



# Welcome to Year 5



# Chestnut Class Team

## Teachers



Mr Whaite – PPA every other Monday

Miss Dean – Student teacher for Autumn term

## Teaching Assistants



Mrs Bradley-Coles  
M, Tu, Th, F



Mrs Scarisbrick  
Covering mornings of my PPA



# Daily Routine

- Doors open at 8:45am- please don't leave children unattended before then.
- Doors close at 8:55am - after this time please go in through the office.
- Child protection - please do not come into cloakrooms.
- If there is any change regarding pick up (e.g. different adult collecting/going to a friend's house for tea,) please send an email to [office@cvps.rklt.co.uk](mailto:office@cvps.rklt.co.uk) so that we have written confirmation of the arrangements.
- Pick up time is 3:30pm from the classroom
- Children can bring healthy snacks from home (e.g. fruit). Snacks are taken outside at breaktime so please send a snack that is easy to eat outside.
- Water bottles from home
- Lunches – Payments made through Arbor for school meals or healthy packed lunch
- PE days – Autumn 1 and 2 (Monday's and Wednesday's) / Spring 1 and 2 (Monday's and Wednesday's) / Summer 1 and 2 (Monday's and Thursday's)
- Swimming – Summer term (only for children who haven't managed to do their 25m yet)
- Forest School – Summer 2 (Tuesday afternoons)

# Uniform



## Our Uniform

Smart, practical and ready to learn

Brave • Kind • Curious

### BASIC UNIFORM



- ✓ Grey or black smart trousers, skirt, culottes, pinafore or shorts. No leggings.
- ✓ Black, grey or white socks. Tights should be grey or black.
- ✓ Navy polo shirt (branded available). Shirts tucked in at all times.
- ✓ Navy cardigan or sweatshirt or jumper (branded available). No hoodies for non-PE days.
- ✓ Black, flat school shoes. Plain white/black/navy sandals in the summer if desired, worn with socks.

✗ No long or Ugg-style boots, Crocs, heeled shoes or flip flops. They are not practical at school all day and can be unsafe. Children need footwear they can run in and sit cross-legged on the floor in comfortably. Be wary of slip-on shoes that do not stay on well.

✓ Trainers must not be worn out of PE days.

### FOREST SCHOOL



- ✓ Children's arms and legs should be covered for Forest School sessions.
- ✓ Plain navy joggers/leggings
- ✓ Long sleeved navy or black top
- ✓ Plain trainers
- ✓ Plain, zip-up navy hoodie (branded available)
- ✓ No jewellery
- ✓ No branded items (unless a school-branded item is chosen).

Depending on the weather, children may need:



### PE KIT



- ✓ Plain navy shorts/joggers/leggings
- ✓ Plain white or navy t-shirt
- ✓ Plain trainers
- ✓ Plain, zip-up navy hoodie (branded available)
- ✓ No jewellery
- ✓ No branded items (unless a school-branded item is chosen).

✗ No jewellery



### OUTDOOR CLOTHING



We do not specify any particular outdoor coat, hat, scarf, wellies or gloves.  
Please ensure that all outdoor clothing is named.



### HAIR



- Long hair should be tied back for hygiene and safety.
- Use simple hair bands or clips.
- No large bows or fashion accessories.
- Hair style and colour must be appropriate for school. Extreme styles and colours should be avoided.

### JEWELLERY & VALUABLES



Jewellery should not be worn at school (including wristbands, bracelets and fitness trackers). This is because it can cause potential damage to both the wearer and other children, particularly during sporting activities.

If ears are pierced pupils may wear one set of plain, flat studs.



Thank you for supporting our uniform policy.

It helps us keep everyone safe, comfortable and ready to learn.





# Assessments

- Summative assessments for GAPS, Maths and Reading are assessed termly based on monitoring progress. (These are kept low key and are low stakes – used to inform future lesson planning to identify gaps).
- Reading assessments on ReadingPlus are carried out at the start, middle and end of the year to track reading speed and comprehension progression.

