Pathfinder
Multi Academy Trust

Year 5
Welcome Presentation

Ms Jackson and Mrs Carty

Pathfinder
Multi Academy Trust

We want Acomb Primary School to be a place where everyone aims high and achieves well. We value and celebrate all successes and support children to develop strength of character and to understand the role they play in their community, their country and the wider world.

Pathfinder

Multi Academy Trust

Providing an excellent education from age 2 to 19

ACOMB PRIMARY SCHOOL

Archbishop Holgate's School
A Church of England Academy Founded 1546

Badger Hill
PRIMARY SCHOOL

Clifton with Rawcliffe

Hempland
Primary School

Heworth
Church of England Primary School

New Earswick
Primary School

Rufforth
Primary School

St Lawrence's
CHURCH OF ENGLAND PRIMARY SCHOOL

Tang Hall
Primary School

10 schools - 4200 students - 580 staff

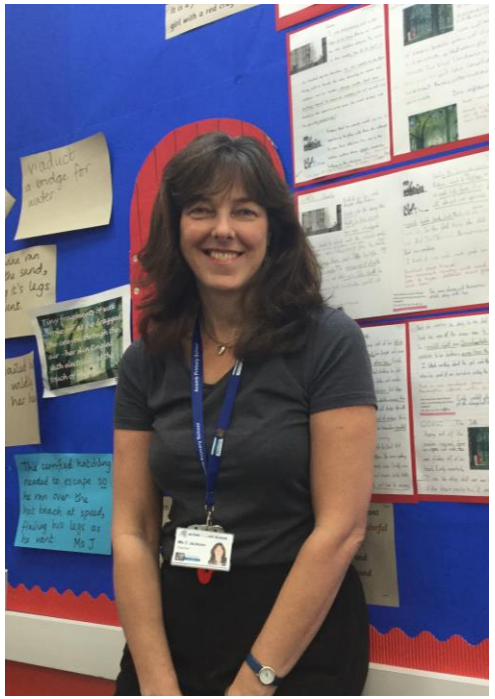
As we start the new academic year there are two key messages to share:

Thank you for everything you have done individually and collectively to support children and their families over the last year but more specifically since March. I know our efforts are appreciated throughout the community and parents have trust and confidence in what we are doing.

September has never been more important and working together we will continue to make a real difference to the communities we serve.

The Year 5 team

Mrs Carty



Ms Jackson

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Year Five & Year Six CYCLE A			2021-22		2023-24	2025-26
	Autumn 1	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2*
Class Text	***Y5 Stig of the Dump*** ***Y6- Sky Song***		***Y5 War Horse*** ***Y6 -The Hobbit***		***Y5 Kensuke's Kingdom*** ***Y6 – Wonder***	
English	2 Take One Book 2 Recount 2 Y5 Narrative video: History topic 1 Library 2 Poetry - Structure – Cinquain	1 Report 2 Traditional Tales - Legends *(e.g. King Arthur / Lady of Shalott etc)* 2 Explanation 1 Poetry - Structure - spoken word 1 Poetry/rap 1 Instructions	3 Take One Book 1 Poetry - Vocabulary building 1 Newspapers Y5 – Video narrative: *e.g. Creating a new planet based on 'Pandora'* Y6 500 words challenge	2 Discussion text 1 Fiction from our literary heritage 1 Poetry - Vocabulary building Y5 War poem (Morality/consequences) 1 Book Week 1 War letters	2 Take One Book 3 Persuasion (political speakers) 2 Poetry - Vocabulary building Y5 – Letters to an architect	4 Suspense and Mystery 1 Poetry - Vocabulary building 1 Report (school)
Maths Y5	Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area		Multiplication and Division Fractions Decimals and Percentages		Decimals Properties of Shape Position and Direction Converting Units Volume	
Maths Y6	Place Value Addition and Subtraction Multiplication and Division Fractions Position and Direction		Decimals Percentages Algebra Converting Units Perimeter, Area and Volume Ratio		Statistics Properties of Shape	
History	The Tudors *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*		British Civil Rights: Freedom and Equality *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* Global Civil rights Key Figures in History: Martin Luther King *A non-European society that provides contrasts with British history*		Ancient Civilisations – ***Maya*** *A non-European society that provides contrasts with British history*	

