
Welcome to Year 5 (Owls) Curriculum Meeting





Staff

Teachers:

- Mrs Charlton
- Mrs Ekoku (PPA time)

Support staff:

- Mrs Lucas



Attendance

- The school gates open at 8.30am
- The school day starts at 8.40am
- If children arrive after 8.40am, they are marked as late
- Being late can cause children to feel anxious if they are coming into the classroom when everyone is settled and starting their work
- Being late or missing school regularly, can affect progress in learning, friendships and social interactions
- The school will be in touch if lateness or absence causes concern so that help and support can be put in place



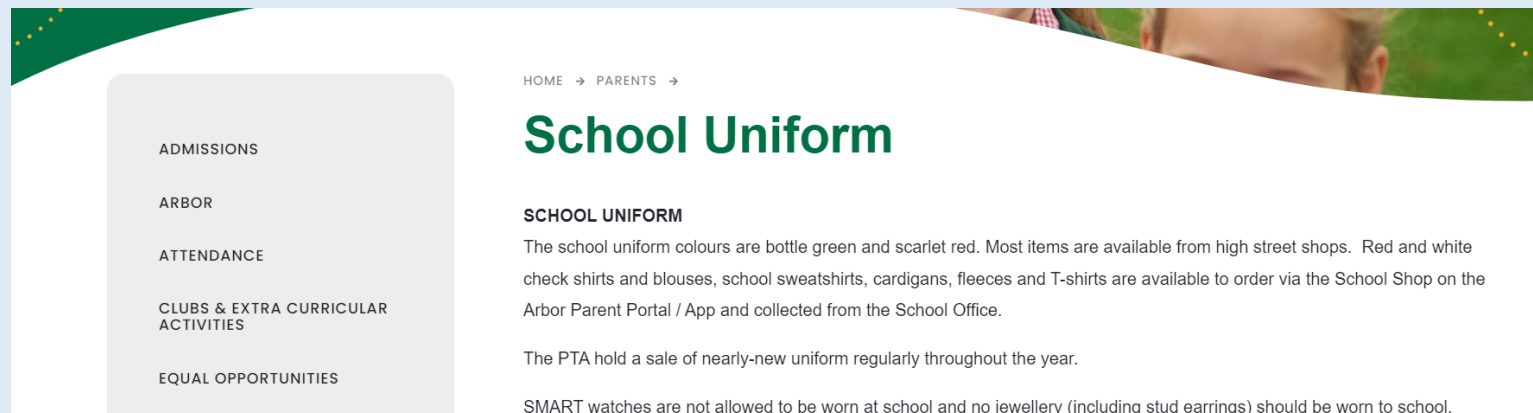
Attendance

- Research from the DfE found that pupils who performed better at the end of primary (Y6 SATs) and secondary school missed fewer days than those who didn't perform as well.
- When pupil attendance falls below 90% (equivalent of missing one day a week), the school will be in touch with families about support or referrals to improve the attendance.
- Holidays during term time are not authorised and penalty notice fines may be issued via the local authority.
- If your child is too unwell to attend school, please inform the office by 9.30am at the latest, providing details of illness.



Uniform and PE Kit

The full uniform list is on the [school website](#):



- **Plain black shoes/trainers on non-PE days**
- **No jewellery, including stud earrings**
- **Wrist watches only, no SMART watches**

- **Our PE days are Wednesday (changing to Monday after half term) and Friday and the PE uniform list is:**
 - Plain red t-shirt or school red t-shirt with school logo
 - Black shorts (not branded)
 - White socks
 - Trainers
 - Plain black hoodie



School Values and School Rules

Aim High, Achieve More



- I am safe
- I use kind words and actions
- I try my best
- I look after my school and environment



School Rules and Behaviour

- *Behaviour is learning and can impact learning*
- *We support children being able to understand positive/negative behaviour*
 - *Zones of Regulation*
 - *Making correct choices*
 - *Restorative approach*
 - *Recognising and celebrating*
 - *Removal of responsibilities*
- *Formal steps to support improvement*
- *Every child at different stages and every child needing different types of support*



Learning Support

Equality



Equity



Justice



"Interaction Institute for Social Change | Artist: Angus Maguire."

