



# Welcome to Year 5



# Year 5 Team

**Class Teacher**

**Miss Heater**

**Teaching Assistant**

**Mrs Keates**



# School's Vision Statement

John 10:10 'Life in all its Fullness.'

## *John 10:10: Life in all its Fullness*

Effective teaching and a creative, child centered curriculum, together with an emphasis on Christian values and beliefs, enables all learners to recognise and achieve high standards. Pupils are encouraged to embrace challenges and become lifelong learners in a safe, secure and nurturing environment. We are committed to enriching pupils' moral and spiritual development inspiring all to become caring, responsible 21<sup>st</sup> century global citizens.



Child's Name: .....

# Year 5 - Writing Target



## Spelling

I can convert nouns or adjectives into verbs using suffixes and prefixes as appropriate to the spelling rules

## Spelling

I can use a dictionary/thesaurus to check the spelling and meaning of words

## Spelling

I can spell half the words on the Year 5/6 Words List

## Spelling

I can spell words with silent letters

## Spelling

I can recognise which homophone to use to correctly match the context

## Handwriting

I can select a handwriting style appropriate to the task



## Handwriting

I can write legibly, fluently and with increasing speed

## Composition

I can write with a clear understanding of purpose and audience

## Composition

I can select the appropriate genre and use other similar writing as models for my own

## Composition

I can describe settings, characters and atmosphere and include a balance of dialogue and action

## Composition

I can use organisational and presentational devices to structure my writing e.g. headings, bullet points etc

## Composition

I always use the correct tense throughout my writing

## Composition

I can evaluate and edit my writing effectively

## Composition

I can use dashes, commas and brackets to show parenthesis

## Vocabulary, Grammar and Punctuation

I can use relative clauses beginning with who, which, where, when, whose, that

## Vocabulary, Grammar and Punctuation

I can use a range of adverbs or modal verbs

## Vocabulary, Grammar and Punctuation

I can use verbs to show relationships of time and cause

## Vocabulary, Grammar and Punctuation

I can use brackets, dashes or commas to show parenthesis

## Vocabulary, Grammar and Punctuation

I can convert nouns or adjectives into words

## Vocabulary, Grammar and Punctuation

Continued development of subordinate clauses



## Key Language from the National Curriculum:

Modal Verb  
Relative Pronoun  
Relative Clause  
Parenthesis  
Bracket dash  
Cohesion  
Ambiguity



I have achieved all my targets!



Child's Name: .....

# Year 5 - Maths Target



## Number and Place Value

I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit

## Number and Place Value

I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back

## Number and Place Value

I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0

## Number and Place Value

I can round numbers up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 or 100,000

## Addition and Subtraction

I can add and subtract numbers with more than 4 digits using written methods

## Addition and Subtraction

I can add and subtract 2 and 3 digit numbers in my head



## Addition and Subtraction

I can solve addition and subtraction problems needing more than one step and can work out which operation and method is most suitable

## Multiplication and Division

I can find multiples and factors of a number and can identify factors common to 2 different numbers

## Multiplication and Division

I can multiply and divide whole and decimal numbers by 10, 100 and 1000

## Multiplication and Division

I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes

## Multiplication and Division

I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

## Fractions

I can compare and order fractions whose denominators are all multiples of the same number

## Fractions

I can read and write decimal numbers as fractions e.g.  $0.71 = 71/100$ .

## Fractions

I can round numbers with two decimal places

## Fractions

I can read, write, order and compare numbers with up to three decimal places

## Fractions

I can solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25

## Measurement

I can convert between different forms of metric measurement e.g. kilometre and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre

## Measurement

I can calculate and compare the area of rectangles (including squares), and including using standard units, square cm (cm<sup>2</sup>), square metres (m<sup>2</sup>), and estimate the area of irregular shapes

## Measurement

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres



## Properties of Shape

I can draw given angles and measure them in degrees

## Multiplication and Division

I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles

## Statistics

I can solve comparison, sum and difference problems using information presented in a line graph



I have achieved  
all my targets!



# Year 5's Curriculum 2025 - 2026

How can we  
sustain the world  
we live in?



How successful  
were the Maya as a  
civilisation?



Should we buy  
Fairtrade products?  
What is it like to live in  
Mexico?



How did the  
ancient Greeks  
change the world?



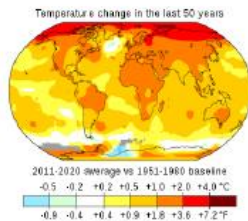
Are all coastal  
locations the  
same?



