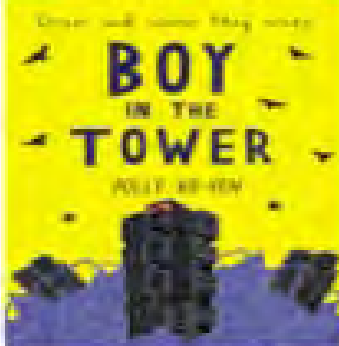
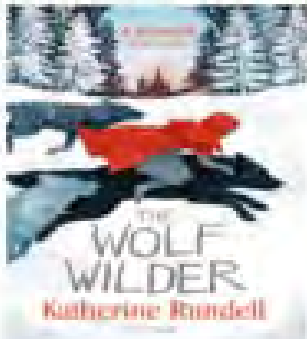
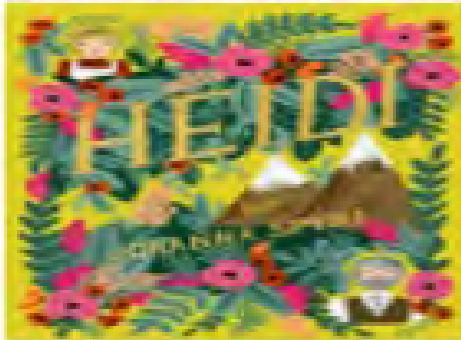
One book will be appropriate to their reading level and they will be able to read this independently.

The other book will be from the book corner that you can share and read together.

- Children should be reading for at least 30 mins each day.
- They should sign their reading record with a comment about the reading strategies being taught at school. (summarising, clarifying, evaluation, prediction, etc).
- A parent or carer should sign their reading journals once a week.
- Teachers will be checking reading journals every day.
- Children should include the page numbers that they have read to ensure their teacher knows if they are reading for long enough.



Twice a half term, we will also visit the Goodmayes Library to gain access to a wider range of books. You can also visit the library in the evenings and during the holidays.

Brightstorm: A Sky-Ship Adventure by Vashti Hardy 	Malamander by Thomas Taylor 	Who Let the Gods Out by Maz Evans 
The Violet Veil Mysteries by Sophie Cleverly 	Beetle Boy by MG Leonard 	Boy in the Tower by Polly Ho-Yen 
The Wolf Wilder by Katherine Rundell 	Heidi by Johanna Spyri 	Artemis Fowl by Eoin Colfer 

The recommended book list for Year 5 can be found on the Mayespark¹⁰ website.



Uniform

Blouse/shirt/polo shirt	White
Jumper/sweatshirt/cardigan/fleece	Dark Green
Trousers / Skirt or pinafore dress	Black
Hijab	Black, Dark Green or white – not to be worn past shoulder length for safety
Shoes or trainers	Plain Black, with black laces and soles
Socks or Tights	Black, Grey or White
Summer Dress	Green and white check

Jewellery, accessories and hair

- Jewellery should not be worn for school. If children have pierced ears they should only wear small flush fitting studs. Unsuitable earrings and other jewellery will be removed and kept by the teacher for collection at the end of the day, staff cannot be held responsible for the safety and security of non-uniform items which have been removed.
- Children may wear watches but must take full personal responsibility for them.
- During PE lessons any religious jewellery will have to be removed if it is considered a safety hazard.
- Nail varnish and make-up must not be worn to school.
- Longer hair (past shoulder length) should be tied back for safety reasons



PE Kits

PE T Shirt	White
PE Shorts or leggings (for indoor PE)	Black
PE jogging bottoms (for outdoor PE only)	Black
PE Jumper	Green school jumper, no hoodies or other jumpers are allowed
PE Plimsolls	Black

Educational Visits and Events



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

5

History
Anglo-Saxon workshop in school – Off the page.

What was in it for the Anglo-Saxons?

Science
Sublime Science workshop in school
[Science Workshops for Schools - Dragons Den Science Workshops \(sublimescience.com\)](https://www.sublimescience.com)

PGL

RSHE
Parliament visit

Cultural Capital
First Aid training (V) in school
<https://www.helpsavelives.co.uk/>

Religious Education
Mosque tour
What does it mean to be Muslim?

Science
Royal Observatory
<https://www.rmg.co.uk/schools-communities>
Earth and Space

The overview is only an indication and may be subject to change. Letters will be sent home to confirm the details.

Please let your child's class teacher know if you are able to accompany them on the visit.



- Children will be given a comprehension booklet and will be expected to complete one per week.
- Maths homework will also be set weekly on MyMaths. Logins will be printed and given to children shortly, and they will be informed when it will begin.
- Homework is set on a Friday, children are encouraged to work independently to complete the given tasks in their CGP books and hand it in by the following **Wednesday**.
- A spelling test will be on Friday and new spellings will be sent home.
- If you feel that your child may need additional practice or support in a certain area, then please speak to your child's teacher. We are more than happy to help.
- <https://www.mayesparkprimaryschool.org.uk/learning/support-for-parents/>
- School website has plenty of support for parents.



Please send your children into school if not 100%.

We will send children home if they are not coping.

Finally



Year 5 is going to be a great year. We cannot wait to start our learning journey together with your children. We know there are lots of things to remember and it will be very busy, full of new learning, but we will have lots of fun and laughs along the way! If you have any further questions, please speak to your child's class teacher.

Year 5 Team 😊