



WELCOME TO YEAR 5



Back To
Sch!!

STAFF IN YEAR 5



Mrs H Cann



Mrs Booton



Miss A Oakes

AIMS FOR THE YEAR:



- To meet the emotional needs of the children as well as their academic needs – children begin to mature into young adults at this age.
- Meet the children at each individual level, consolidating learning from Year 4 and addressing any gaps in order to prepare them for Year 6 and beyond into High School.
- Organise interesting subjects and stimuli and deliver a broad curriculum – there will be assessment points throughout the year and more formal end-of-year assessments in the Summer.
- Within a broad curriculum, have specific focus for Maths, Reading and Writing in particular. To also deliver the statutory RHSE curriculum (relationship, health and sex education) which is mandatory, alongside our PSHE (personal, social and health education) programme
- Develop expertise and learn from experienced members of staff over the year – e.g Mr Sigley for PE and Mrs Amison for Music.
- Develop children's skills, confidence and independence in a supportive, fair manner.
- Recognise and celebrate children's talents and effort.
- To have the opportunity for class trips to exciting locations, to expand our learning beyond the classroom.

MERITS, REWARDS AND BEHAVIOUR MANAGEMENT:

For many years, our children from Year 5 upwards have belonged to house teams named after the four Patron Saints of the countries in the British Isles. Collectively, the children across all years can earn house or team points and a weekly total is shared in our success assembly each Friday.

Weekly certificates are awarded in our success assemblies – Effort with subjects across the curriculum are acknowledged as well as our Catholic Virtues and a star of the week.

Class rules agreed upon by the children. They are very fair when it comes to what should happen if rules are broken – this can include missing some breaktime to stay and reflect upon their behaviour with a teacher, or reporting to and explaining themselves to a senior leader.





MEDICAL RECORDS AND GENERAL INFORMATION

Each year there are children in our care whose needs change mid-term. For example, their medication or medical requirements may alter. It is imperative that school is kept up to date with any changes and that medication kept within school (such as inhalers for asthma) is within date.

If children develop allergies or food intolerances, please inform us immediately. There are times throughout the year where the children may taste food, so it is important we know their allergies.

Similarly, if family circumstances change, e.g. moved house, please let us know. If the family suffer bereavements, it is useful to let school staff know, so we can be appreciative of the emotional levels the children are experiencing.

Personal data is kept securely on our school systems. Please update the office with changes to mobile phone numbers, work contact details, email addresses, etc.



Monday		Tuesday		Wednesday		Thursday		Friday	
Maths		Maths		Maths		Maths	Guided Reading	Maths	Guided Reading
Break 10:45-11		Break 10:45-11		Break 10:45-11		Break 10:45-11		Break 10:45-11	
English	Guided Reading	English	Guided Reading	English	Guided reading	English (Spelling test)	Music (45 mins)	RE – 1 hr 15 mins	
Lunch – 12:15-1:00		Lunch – 12:15-1:00		Lunch – 12:15-1:00		Lunch – 12:15-1:00 Hymn practise 1:00-1:30pm		Lunch – 12:15-1:00	
Art		Computing		Swim		RE - 1hr 15 mins		English	
History		PE - cricket		PSHE		French		Science	
Reading for pleasure/ get bags at 3:05		Reading for pleasure/ get bags at 3:05		Reading for pleasure/ get bags at 3:05		Reading for pleasure/ get bags at 3:05		Reading for pleasure/ get bags at 3:05	

Year 5 – Long term Overview.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole Class Text	One Giant Leap - Neil Armstrong (Don Brown)	One Giant Leap - Neil Armstrong (Don Brown) The Highwayman (Alfred Noyes)	Street Child (Berlie Doherty)	Street Child (Berlie Doherty)	Kensuke's Kingdom (Michael Morpurgo)	Kensuke's Kingdom (Michael Morpurgo)
English genres	Biography Non-chronological report	Biography Non-chronological report Poetry- poems that convey an image - rhyming Create vivid images by using figurative language devices.	Diary entry Balanced Argument	Formal Witness Statement Extended character narrative	Setting description Non-chronological Report	Adventure narrative