Geography	**Locational knowledge** Locate the worlds countries using a variety of maps (Focus on Europe – Russia, UK, Germany, France, Italy) Geographical skills and fieldwork Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied		**Human and physical geography** Climate zones, biomes and vegetation belts Rivers, Mountains, Earthquakes and Volcanos (Consolidation of knowledge – See LKS2 LTP) Geographical skills and fieldwork OS maps, Compass points, sketch maps, plans and graphs, and digital technologies.		**Place Knowledge** Similarities and differences between the UK and a non-European country (Central America – Link to Mayans – Human and physical features, Monuments e.g Chichen Itza, Landscapes, Climate) Geographical skills and fieldwork Cross curricular links	
Science	**Living things and their habitats** *(Y5 and Y6 obj. covered)* *Focus on identifying the life cycles of different animals and plants and understand reproduction.* *Focus on how to classify using more complex criterion and develop a basic understanding of microorganisms.*		**Earth and space (Y5 curriculum)** *Focus on describing the movement and properties of the planets, and accompanying moons, within the solar system* **Light (Y6 curriculum)** *Focus on identifying how light travels, refracts and enables us to see.* *Focus on explaining how light travels through materials.*		**Properties and changes of materials (Y5 curriculum)** *Focus on describing the properties of materials and explore states of matter and the changes these undergo.* **Working scientifically** *Focus on allowing the children to independently ask scientific questions, gather evidence and take precise measurements.*	
Art	**Drawing / collage / paint** Y5 Picasso Y5&6 Self-portraits in the style of a Tudor monarch Mixed media: paint, photography, fabric, oil pastel.	**Textile** Y6 John William Waterhouse Lady of Shalott (poetry/traditional tales) Y5&6 Weaving/looms /craft hangings	**Collage / drawing** Y6 Drawing with oil pastels Y6 Paul Nash 1889-1946 (war artist) Y5 Gustav Klimt Drawing with oil pastel / collage	**Digital media** Y5&6 Digital images inspired by Science	**Sculpture** Y6 Zaha Hadid – Architect Y5 Lord Norman Foster – Architect Y5&6 Sculptures of buildings Cardboard box skyscrapers/ willow organic shapes / clay pyramids and temples	**Print** Y6 business ventures – print and sell blank cards Y5&6 create printing blocks for printmaking Mayan god heads
	Y5 Artists, Architects, Craftspeople: Picasso, Gustav Klimt, Lord Norman Foster Y6 Artists, Architects, Craftspeople: John William Waterhouse, Paul Nash, Zaha Hadid					