# Year Overview

| Subject                   | Autumn 1                                                                                                                                                                | Autumn 2                                                                                                  | Spring 1                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                  | Summer 2                                                                                                                            |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Core Texts</b> | <p>The Present (short film)</p> <p>King Arthur and the Knights of the Round Table</p>  | <p>The Lost Thing</p>  | <p>Hidden Figures</p>  <p>Laika</p>  <p>WHOLE SCHOOL TEXT FOCUS FORTNIGHT</p> | <p>The Barnabus Project</p>  <p>King of the Sky</p>  | <p>The Island</p>   | <p>Red Miss Take (Short Film)</p> <p>Rivers</p>  |
| <b>Writing Outcomes</b>   | <p>Narrative</p> <p>Legend narrative</p>                                                                                                                                | <p>Narrative</p> <p>Recount</p>                                                                           | <p>Persuasive letter</p>                                                                                                                                                                                                                            | <p>Non-Chronological report</p> <p>Diary entry</p>                                                                                                                                                                         | <p>New ending narrative</p> <p>Narrative from character perspective</p>                                                                                                                   | <p>Narrative</p> <p>Explanation</p> <p>Poetry</p>                                                                                   |
| <b>Maths</b>              | <p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division A</p>                                                                                 | <p>Multiplication and Division A</p> <p>Fractions A</p>                                                   | <p>Multiplication and Division B</p> <p>Fractions B</p> <p>Decimals and Percentages</p>                                                                                                                                                             | <p>Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p>                                                                                                                                                | <p>Shape</p> <p>Position and Direction</p> <p>Decimals</p>                                                                                                                                | <p>Decimals</p> <p>Negative number</p> <p>Converting units</p> <p>Volume</p>                                                        |
| <b>Science</b>            | Properties and Changes of Materials                                                                                                                                     |                                                                                                           | Earth and Space                                                                                                                                                                                                                                     | Forces                                                                                                                                                                                                                     | Living Things and Their Habitats                                                                                                                                                          | Animals including Humans                                                                                                            |
| <b>Geography</b>          |                                                                                                                                                                         |                                                                                                           | <p>Biomes</p> <p>To collect biodiversity data from our own school grounds?</p>                                                                                                                                                                      |                                                                                                                                                                                                                            | <p>The United States</p> <p>What are the similarities and differences between my region and the western United States?</p>                                                                | <p>Rivers</p> <p>What are the features of my local river?</p>                                                                       |

# Year Overview

|                  |                                                                                                                   |                                                                                         |                                                                                   |                                                                                                         |                                                                                                                                                                                               |                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>History</b>   | Anglo Saxons and Vikings<br>How did life in England change during the settlement of the Anglo-Saxons and Vikings? |                                                                                         |                                                                                   | Ancient Maya<br>What can we learn by comparing the Maya civilisation with Anglo-Saxon England?          |                                                                                                                                                                                               |                                                               |
| <b>Music</b>     | Music in nature                                                                                                   | Three-chord pop                                                                         | West Africa rhythms                                                               | Music technology                                                                                        | Stage and song                                                                                                                                                                                | Samba sounds                                                  |
| <b>Art</b>       | Collage: Manipulating and Experimenting<br><br>Artist Study: Francis Bacon                                        |                                                                                         | Drawing: Observing and Drawing Landscapes<br><br>Artist Study: Katsushika Hokusai |                                                                                                         | DT & Art:<br>Textiles: Joining materials and decorating using embroidery techniques and batik.<br><br>Creator Study:<br>Angel Otero, Victoria Villasana<br>Link to both Art and DT objectives |                                                               |
| <b>DT</b>        |                                                                                                                   | Food Technology: Adapting Recipes – <u>Soup cafe</u><br><br>Creator Study: Madam Walker |                                                                                   | Structures: Mark out, cut and join materials to create a framework.<br><br>Creator Study: Hundertwasser |                                                                                                                                                                                               |                                                               |
| <b>PSHE</b>      | My healthy self                                                                                                   | Connecting with others                                                                  | The online world                                                                  | Citizenship: communities                                                                                | Growing up                                                                                                                                                                                    | Citizenship: money                                            |
| <b>E-Safety</b>  | Self-Image & Identity                                                                                             | Online Relationships                                                                    | Online Reputation                                                                 | Managing Online Information                                                                             | Health, Wellbeing & Lifestyle                                                                                                                                                                 | Privacy and security                                          |
| <b>Computing</b> | Computing systems and networks - systems and searching                                                            | Creating Media – Video production                                                       | Programming A - Selection in physical computing                                   | Data and Information - Flat-file databases                                                              | Creating Media - Introduction to vector graphics                                                                                                                                              | Programming B - Making Quizzes                                |
| <b>PE</b>        | HGT – Real PE<br>Unit 1 – Ball Skills, Reaction/ Response                                                         | HGT – Real PE<br>Unit 2 – Dynamic Balance, <u>Counter Balance</u>                       | HGT – Real PE<br>Unit 3 - Stance, Footwork                                        | HGT – Real PE<br>Unit 4 – Seated Balance, Floor Work                                                    | HGT – Real PE<br>Unit 5 – Jumping and Landing, One Leg Balance                                                                                                                                | HGT – Real PE<br>Unit 6 – Sending and Receiving, Ball Chasing |