Aim High, Achieve More



Learning – Whole School Focus

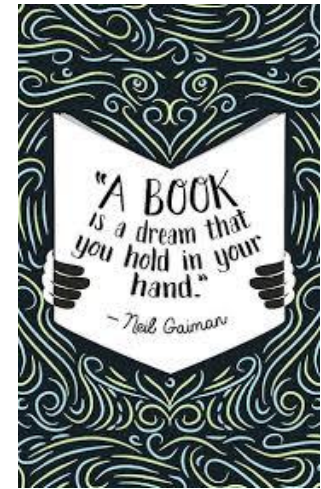
- Sense of belonging (Equity, Diversity, Inclusion) Rachel Macfarlane
- Positive behaviour for learning
- Maths – recall
- Spelling
- Quality First Teaching
 - For all - using strategies that specifically help some, will not hinder others.
- Less time out of lessons (dumping knowledge at the door)
- Maximising pupil progress – high expectations for all



Reading

- Whole class reading comprehension sessions 2-3 times a week
- Inference and understanding developed in tandem
- Children change their books independently in the library from their assigned level.
- Daily reading at home – at least 15 minutes including discussion.
- Please record in the diaries
- Encourage variety of genres and authors - <https://www.thereaderteacher.com/>

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss





Reading - by the end of Year 5...

Reading

- Summarise main points of an argument or discussion within their reading and make up their own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary their voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.



English



Talk for Writing approach



Grammar – through our writing and discrete lessons



Spelling – CUSP



Handwriting – joined, cursive script



CUSP Spelling

- **Taught in 2-week blocks.** Each block includes the study of key spelling concepts. (We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule)
- The curriculum is **not built around the rote memorisation** of spelling 'rules'; focus is building on what pupils have learnt through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words
- No weekly spelling tests, or word lists to learn
- Weekly tasks will be sent home - linked to the learning completed in class
- Spelling and dictation test at the end of each term





Writing- by the end of Year 5...





Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - o brackets
 - o dashes
 - o comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.



Maths Focus



 $6 + 7 = 13$	 $13 - 7 = \square$
 $7 + 6 = \square$	 $\square - \square = \square$

MATH-N-ROLL





Maths - by the end of Year 5...

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/ 2-digit
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.



The Wider Curriculum

Autumn:

History – World War 2

Science – Earth and the solar system

Gravity

Art- Self-portrait

DT - Air raid shelters



Spring:

Geography – South America- The Amazon

Science – Properties of materials

DT – Making biscuits

Art- Artist study- Nixiwaka Yawanawa

Summer:

History – Extreme Earth

Science - Animals and including humans- reproduction and life cycles

DT – Using computing and DT





THE 3 TIERS OF VOCABULARY

TIER 3

low-frequency words that are content specific

TIER 2

robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER 1

basic, familiar words that are commonly used by most students in everyday conversation



Keeping Parents Updated

- **Termly Open Mornings**
(advertised in the newsletter and on Sneak Peeks)
8.30am-8.45am
A chance to come into the classroom and see the children's learning throughout the year
- **Class Learning Assemblies**
- **Parents' Evenings** (Autumn, Spring)
- **End of year report**



Sneak Peeks!

Share with your child what learning is coming up in the week ahead – talk about their learning with them

Key events

Photo of work or children engrossed in their learning



OWL CLASS NEWS A PEEK AT OUR WEEK



WEEK 2: 22/9/25 – 26/9/25

THIS WEEK'S LEARNING

English

The children will be continuing the story 'Now or Never' by Bali Rai. They will be publishing their non-chronological reports based on their research from last week.

Spelling

Revisiting prefixes – two week unit

Mathematics

Completing place value and beginning addition and subtraction

Science

Year 5 will be continuing their work about Earth and the solar system.

History

The children will be continuing to learn about World War 2 and the involvement of people from different countries

Art /Design Technology:

Year 5 will learn how to use chalk pastels and complete their self-portraits in a similar style to LS Lowry.

RE

Judaism – how do Jewish people worship and what do they celebrate?

Music

To recognise the basic style indicators of Classic Rock music
Continue to learn the song 'Livin' On A Prayer'

CONTACT INFORMATION

Mrs Charlton
year5@tatsfieldtlt.co.uk
www.tatsfieldtlt.co.uk

IMPORTANT DATES:

Fairtrade Fortnight - begins 22.9.25

1.10.25 - Trip to Biggin Hill Air Museum

3.10.25 - Harvest Assembly

7.10.25 - Individual and sibling photographs

17.10.25 - End of term 1

WEEKLY SNAPSHOTS!!



This week the children looked at the inside of a synagogue. They created some beautiful stained glass windows that might be seen in a synagogue.