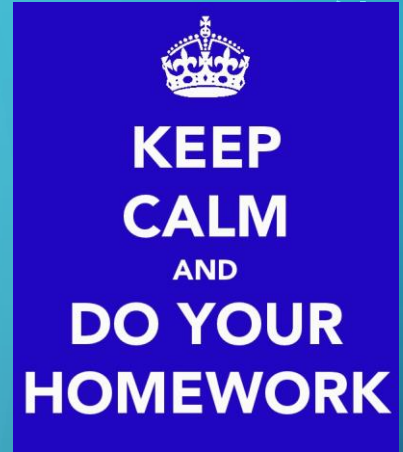
History	Geography	Ancient Maya	Biomes	Anglo Saxons - Invaders, Raiders, Traders and Settlers.	Country Comparison - Brazil/UK	Local History Study - Kidsgrove Stoke on Trent	Coasts CST (S)
Art	D&T	Typography and Maps	Adapting a traditional recipe of Greek bread	Mixed Media City Landscapes	Designing and sewing a pencil case	Set Design	CAM Mechanisms

Science	Earth and Space	Properties and changes of materials		Forces in Action	Changes and Reproduction CST (D)	Life cycles, growth and habitats of animals. CST (S)
Computing	Online safety CST (D)	Power point Presentations (Powerpoint)	Theme park Designers (Excel)	Stop-Motion animation and computer graphics (Pivot)	Developing Games (Scratch)	Systems, Networks and Searching (Teach Computing)
PHSE						
Values and virtues	Curious & Active	Intentional & Prophetic	Grateful & Generous	Attentive and Discerning	Compassionate & Loving	Faith-Filled & Hopeful
FL (French)	I can describe how myself and others are feeling in French.	Où j'habite.. Describing places. Directions.	Ma matière préférée Translation. Reading French timetables. Grammar.	Pendant Mardi Gras, je mange.. Comprehension questions. Roleplay. Assessment .	Mon petit monster Application of vocabulary, grammar and translation skills.	L'univers et les extraterrestres Holding a conversation in French.

HOMework

- Each week there will be a set homework project, using their Mathematics, English, or Science learning, or utilise our lessons from our foundation subjects, such as Art, Computing, Music, Geography or History. Homework is given on a Thursday, and expected to be completed and brought back the following Wednesday at the latest.
- Practise times tables daily using their TimesTable RockStars account. For the beginning of the Year5, we recommend a minimum of 10 minutes a week. This practice is invaluable in terms of their multiplication learning, providing a fun and colourful way to improve their speed and automaticity, which is vital for many other mathematical areas
- Weekly spellings will be given out on a Thursday, and tested the following Thursday. These consist of ten words drawn from the Upper KeyStage2 statutory spellings list, along with words that follow a similar spelling rule, scheme, or grammatical structure.
- Each day children will be asked to complete 5 mathematical questions ready for the next morning. This can be done at home, and shouldn't take more than five minutes. This enables us to continually revisit previously learnt strategies and processes that must be kept fluent and quick. In addition to this there will be a "Vocabulary task of the day", that children will be required to write a sentence, using the word correctly and in an appropriate context.

These two tasks are called the "five-a-day", and must be completed ready for each morning.



HOMEWORK

Famous Artist

In our Art and Design lessons this half term we are looking at how artists have captured the beauty of our world through paintings and photographs of landscapes. We are analysing pictures to identify 8 elements of art within these pictures (line, shape, pattern, colour, value, tone, space, texture) and particularly how colour is used to inspire emotions.

Your homework this week is to research about a famous artist and to explore two or three of their pieces of art. Write notes about how the elements of art are used in their work, and what similarities or differences you can identify within their work. Find out about the artist themselves, such as where and when they lives, and what their most famous painting is.

