



Welcome to Year 5

Mrs Harris	Mrs Da Silva
Mrs Chandler	Miss Murray
Mrs Jacob	Miss Livingstone



As you will be aware we introduced our updated vision and values for Newlands in the Spring Term. This vision is aspirational and we are continuing to develop his culture across the school.

The vision for Newlands is built on belonging, where everyone is accepted for who they are and welcomed, where children feel safe and part of our community. This belonging gives the children the strong roots they need to begin their learning journey with us.

Throughout their time with us, the children grow and learn, becoming stronger and taller just like the trunk of the tree. Learning is not always easy and, just like the twists and bends in this trunk, there are challenges to overcome, but through our shared belonging community and core values we support each other through this journey.

The foliage of the tree represents the future and our children flourishing both academically and emotionally because of the strong foundations they have built during their time with us.

Our core values, **Kindness**, **Respect**, **Safety**, **Responsibility**, **Resilience** and **Teamwork** are embedded in all areas of the curriculum and our day-to-day practice, coming together to support our vision.

Together we belong, together we grow, together we achieve.

Newlands Primary School Home School Agreement

School	Parent	Child
The school will do its best to: • Provide a secure, happy and stimulating learning environment. • Provide a broad and balanced curriculum which meets the needs of your child's well-being, mental health and academic needs. • Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe and caring environment for all. • Teach your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, age or need. • Keep you informed termly about your child's progress and behaviour, as well as their yearly curriculum. • Set regular and appropriate home learning for your child. • Make you feel welcome whenever you visit the school and respond to your questions or concerns. • Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. (Refer to E-Safety Policy) • Communicate promptly in the event of an emergency or other cause for concern • Keep you informed about school events, activities, through monthly newsletters, emails and school website. • Encourage your child to become an active member within our community and help them see that they can have an impact on the world around them. • Encourage your child to feel proud of their achievements and enjoy being a valued member of our school community	All parents and guardians will: • Accept the school's aims and values, positively supporting the school. • Ensure that your child attends school punctually every day during term time, arriving in their classroom between 8.30-8.45am. • Follow the protocols for safe parking on and outside the school site. • Notify the school by letter or telephone in the event of absence by 8.50am on the day of absence. • Support the school's policies and guidelines on learning, behaviour uniform and dress code, both in school and at home. • Attend parent/teacher meetings to discuss your child's progress. • Support your child with home learning that is set, including mental maths, spellings, daily reading and keeping the reading record up to date. • Keep us informed of any changes to parent / carer and emergency contact details. • Promptly inform the school of any concerns or problems. • Support the school in the teaching of safe, secure and age appropriate internet use at home. • Respectfully follow good practices when using social media to discuss school matters and use formal channels as appropriate. • Follow the school photo policy when sharing pictures on social media. • Do not take family holidays during term time	I will do my best to: • Be a friend to others to help us succeed together as a team • Be determined to do all classwork and home learning as well as I can, asking questions when I don't understand. • Be respectful towards other people's culture, race, feelings and beliefs • Accept responsibility for the things I do. • Make sure I behave in a way that keeps myself and others safe. • Wear my school uniform and look smart. • Take care of the building, equipment and grounds. • Be kind, helpful and forgiving and honest. • Use the Internet safely as I have been taught in class.