# Knowledge Organiser Autumn 1

|   |        |   |
|---|--------|---|
| Year 5  | Autumn | Geography: locational knowledge/ human and physical geography |
| <i>How can we sustain the world we live in?</i> |        |   |

|  |
|--|
| <p><b>What should I already know?</b></p> <ul style="list-style-type: none"> <li>• The town I live in is called Bognor Regis, which is in West Sussex.</li> <li>• West Sussex is in England, which is a country.</li> <li>• England, which is in the United Kingdom, is in the continent of Europe.</li> <li>• The seven continents (including North and South America) and five oceans.</li> <li>• Features of regions that lie on and between the tropics. The human and physical characteristics of Italy.</li> </ul> |
|--|



|   |
|---|
| <p><b>To help me answer the BIG question I will be learning...</b></p> <ul style="list-style-type: none"> <li>✓ Use aerial photographs to compare how and where deforestation is occurring? What are the reasons for deforestation?</li> <li>✓ Identify and describe how the physical features affect the human activity within a location.</li> <li>✓ Consider the advantages and disadvantages of plastic and how overuse is leading to pollution, including a study of the Great Pacific Garbage Patch.</li> <li>✓ Debate whether humans are doing enough to protect our world from our consumption of its resources.</li> <li>✓ Compare temperatures in different parts of the world through climate zones</li> <li>✓ Know some of the effects that an increase in global temperature will have.</li> </ul> |
|---|

| <b>To help me answer the BIG questions I will learn the following words....</b> |   |
|---|---|
| Word  | Definition  |
| Climate change  | A change in world climate with more extreme weathers  |
| deforestation   | Cutting down of trees and forests for timber or to free land for other purposes                                       |
| environment   | The area in which an animal, human or plant lives   |
| Fossil fuels  | Fuel sources such as coal and oil   |
| Global warming  | The increase in global temperatures as a result of climate change   |
| Greenhouse gases  | Harmful gases such as CO2 which is adding to the greenhouse effect (harming the ozone layer and trapping excess heat) |
| Pollution   | Harmful substances being released into the environment  |
| Recycling   | The process of converting waste into reusable material  |
| Renewable energy  | Energy that comes from sustainable sources such as wind, solar or hydroelectric                                       |
| sustainable   | Something that can be maintained at a certain rate  |



| Earth key facts |   |
|-----------------|---|
| Population      | Approximately 7.9 billion   |
| Continents      | Africa, Antarctica, Asia, Australia, Europe, North America, South America |
| Oceans          | Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean |
| Countries       | There are 195 countries on planet Earth                                   |
| Environments    | Forests (31%), Rainforests (2%), Deserts (33%)                            |

# Reading Bookmarks

## YEAR 5

I can read aloud and know the meaning of at least half of the Year 5 and 6 word list.

I can read enjoy and understand a wide range of books including myths legends, traditional stories, modern fiction and fiction from the past as well as books from other cultures.

I can write and give detailed book reviews on why I would recommend a book.

I can find and write down facts from a range of non-fiction texts.

I can identify and discuss the author's use of language and the impact on the reader.

I can compare and discuss the key events from a range of texts.

I can explain a character's thoughts and feelings and give reasons for their actions.



? What happened at the beginning, middle and end of the story?

Can you use words from the text to describe the main character?

? Why do you believe... behaved in this way?

How do the main character's thoughts and actions show how they are feeling?

? How has the author used similes, metaphors and repetition to deepen the reader's understanding?

Which cohesive devices has the author used?

Explain the impact of the short sentence on the reader?

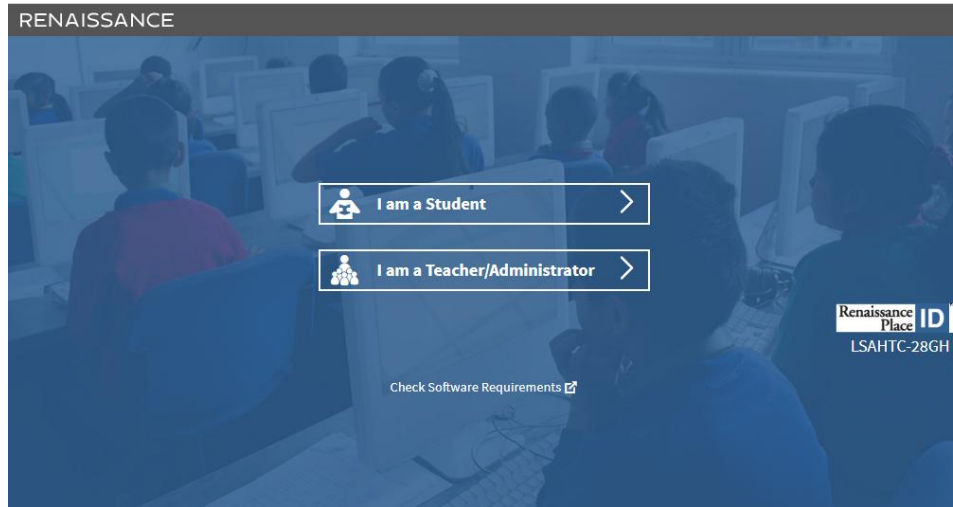
? Explain the impact of the author's word choice. What image are they trying to create?