As an extra idea, try recreating your own version of one of their artworks.

Some people you might like to try researching: Pieter Brueghel the Elder, Camille Pissarro, Paul Cézanne, John Constable, Claude Monet, John Robert Cozens, Caspar David Friedrich, J Turner, Aelbert Cuyp.

HOMEWORK

News Report

There are lots of interesting things going on in the world at the moment, some good and some not so good.

Your task this week is to learn about something that is happening currently and write an article about it, including facts and interesting information. You can even include a picture (drawn or printed) in your report.

Use the internet (with adult supervision), newspapers, the BBC, Newsround, or other TV news shows. Find out about an event or something that is interesting to you, do some further research into it to make sure you get the facts correct, then write it up in your own words, as if you were a journalist.

Don't forget to answer important questions, giving the reader answers about what is occurring: what, where, when, why, who and how.

Some ideas from the recent news: Russian-Ukraine conflict, the Queen's Platinum Jubilee celebrations last week, Prince Harry's daughter Lilibet's first birthday, the UEFA Nations League football tournament, NASA's James Webb telescope commencing operation, cost of living increases in the UK, potential new anti-cancer medicine trials, preparations for the Wimbledon tennis competition

HOMEWORK

Powerful Poetry

This half-term we are beginning to look at poetry in our literacy lessons. We will learn about figurative devices (similes, metaphors, alliteration, rhyme, structure, etc) as well as how to dictate poetry aloud (intonation, pace, volume, etc), and how these elements all fit together to create a story.

For this week's homework you should find a poem that you like the sound of. You could use the internet, a library book, or a poem that you remember from English lessons in previous years. Write down a copy your poem using your best handwriting, and explain why you like it underneath.

What emotion do you get when you read it? Is it funny, or sad, or thoughtful?

What images pop into your mind as you are reading it?

Can you spot any figurative devices that you already know?

Who do you think the poem was written for? What was the author's purpose in writing it?

Did the author write any other poems? Are they similar to your one, or different?

HOMEWORK

Create a creature

In our English lessons this week we have been designing an information report about a mythical beast, which we will eventually write into a engaging and interesting non-chronological report. As part of this research into fictional creatures, we are going to include a picture of what our animals look like.

Your homework this week is to plan, sketch, and colour a drawing of your mythical creature which can be used to illustrate your information report. You may choose to use a range of different media, including sketching pencils and coloured pencils, digital painting applications, or even charcoal. Please try to avoid using felt-tip pens, as these can reduce the overall level of detail and quality of the artwork.

To begin, think about what other creature yours looks like. A lion? A wolf? A gorilla? A snake? A dragon? Try drawing the basic animal shape, and then add additional features to make it your own style. A lion with wings and horns, or a fish with tentacles, or a giant blue and white spider with a single eye in the centre of its head.

If you are struggling to begin sketching your base animal, ask an adult at home to help you search on YouTube for drawing tutorials. For example, try searching "How to draw a lion tutorial". You can find a wide range of animal tutorials online that cover a huge variety of animals, including mythological ones.

HOMEWORK



SINGLE PLAYER

GARAGE
12 x 12

JAMMING
You choose

STUDIO
12 x 12

SOUNDCHECK
25 questions

MULTIPLAYER

FESTIVAL
12 x 12

ARENA
12 x 12

ROCKSLAM
12 x 12

SOUNDCHECK ⓘ

PLAY

25 Questions
6 Seconds per question

Play solo

5 per correct answer

SCORE HISTORY

A line graph showing a score history. The y-axis is labeled 'Score' and ranges from 0 to 25. The x-axis represents 25 questions. The score starts at 25, remains constant until question 10, then drops to 23 for question 11, and then returns to 25 for the remaining questions.