	Autumn Term		Spring Term		Summer Term	
English Rich Texts	The Jamie Drake Equation, Hidden Figures, Once Upon a Raindrop, Rhythm of the Rain, The River that Flows Beside Me		Who Let the Gods Out? Atticus the Storyteller’s 100 Greek myths		Holes History in Infographics The Maya The Rain player The Last Zookeeper	
English Outcomes	Biographies, Diary Entry, Persuasive Advertisement, Informative Diagram, Setting Description, Recount		Narrative, Diary Entry, Retelling a Greek myth, Poetry, Persuasive Writing		Narrative, letter, non-chronological report, balanced argument, newspaper article	
Maths	Place value and decimals, Four operations – formal methods and word problems, Geometry, Fractions, Measurement, Statistics		Place value and decimals, Four operations – formal methods and word problems, Geometry, Fractions, Statistics		Place value and decimals, Four operations – formal methods and word problems, Fractions, Measures, Geometry	
	Note: For further information of formal methods used in Year 5, refer to Progression of Skills document					
Art & Design	Sketch human portraits inspired by NASA astronauts		Clay pottery – Greek pots		Colour and emotions	
Computing	Networks	MS PowerPoint - Animations	Scratch	<u>Micro:Bit</u>	3D Paint	MS Excel – Sorting and Filtering
D&T		Woodwork – design and build a space buggy		Using a range of cooking techniques to create a Greek dish.		Sew a small felt case.
Geography	Time Zones	Water Cycle and Rivers				Trade
History	Revise and recap. Place subjects in historical context and use historical enquiry skills		Ancient Greece		The Mayans	
MFL	Phonics 1 (C) & Fruits (I)	Phonics 2 (C) & Planets (P)	Phonics 2 (C) & What is the date?	Phonics 3 (C) & Olympics (I)	<u>Les vêtements</u> (I)	Chez Moi (I)
Music	Composition inspired by Holst’s ‘The Planets’	West and Southern Africa	Steel Pan Drumming	Musicals	Looping	The history of music – Jazz and Blues
PE	Tag Rugby and Gymnastics	Hockey and Dance	Invasion Games and Gymnastics	Basketball and Dance	Orienteering and Net and Wall	Swimming and Tennis
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and <u>Changing</u>
RE	<u>Shadada</u> and Salat (Belonging)	Two birth narrative (interpretation)	The Golden Rules (love)	The Christian Story (salvation)	Places of worship – Church and Mosque (sacred places)	Umma - Hajj and Zakat (community)
Science	Earth and Space	Forces	Properties and Changes of Matter	Scientific Enquiry (States of Matter)	Living things and their habitats	Animals including humans

Weekly Timetable

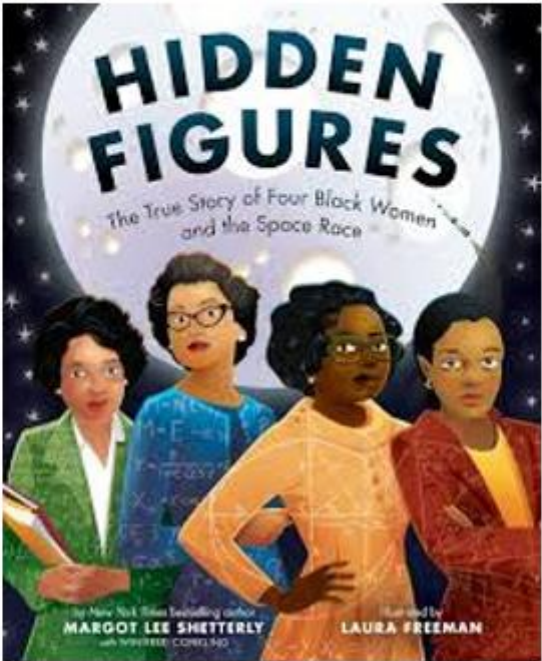
Time	0830	0845	0900	0925	1000	1030	1045	1140	1200	1300		1430
Mon	Science topic page	REGISTRATION & DINNER	Whole School Assembly	Maths To read, write, order and compare three digits numbers up to 1000 and determine the value of each digit.		BREAK	English To ask a range of questions about a topic (Hook)	Respond2 Reading Fluency	LUNCH	Reading 15 minutes	Science To gauge existing knowledge about Earth and Space	Geography To identify the Equator, Greenwich Mean Time and lines of Longitude and Latitude and their importance
Tues	Grammar		Singing Assembly	PE PPA	Spelling Ough pattern		Music PPA	Respond2 Reading Vocab activity		Handwriting Statutory words	English To ask a range of questions about a topic (Hook)	Maths To read, write, order and compare three digits numbers up to 10,000 and determine the value of each digit.
Wed	Arithmetic		Spelling Ough spellings	Maths To read, write, order and compare three digits numbers up to 100,000 and determine the value of each digit.	Assembly Open the Book		English To link our text and context	Respond2 Reading Vocab task cont.		Reading 15 minutes	Art Introduction to Portraiture	Computing To understand what a search engine is and how to use it.
Thurs	Dictionary work		Picture News Assembly	English To understand the context and historical significance of our class text.			Maths To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Respond2 Reading Independent activity		Handwriting Common errors in writing	RE Use artistic expression and reflection to explore belonging.	French Les Planètes (lesson 1)
Fri	TTRS		Celebration Assembly	Maths To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit			Spelling Ough spellings	English To understand the context and historical		Library	Reading 15 minutes	Indoor PE