? Explain the main themes of the book?

Was the character right or wrong to behave how they did? Can you justify your opinion?



# Accelerated Reader



- Children test at the beginning of each term
- They are set a points target to aim for (gain by completing quizzes)
- They are given a ZPD – reading range for books
- Children complete quizzes on the book they have read (these contain between 5 – 20 questions)
- We aim for children to get an average of 85% or above in their quizzes

# Giving your child an advantage

## Reading:

- Support your child's fluency, stamina and understanding by listening to them read for at least 20 minutes a day. Please use your child's bookmark to deepen their understanding.
- Please complete your child's reading record so we know that they have read and what they are reading.



# I don't want to read tonight!

Student 'A' reads **20 minutes** each day.

3600 minutes in a school year.

**1,800,000 words**



Student 'B' reads **5 minutes** each day.

900 minutes in a school year.

**282,000 words**



Student 'C' reads **1 minutes** each day.

180 minutes in a school year.

**8,000 words**



## Maths:

- Learn number bonds to 10, 20 50 and 100. Revisit them frequently  
 $10+0= 10$ ,  $20-2=18$ ,  $100-25=75$  etc.
- Support your child in learning by using internet maths games: Times Table Rock Stars, Hit the button etc.
- Encourage opportunities to explore measures and money, shopping.
- Fluency in the four rules (  $\times \div - +$  ) and fractions.



- **Spellings:**

- This year we will be using the 'Spelling Shed' to support our teaching and learning of spellings.
- Each week your child will have 2 spelling lessons focused around a spelling rule or pattern.
- They will then bring home activities to complete as part of home learning to support them to learn these rules.
- Children will also be expected to log onto the spelling shed to compete in the online games.
- I will talk you through how to do this...



# Home Learning

***Research shows that pupils completing their home learning improves progress by 3 months.***

- Home learning will be moving to: Google Classroom

Each week your child will receive:

- a list of spellings to learn
- A maths task reviewing the learning from the week,
- Weekly Times Table Rockstar battles,
- In promoting the school's Christian Values, there may also be additional whole school challenges set.



Google Classroom

# P.E kit

P.E: Wednesday and Thursday

**Swimming:** We will go swimming in the Spring Term.

Details will follow.

P.E Kit: Navy shorts (long tracksuit trousers in the winter)

T-shirt, which is their team colour

Trainers for outdoor PE

Warm clothing in winter months such as a navy tracksuit.

If your child has an ear piercing it **must** be removed for the days that they have PE.

# Healthy Minds

- Please ensure that your child has a clear water bottle in school. Bottles should be taken home and cleaned regularly.
- Pupils may bring in their own fruit snack each day. It is no longer provided everyday.
- On the days that your child does not do PE, they will walk, skip or run around the Daily Mile for 15 minutes.



# Attendance

- The gates open at 8:35am and close at 8:45am. The register is taken at 8:50am.
- If your child arrives after 9.15am, this will be recorded as an unauthorised absence.
- Attendance of 96%+ is judged to be good.

| Attendance during one school year | Equates to days absent | Which is approximately | Which means the number of lessons missed |
|-----------------------------------|------------------------|------------------------|--|
| <b>94%</b>                        | <b>10 days</b>         | <b>2 weeks</b>         | <b>60 lessons</b>                        |
| <b>90%</b>                        | <b>19 days</b>         | <b>4 weeks</b>         | <b>120 lessons</b>                       |
| <b>85%</b>                        | <b>29 days</b>         | <b>6 weeks</b>         | <b>180 lessons</b>                       |
| <b>80%</b>                        | <b>38 days</b>         | <b>8 weeks</b>         | <b>240 lessons</b>                       |
| <b>75%</b>                        | <b>48 days</b>         | <b>10 weeks</b>        | <b>300 lessons</b>                       |
| <b>70%</b>                        | <b>57 days</b>         | <b>11.5 weeks</b>      | <b>345 lessons</b>                       |
| <b>65%</b>                        | <b>67 days</b>         | <b>13.5 weeks</b>      | <b>405 lessons</b>                       |

# Attendance

- **Termly Prizes:**

At the end of each term, all children with 97%+ attendance goes into a raffle to win a prize.