# Year Overview

|                                |                                               |                                                                                 |                                                                                        |                          |                                                                  |                                                                                  |
|--------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                |                                               | Real Gym<br>Unit 1 – Hand<br>Apparatus                                          |                                                                                        |                          | Sports day practice<br>Swimming                                  | Real Dance – Unit 1<br>Shapes, Circles,<br>Artistry, Partnering<br>Forest School |
| <b>Spanish</b>                 | Phonics<br><br>The Date                       | Do you have a pet?                                                              | My home                                                                                | The Olympics             | Clothes                                                          | Habitats                                                                         |
| <b>RE</b>                      | Believing - Why do people believe God exists? |                                                                                 | Expressing - <u>If</u> God is everywhere, why go to a place of worship?                |                          | Living - <u>What</u> does it mean to be Muslim in Britain today? |                                                                                  |
| <b>Coppice 50</b>              | Litter picking in the local area              | Have a democratic experience                                                    |                                                                                        | Make something from wood | Learn to ride a bike safely on the road                          | Sketch or paint nature outdoors                                                  |
| <b>Visits<br/>Bikeability?</b> |                                               | Panto Trip<br>Trip to Maths City<br>Leeds<br>KS2 Christmas Carols at the church | Space Camp (onsite stay over) Fri-Sat<br>Geography fieldwork (may change time of year) | Young Voices             | Countryside days??                                               | Equilibria Islam Visit (onsite)<br>Geography field work                          |



# Homework

- Reading – we would ask that children read at home daily. Each child has a reading record. Please sign the reading record and write down which pages have been read by your child. There is no requirement for you to write any notes about their reading.
- TT Rockstars – Times tables is a classroom focus too - please stick with the times tables that we have set on TTRS.
- Reading scrapbook – this will go home with a different child each week for them to create a book review on their favourite book or most recent read.
- Spellings



# Why read for 20 mins a day?

## Supports progress and attainment

Reading 20 minutes a day exposes children to 1.8 millions words per school year and supports children's attainment across the curriculum.

## Supports wellbeing

- Reading stimulates the development of imagination
- Reading fiction stimulates creativity
- Support development of empathy
- Supports relaxation at bedtime.