English

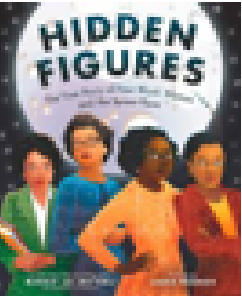
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Beech Class Autumn 1

Text Driver:



Hidden Figures



Outcome:
biography of
Katherine Johnson

Outcome:
entry follow
Jamie's
discovery c
alien

Outcome: To write a biography on Katherine Johnson

Audience: For people interested in understanding how females made their mark on space travel

Vocabulary: space, space travel, African-American mathematicians, space program, equal rights, segregation, NASA, pivotal role, racial and gender discrimination, greatest operations in US history

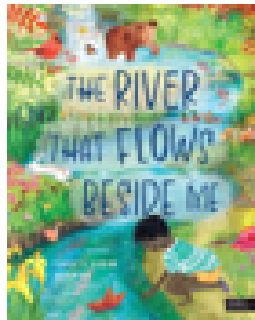
n 2

n of the rain
text on water
cycle)



Write a
a recount of
y of a river
e water cycle
s of the book
y the river walk

The River that
flows beside me



Outcome: Write
a prepare and
perform a poem
to read aloud to
the class.

Respond2Reading:

Four sessions Monday – Thursday.

Fridays – Library visit/paired reading

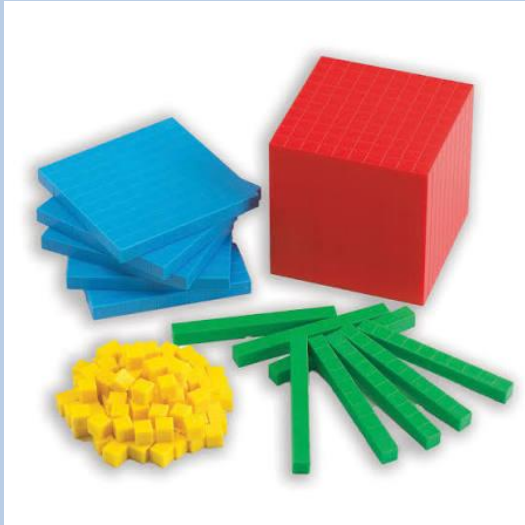
End of year examples

Reading – a lot to read and respond to in a short amount of time.

Maths

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn	5.1 Number and Place Value Addition and Subtraction	5.1 Number and Place Value Addition and Subtraction		5.2 Multiplication and Division		5.3 Measurement		5.4 Fractions		5.4 Geometry		5.5 Number and Place Value Addition and Subtraction		
Spring	5.6 Fractions		5.6 Geometry	5.7 Addition and Subtraction	5.7 Fractions	5.8 Statistics	5.9 Measurement		5.9 Fractions	5.10 Number and Place Value	5.11 Multiplication and Division			
Summer	5.12 Multiplication and Division	5.13 Geometry	5.14 Addition and Subtraction Measurement		5.15 Statistics	5.16 Fractions		5.16 Geometry	5.17 Multiplication and Division		5.18 Four Operations			

Resources



Millions			Thousands			Ones			Decimals		
hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths

Methods – Addition and Subtraction

1.			
	4	5	5
+	4	3	6
	8	9	1
		1	

	6	7	2
-	3	3	5
	3	3	7

Methods – Multiplication

$$\begin{array}{r} 35 \\ \times 7 \\ \hline 245 \\ \text{3} \end{array}$$

		2	3
x		3	2
		4	6
+	6	9	0
	7	3	6

1

Methods – Division

$$670 \div 5 =$$

Hand-drawn diagram illustrating the division of 670 by 5 using base ten blocks. The dividend 670 is represented by 6 tens rods, 7 tens rods, and 0 units cubes. The divisor 5 is written to the left of the dividend. The quotient 134 is written above the dividend. The diagram shows 6 tens rods being divided into 5 groups of 1 ten rod each, leaving 1 ten rod. The 1 ten rod is then broken into 10 units cubes, which are added to the 7 tens rods to make 17 tens rods. These 17 tens rods are divided into 5 groups of 3 tens rods each, leaving 2 tens rods. The 2 tens rods are then broken into 20 units cubes, which are added to the 0 units cubes to make 20 units cubes. These 20 units cubes are divided into 5 groups of 4 units cubes each.