Soundcheck #53:
a few seconds ago

Question No.	Question	Answer	
#1:	5×2	10	✓
#2:	8×10	80	✓
#3:	11×12	132	✓
#4:	4×3	12	✓
#5:	12×11	132	✓
#6:	2×2	4	✓
#7:	3×6	18	✓
#8:	3×12	36	✓
#9:	11×6	66	✓
#10:	3×3	9	✓
#11:	11×10	110	✓
#12:	7×9	63	✓
#13:	3×4	12	✓
#14:	9×7	63	✓
#15:	7×11	77	✓
#16:	6×12	72	✓
#17:	12×8	96	✓
#18:	10×3	30	✓

HOMEWORK

Week 13: *statutory list*

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined

conscious

Sam was conscious that she was being watched so her movements were purposeful.

desperate

At the end of a really tough match, James made a desperate attempt to score a goal.

controversy

Charles had been put in a controversy that he couldn't resolve.

criticise

I wish that people wouldn't criticise my very best efforts.

correspond

Jane's finished project did not correspond to what she had originally planned.

curiosity

The kitten poked at the ball of string with curiosity and a playful wonder.

convenience

"I enjoy the convenience of living near a post box," explained the old man.

definite

Tomorrow, we'll need to know a definite number of guests for the wedding.

conscience

"My conscience tells me to forgive you," whispered the girl through gritted teeth.

determined

We, in Year 5, are absolutely determined to make Christmas special.

HOMEWORK 5-A-DAY

Monday

4-a-day

1) 342×12

2) $467 \div 100$

3) 10 minus 14

4) What is 0.25 as a fraction?

Word of the day
frequently

HOMEWORK 5-A-DAY

Wednesday 5-a-day

- 1) What are the prime numbers between 1 and 20?
- 2) 2 minus 7
- 3) $9^2 + 19$

- 4) Mr Evans has a bag of flour.
He uses $\frac{3}{5}$ of the bag
of flour.
He has 360 g of flour
left. How much was in the bag of
flour at the start?



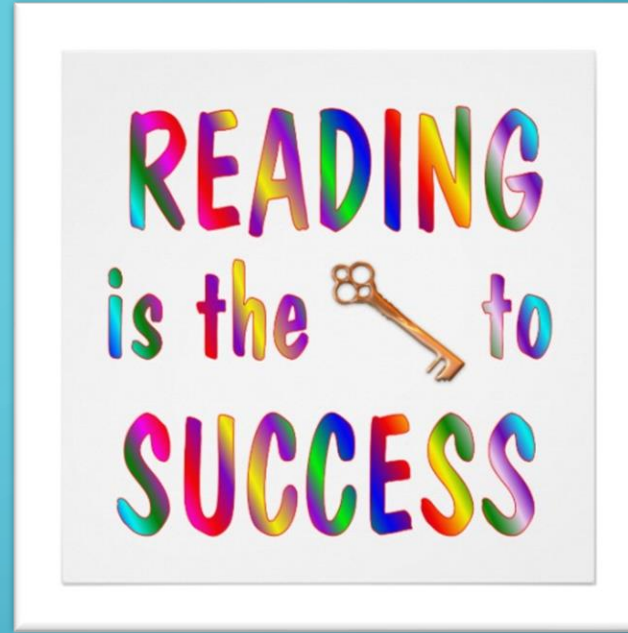
Used



Word of the day
(relative clause) explanation

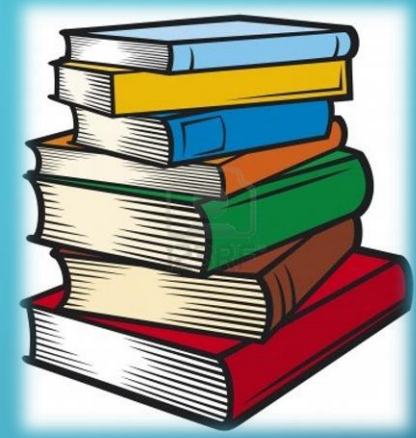
READING

- Please ensure your child reads everyday
- Let them read a variety of genres
- Mostly fiction, but some non-fiction
- Different authors
- Reading with an adult and talking about it to check understanding
- Set fun tasks to check that your child has understood what they have read (eg, pictures of characters, write alternative ending/chapter, what will happen next?)
- Challenging books to be read at appropriate time, reading for pleasure at other times.