# Reading – how you can support at home

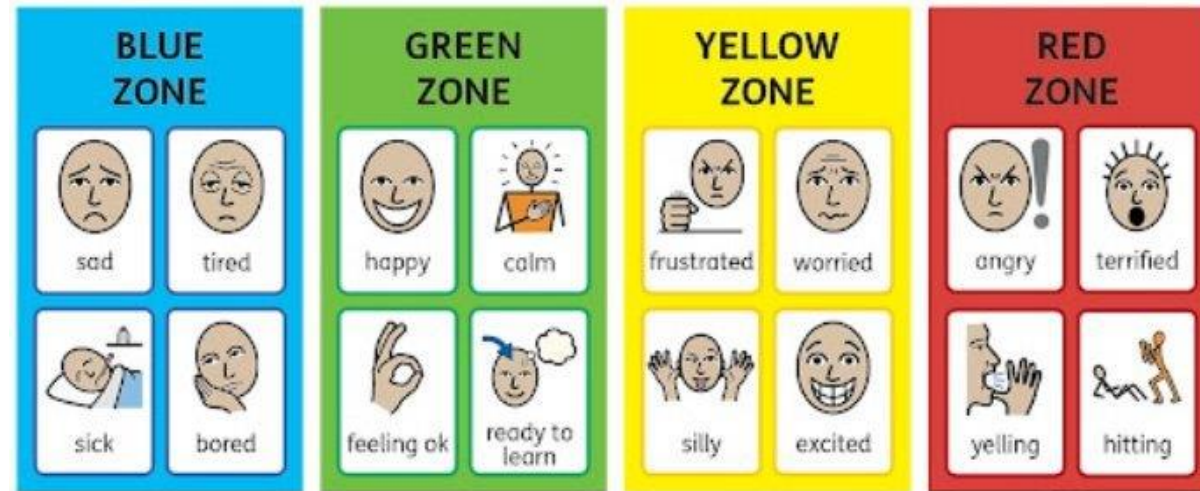
- Children have a reading book matched to their current reading level and a library book/ reading for pleasure book which they will bring home
- Please support your child to read at home daily – aim for 20 mins
- Record when your child has read at home in their reading record
- Children should bring their reading record and reading book(s) to school with them each day

# Handwriting

As a school we follow the Letterjoin handwriting scheme.

| EYFS        | Year 1      | Year 2      |
|-------------|-------------|-------------|
| a b c d e   | a b c d e   | a b c d e   |
| f g h i j k | f g h i j k | f g h i j k |
| l m n o p   | l m n o p   | l m n o p   |
| q r s t u   | q r s t u   | q r s t u   |
| v w x y z   | v w x y z   | v w x y z   |

# Zones of Regulation



The Zones of Regulation is an approach designed to teach self-regulation and emotional control.

It sorts feelings and states of alertness into four coloured zones.

All feelings and zones are okay, but we want to teach children the tools to be able to recognise how they are feeling, and regulate themselves back to the green zone, so that they are happy, calm and ready to learn.

# Zones of Regulation

Each morning, the children will have a choice of different mindful and calming activities when they arrive at school.

For example, writing in their journal, colouring, reading a book or chatting with a friend.

This will give everybody time to regulate themselves and hopefully feel calm and ready for the day ahead.



I can try again if I make a mistake

**Ready to Reflect**  
**Journaling**

Write about a time that you have felt calm.