Pupils who have 100% receive a certificate during Collective Worship.

# Communication

- Class Dojos for rewards and sanctions.
- The School's website.
- School's Facebook page.
- MCAS
- Class Pages.

[\(http://www.southbersted.w-sussex.sch.uk/class-pages/\)](http://www.southbersted.w-sussex.sch.uk/class-pages/)

- Weekly newsletters.
- Parent teacher consultations.
- Interim reports.
- End of year reports.



# Rewards and Sanctions

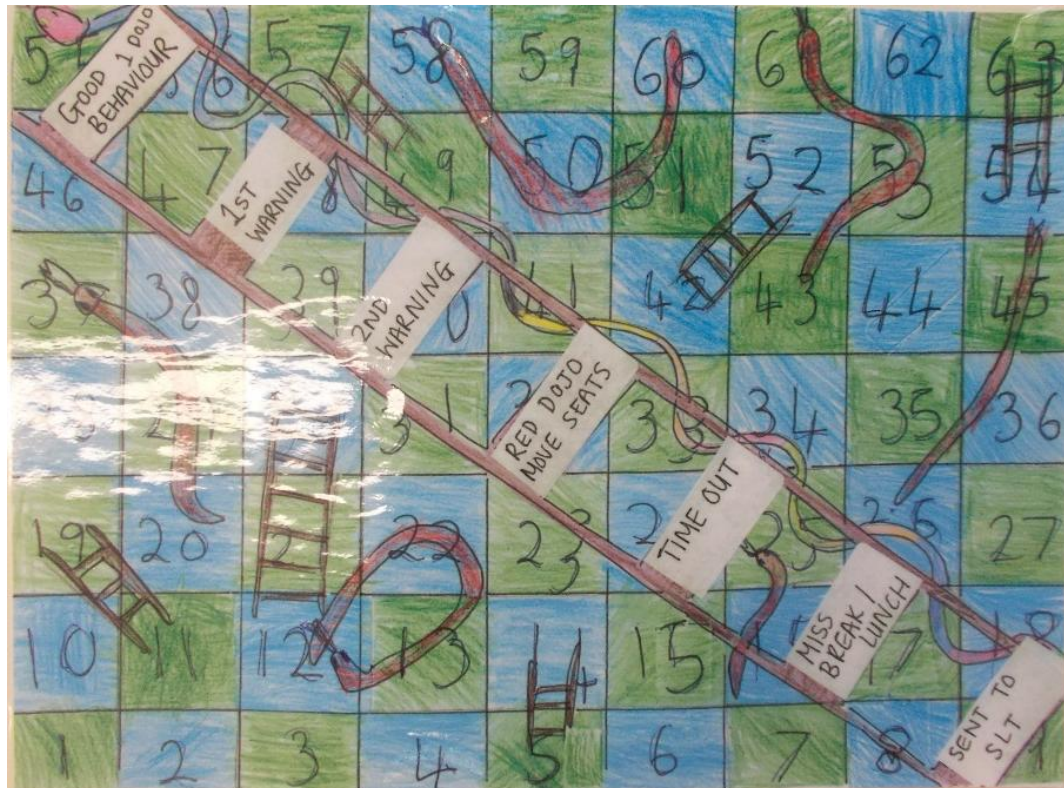
## Rewards:

- Class Dojos – linked to our whole school House System.
- *Aiming for Excellence,*
- *Acts of Kindness,*
- *Perseverance*
- Weekly Gold Book.



# Rewards and Sanctions

- Sanctions:



# E-safety

- SMART
- Monthly newsletters – sent out by the school with useful guidance and links to relevant information



# Key Dates

- Planetarium: 23<sup>rd</sup> October 2025
- Form MRF 8<sup>th</sup> December 2025
- FairTrade Café Spring Term
- Swimming – Spring Term
- Bike Ability – Level 1 Summer Term
- Possible Out of Bounds Trip Summer 2
- Fiver Challenge – Summer 2



**SOUTH BERSTED C.E.  
PRIMARY SCHOOL**