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READING RECORD



- To be completed by the children a minimum of 3 x per week
- Records to be brought into school each day
- Parents/Guardians are welcome to comment on child's reading/understanding, but the child themselves must be writing comments on the pages they have read.
- Parents/Guardians welcome to sign when child reads
- Reading records will be checked every Wednesday to ensure children are engaging with their reading sufficiently.

PE

- Tuesday (Cricket)
- Wednesday (Swimming)



- PE kit: Navy school sports shirt, navy blue shorts or joggers, pumps or trainers.

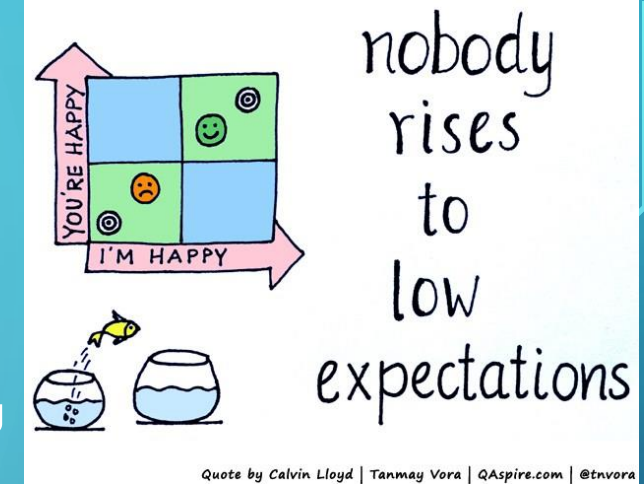
Long hair tied back, no jewellery. (no earrings)

School hoodie or tracksuit in cold weather on top of kit, not instead of.

- Children will have the opportunity to represent the school in a range of sporting events in competition against other schools in our collegiate, as well as across the district.

HIGH EXPECTATIONS

- At the age of 9 and 10, we expect the children themselves to be more independent and in control of their outcomes. This means they shouldn't be blaming parents for not having the equipment required of them, or for not completing their work.
- Punctual
- Good attendance
- Always strive for their best.
- Behaviour is to be maintained at a high level at all times. Children who begin to make poor choices in terms of their personal behaviour, how they socialise with others, or how they speak/act within school, will face appropriate sanctions. These sanctions should be a chance to reflect and learn from their actions. If a child does not modify their behaviour following the chance to reflect, senior leaders will be asked to address the issue, involving parents and external reporting.





CLASS SAINT – THANK YOU TO ALL WHO RESEARCHED AND VOTED FOR OUR CLASS SAINT.

St Hilda of Whitby was a saint of the early Church in Britain. She was the founder and first abbess of the monastery at Whitby which was chosen as the venue for the Synod of Whitby in 664.

- Remembered for her deep wisdom, charity, and pursuit of Christian unity.
- Her feast day is celebrated on **November 17**.
- Local folklore credits her with turning a plague of wild snakes into stone, explaining the abundance of fossilized ammonites (snake stones) found on Whitby's beaches.

Saint Hilda of Whitby is the patron saint of learning, culture, and poetry.

CHALLENGING SUBJECTS

In Year5 we recognise that children are beginning to mature quicker, learn more, and experience more of their world than ever before. Because of this, our curriculum, especially in PHSE, RHSE, and Science, brings to light some subjects that might not have been known before, such as the effects of bullying, mental health awareness, physical changes through puberty, types of abuse, and learning about diversity and difference.

Your children are also beginning to develop into young adolescents, and will naturally have questions about the world around them and their place within it.

If you have any concerns about your child's development, mentally, emotionally or physically, or if you wish to know more about the subjects and topics taught, or if your child has a question that you are unsure about the answer, please don't hesitate to contact me.