**Ready to be Mindful**  
**Mindfulness activity**

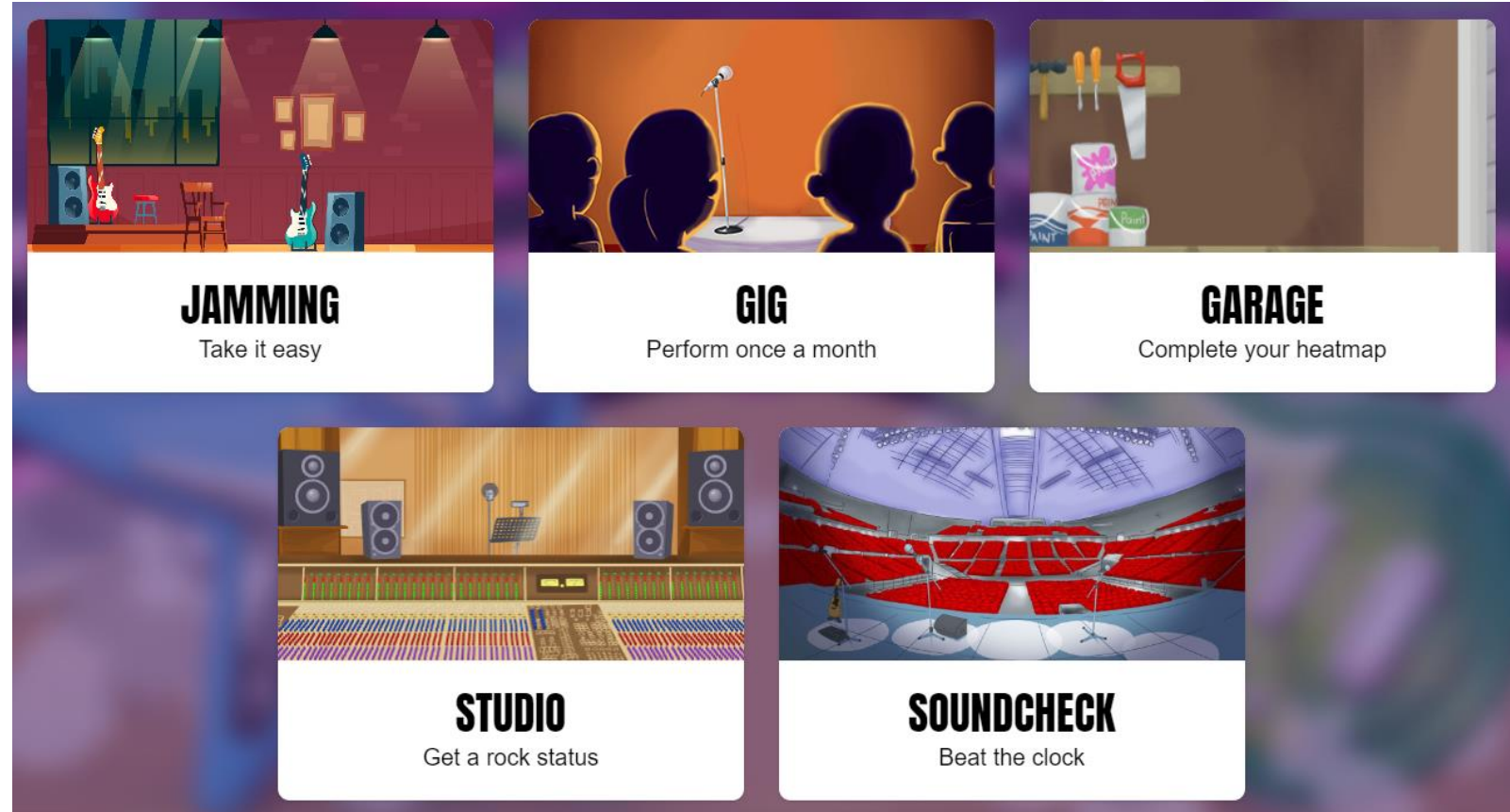
Choose a mindfulness activity to stick into your journal and begin or continue one that you're already working on.




**How do you feel today?**

| BLUE ZONE |       | GREEN ZONE |               | YELLOW ZONE |         | RED ZONE |         |
|-----------|-------|------------|---------------|-------------|---------|----------|---------|
|           |       |            |               |             |         |          |         |
| sad       | tired | happy      | calm          | frustrated  | worried | angry    | scared  |
|           |       |            |               |             |         |          |         |
| sick      | bored | feeling ok | moody to calm | silly       | excited | yelling  | hitting |

# Times Tables Rockstars



Great app/website to use to practice times tables. For Year 5, they have now learnt all times tables so they will have access to any of the five different games provided on the app.



# Keep in touch...

- Please keep us informed on anything that may have an influence on your child.
- If we can help with anything, just ask! - sleep difficulties, routine suggestions, bereavement, mental health, etc.
- Catch us at the door in the morning or at pick-up or email us: [chestnut@cvps.rklt.co.uk](mailto:chestnut@cvps.rklt.co.uk)