$$670 \div 5 =$$

Hand-drawn diagram illustrating the division of 670 by 5 using base ten blocks. The dividend 670 is represented by 6 tens rods, 7 tens rods, and 0 units cubes. The divisor 5 is written to the left of the dividend. The quotient 134 is written above the dividend. The diagram shows 6 tens rods being divided into 5 groups of 1 ten rod each, leaving 1 ten rod. The 1 ten rod is then broken into 10 units cubes, which are added to the 7 tens rods to make 17 tens rods. These 17 tens rods are divided into 5 groups of 3 tens rods each, leaving 2 tens rods. The 2 tens rods are then broken into 20 units cubes, which are added to the 0 units cubes to make 20 units cubes. These 20 units cubes are divided into 5 groups of 4 units cubes each.

End of year expectations

At the back of the classroom there are some examples of an end of year 5 arithmetic paper and a reasoning paper.

Arithmetic is normally always really strong as it is a method and if they can apply the method accurately then they are likely to gain the marks.

Reasoning is more tricky as they are having to unpick a question and apply the method.

How to help at home

- Make sure your children arrive at school: on time, well rested, fed and ready for a day of learning.
- Encourage learning of number bonds and times tables and use real life examples to support this, for example when shopping or preparing meals.
- Talk with your children about their home learning and support them where appropriate encouraging them to take the lead.
- Limit screen time use to support cognitive development and emotional resilience
- Take time to play and relax with your children. We work them hard during the day and time to play and be together is one of most valuable learning opportunities you can provide.

General Information, Equipment and Resources

- Ensure that children are wearing the correct school or PE uniform following the policy.
- Bring a water bottles everyday.
- Reading books and records in bags on a daily basis
- Spelling day: Friday
- PE days: Tuesday and Friday (*Please wear full P.E. uniform to school following the policy*)
- Please try to avoid large bags – a book bag should be sufficient.
- Pencil cases are not required as all equipment is provided, any pencil cases need to be able to fit in a tray.
- Class Webpages
- Home Learning
- Items from home

Other Information

- Attendance
- Snack time – should be fresh fruit or vegetables only - nothing in a wrapper! This is also provided Reception – Year 2.
- Please no glass water bottles or food containers.
- Please name everything
- We are a nut-free school, please check ingredients lists of food and do not send in items containing nuts.
- Please ensure you have updated the school office with most current details and provided us with medication via the office.
- If children are to be picked up by a different adult, we can only release them with prior notification to the school office.

Keeping your child safe online



What are the internet safety ABCs?

Activate



Activate parental controls

Use the controls and tools available from broadband providers, online platforms and apps to install safe search settings, block inappropriate content and prevent contact from strangers.

[FIND A STEP-BY-STEP GUIDE](#)

Balance



Balance screen time

Agree a good balance for your children's screen time, taking education and leisure content into account. Encourage active screen time over passive and consider setting limits for the total hours spent online each day.

[LEARN ABOUT BALANCE](#)

Check



Check and chat

Check which apps your children use and the relevant age limits for each platform. And talk regularly about online safety and what they might come across so you can work together to manage any risks and keep online experiences positive.

[GET ADVICE BY AGE](#)

<https://www.newlandsprimary.net/page/?title=Online+Safety&pid=84>

How to contact me 😊

- Please contact teachers via the school office either in person, by telephone or email.
- Please provide a short context to the request when emailing the office or leaving a message as this will help me plan out time to contact you, and prepare any information in advance.
- Your response will be acknowledged by the office on receipt and a member of the school team will contact you within 48 hours (M-F term time only)
- 01252 871188 enquiries@newlands.hants.sch.uk

Any questions?

Thank you for giving up your time