Aim High, Achieve More



Homework at Tatsfield

- **Home reading every day** (reading record to be completed)

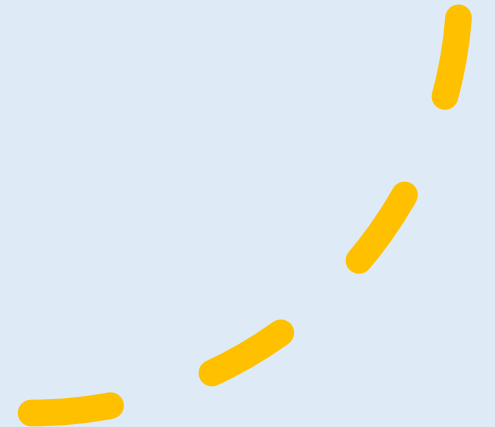
Individual homework books/folders:

- **Spellings** (CUSP), times tables and other English and Mathematics tasks to support a child's recall of facts
- Homework is given to pupils to reinforce and support their learning in school
- They should be able to complete homework independently
- Support can be offered if children are struggling to complete homework



Homework

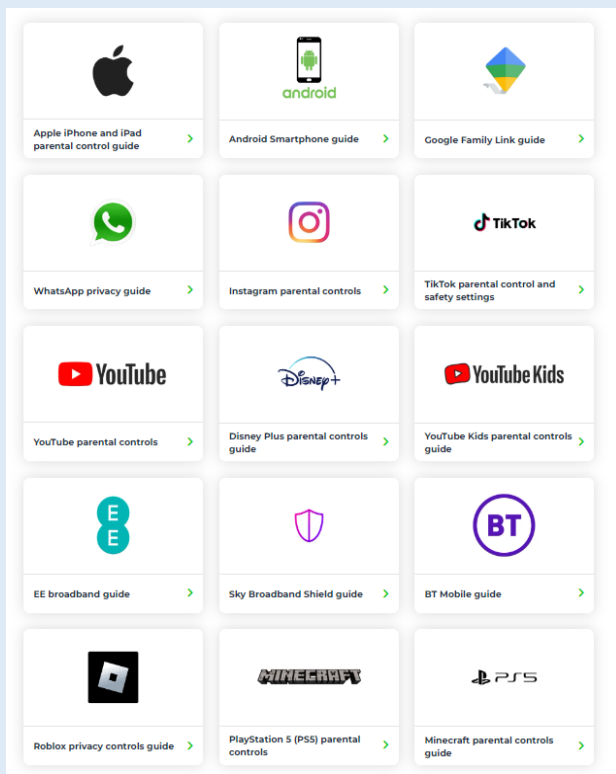
- Daily reading is **VITAL**
- Maths & CUSP spelling– set every Thursday to be completed and returned on the following Tuesday (or earlier!)
- Time spent on home learning – 20 mins for each task
- Independent research projects






Online Safety

- Acceptable Use Agreements – follow these rules
- Links with Behaviour Policy (online/in real life) - consequences
- Age restrictions and parental controls



[Parent Control Guides](#)

Parental controls




[Snapchat privacy settings guide](#)

Snapchat Parental Controls | Internet Matters. Snapchat tips and advice to keep children safe while using the platform. Social media.

[READ MORE](#)

Apps & Platforms



[Snapchat Quick how-to guide For Parents & Carers](#)

Snapchat safety: What parents need to know

How to stay safe on Snapchat: Parent guide | Internet Matters. Learn more about the platform, how it works, and more to help keeps teens safe on Snapchat.

[READ MORE](#)

[Snapchat guide for parents \(13+\)](#)



WhatsApp safety guide for parents

internetmatters.org

13+ WhatsApp's minimum age in the UK

58% Kids aged 3-17 who use WhatsApp

37% Kids under 13 who use WhatsApp

5 tips to keep kids safe on WhatsApp

- 1 Review privacy settings** WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.
- 2 Customise contacts** Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.
- 3 Talk about personal information** Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.
- 4 Show them where to get support** If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.
- 5 Check in regularly** Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.

internetmatters.org | @InternetMatters | @IM_Org | @InternetMatters_org | @InternetMatters | @InternetMatters_org | Internet Matters Ltd

[WhatsApp Guide for parents 13+](#)



Pastoral Support

Class based staff all work together for the wellbeing of the children.

Please keep me informed of anything you think may affect your child. I will make contact with home. Let's work together!

Mrs Pascal – SENDCo

Therapists, wellbeing support





Year 5



Amazon Wish List **coming soon:**

- Classroom resources
- Biscuit making
- Books





Keep in touch!

Safeguarding – get in touch with any changes of pick up/important family updates

Try the website for information first (if what you're looking for is not on the website, let us know. Other people may be looking for it too)

Year 5's email address: year5@tatsfieldtlt.co.uk

Office email address: school@tatsfieldtlt.co.uk

Speak to staff with any questions, comments or celebrations