WORRIES OR CONCERNS?

- Please see us at the end of the day if we are available
- If not call the office to make an appointment.



• **THANK YOU FOR YOUR TIME!**



ALTON CASTLE

THE TRIP WILL TAKE PLACE IN 18TH – 20TH
NOVEMBER 2026.

ALTON CASTLE

- The trip will take place in 18th – 20th November 2026.
- This visit will enable our children to experience a religious retreat where many spiritual, social and physical activities will be available to them. They will take part in outdoor activities to help them grow as individuals as well as time for personal reflection and prayer.

HISTORY

- Alton Castle opened in September 1996 as a Catholic residential retreat centre for young people. It is highly successful with over 8,000 children visiting the Castle each year.
- Its popularity can be put down to the fact that the Castle offers a unique experience for our children, in terms of promoting their spiritual and social growth.

WHERE IS ALTON CASTLE?

- It is situated in the Churnet Valley in the heart of rural Alton, approximately 20 miles away, close to Alton Towers
- The grounds comprise 43 acres of land, 13 acres of which is a field, the other 30 acres being woodland that is used as nature trails by the youth centre. A mile of the River Churnet runs through the land.

THE STAFF

- Headed by Father Chris, a vibrant, largely young team of people staff the Centre. Some are qualified youth workers, activity instructors, catering and administrative staff.
- Others are taking a gap year in their education and are highly motivated by their desire to work with children, develop their own skills and faith, and provide a unique and memorable experience for the children.
- They bring with them their musical talent, enthusiasm, sporting skills and deep commitment to children and to God. They provide excellent role models and work well alongside teaching staff.
- 3 members of staff will be going;
 - ❖ Mrs Cann(Trip Leader)
 - ❖ Mr Wiggs
 - ❖ ?

ACCOMMODATION

- The building accommodates 75 young people, plus teachers, we are sharing the castle with other Y5 children from schools across our previous Newman Collegiate.
- The beds are arranged in dormitories. We will organise the children into their dormitories prior to our visit, so that the children will stay with their friends. They will not be sleeping in the same dormitories as children from other schools.
- Males and females are on separate floors, manned by the teaching staff.
- Children are required to bring either a sleeping bag or a duvet. All other bedding is provided

FOOD & MEAL TIMES

- Meal times at Alton Castle are an important social event!
- Children are expected to dine together, say grace before and after meals together, and not leave until everyone has finished
- The quality of food is excellent, offering a good choice of hot, substantial meals, including vegetarian options
- Tuck shop will only be open at certain times to allow children to purchase snacks (they will need pocket money for this- between £5 and £10, which they are responsible for)
- Please inform teaching staff if your child has a specific dietary requirement

PROGRAMME OF EVENTS: DAY 1

- Arrive at Alton Castle at approximately 3:30/4pm
- Show children to their dorms and explain house rules
 - Ice-breaking/ music session- getting to know each other
- Group children into Activity groups - 3 groups with a member of school staff
- Evening meal
- "Finding your way around" activity
- Nightly prayer service/ reflection

PROGRAMME OF EVENTS: DAY 2

- Children will complete 2 activities in their groups (one in the morning, one in the afternoon)- each activity will take about 3 hours, and will be separated by lunch
- Early evening: Mass
- Late evening: Entertainment/ talent contest/ disco
- Before bed: Prayer service/ reflection

PROGRAMME OF EVENTS: DAY 3

- One further activity session in the morning
- Lunch
- Thank you ceremony
- Leave Alton Castle at approximately 2:15pm
- Return to school at approximately 3:15pm
- Children can be collected immediately

ACTIVITIES

The Castle offers an excellent range of indoor and outdoor activities, including:

- Orienteering
- Off-road biking
- Rock-climbing (indoor)
- Survival skills
- Astronomy
- Art
- Music
- Children are supervised by qualified, first-aid trained staff at all times and appropriate safety gear is provided where necessary
- Children are encouraged to fully utilise the excellent facilities in order to maximise their experience- though they will not be put under any pressure to participate

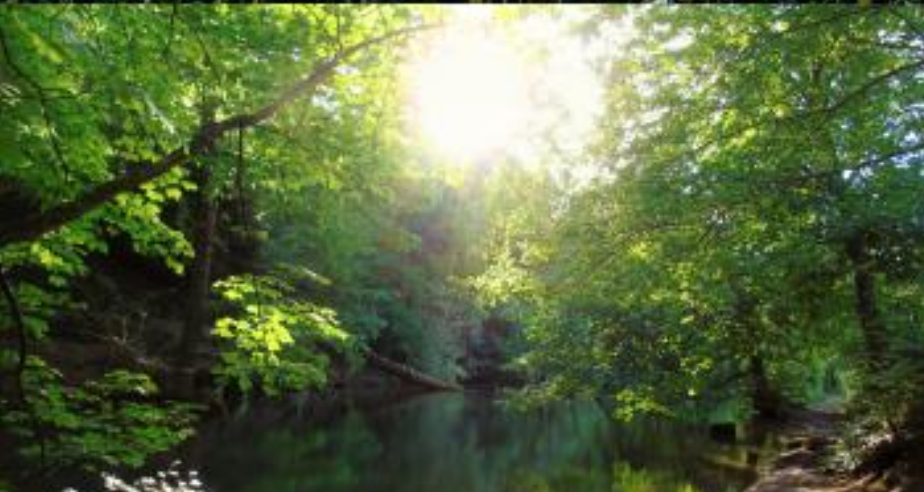
WHAT WILL THE CHILDREN NEED?

- Kit list have been sent out - we have them available here to take home also.
- **PLEASE DO NOT BRING** - items of value, such as designer clothes, i-pads/i-pods, jewellery or mobile phones.

YOU WILL NEED:

- ☐ Sleeping bag
- ☐ Personal toiletries (including toothbrush, toothpaste, shampoo, etc.)
- ☐ Pair of pjamas
- ☐ Money for tuck shop (recommended £10)
- ☐ Towel
- ☐ Sun cream
- ☐ Sun hat (summer retreats)/woolly hat, scarf and gloves (winter retreats)
- ☐ 4 t-shirts (at least 1 long sleeved top)
- ☐ 3 pairs of loose fitting trousers(leggings or joggers)
- ☐ 2 warm long-sleeved jumpers
- ☐ 1 thick fleece/jacket
- ☐ 1 waterproof coat
- ☐ Waterproof trouser (if possible)
- ☐ 2 pairs of walking socks
- ☐ Pair of wellies or walking boots (there are some wellies available to borrow if necessary)
- ☐ 5 pairs of underwear
- ☐ 1 pair of old trainers (to be worn outside - they will get muddy)
- ☐ 1 pair of indoor shoes (not slippers - trainers are ideal)
- ☐ Water bottle
- ☐ Torch (optional)

At Alton Castle, our visitors have the opportunity to learn about their faith, whilst doing outdoor adventurous activities in a beautiful place.



Our retreats, with their activities relying upon teamwork and collaboration, are perfect for encouraging our visitors to build on their friendships and to make new ones.



On retreat, visiting groups encounter God in many ways. The most special way in which we encounter God is through the celebration of Holy Mass



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ALTON CASTLE RETREAT CENTRE



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ANY QUESTIONS?

- If you have any general questions that have not been answered, feel free to ask!
- If you have any personal concerns about your child, the nature of the stay etc, please speak confidentially to either Mrs Rigby or Mrs Cann.
- Please remember that this will be an excellent spiritual occasion for your child in preparation for their Confirmation, and will give them opportunities to become more independent and more personally and socially aware - all of which will equip them well for high school and for life!

AND FINALLY.....

- Thank you so much for your support.
- Please feel free to ask any questions or raise any concerns that you may have.