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DT	**Designing, Making and Evaluating – Mechanisms** **Wheels and Axles** *Make a Moving Cam Model (two cams) illustrating an aspect of this term's learning* *(FPT Mini Stained Glass window)*		**Textiles** *Make Do and Mend – How to Upcycle clothing* *Design and Make a new item of clothing by changing something old* *(Link to History FPT make a pouch to learn backstitch).*		**Food and Nutrition** *Make a Healthy and Tasty Balanced Meal with enough energy for an Athlete* *(Research and FPT using leftovers)*	
Computing	**E:Safety and Digital Literacy** Online Relationships Online Reputation Information Technology Word Processing/Typing Presentations	**E:Safety and Digital Literacy** Privacy and Security Computer Science Computational Thinking and Computer Networks	**E:Safety and Digital Literacy** Managing Information Information Technology Video Creation Sound	**E:Safety and Digital Literacy** Health, Wellbeing and Lifestyle Computer Science Coding/Programming	**E:Safety and Digital Literacy** Self-image and identity Online Bullying Information Technology Photography and Digital Art	**E:Safety and Digital Literacy** Copyright and Ownership Computer Science Coding/Programming
RE	U2.1 Why do some people believe God exists? **BELIEVING**	U2.3 What do religions say to us when life gets hard? **BELIEVING**	U2.9: What can be done to reduce racism? Can religion help? **EXPRESSING**	U2.2 What would Jesus do? **BELIEVING**	U2.5 Is it better to express your religion through arts and literature or charity and generosity? **EXPRESSING**	
PE	**Outdoor Adventurous Activity:** *Focus on using equipment to complete a task and use self-evaluation skills to discuss how a team/self can improve* *Focus on develop a 'challenge' mentality through Bewerley Park*		**Fitness:** *Focus on increasing stamina, variation of exercise and performing activities with confidence and competence (understanding what 'fitness' is)*		**Athletics:** *To compete against others and self using a range of skills and showing a good level of control*	
	Rugby: *Focus on developing team based, situational skills whilst competing against others in a controlled manner*	**Netball:** *Focus on developing an understanding of how to best use space whilst passing and receiving the ball*	**Dance:** *Focus on developing dance styles, expression and creating rhythmic sequences (based off stimuli and own ideas)*	**Gymnastics:** *Focus on using stimuli and their own ideas to create their own complex sequences*	**Tennis:** *Focus on linking a range of skills together with fluency and with purpose/intent*	**Rounders:** *Focus on situational/team-based tactics whilst developing a plan of attack/defence*
Music	Sing Education					
RSHE	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk Looking after my mental health	Keeping safe Body Image Self-esteem Coping with changes and

Maths

- 5 session of maths each week based on Year 5 curriculum.
- A variety of fluency, problem solving and reasoning tasks.
- Focused manipulative work using resources from the maths tables.
- 4 times a week we complete either ‘UFOs’ (Understanding Fluency Objectives) or a ‘Fluent in five’. These are a mix of addition, subtraction, multiplication and division questions.
- On a Friday we also complete a times table challenge.

Maths

Times tables

Year 5 children should know all their times table and their related division facts.

- Termly multiplication lessons on a focus times table
- 3 x week practice on focus times table

Multiplication supports understanding in areas such as:

- Fractions
- Decimals
- Algebra and understanding equations
- Calculating area
- Ratio and proportion

Reading

Children have a variety of reading opportunities:

- One guided reading session a week (in groups of approximately 6)
- Class text with the teacher (x30 copies of same text)
- Independent reading time
- Comprehension lessons each week
- Each child should read at least 20 minutes every day at home and learn to record this independently in their planners. Initially, this can be recorded by your child or by you.

Reading Spine

The purpose of the reading spine is to instil a love of reading in children and to give them the experience of reading a diverse range of texts, appropriate for their age, throughout their years at Acomb Primary School. These books will not necessarily match with topics or be linked to their whole class text, they will be books that are simply there to read and enjoy.

“Imagine a primary school where, over seven years, children are read to, enjoy, discuss and work with a core of around 70 books. These ‘essential reads’ would be a store of classics, creating a living library inside a child’s mind. This is the ‘reading spine’. Schools that have a reading spine build a common bank of stories that bind the community together.” Pie Corbett (author, poet and educational writer)

Writing

Children have a variety of writing opportunities including:

- Daily English lesson
- Handwriting sessions to encourage a fluent, joined script
- Writing across different genres: narrative, poetry, non-fiction
- Different writing starting points and stimuli to capture the children's attention and imaginations
- Cross –curricular writing linked to a wide range of subjects

How you can help:

- Encourage writing in a variety of contexts e.g creative play, story writing, letter writing, thank you cards, information posters.

Spelling and Grammar

- Spelling and grammar is taught through a mix of discrete sessions throughout the week.
- We teach a range of words, along with the Year 5/6 common exception words, and group these into manageable lists based on spelling patterns.
- The grammar taught will usually be a focus in our writing that week.

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Please have PE kits in school at all times.
We will send them home each half term to be washed.

PE

Your children will have 2 sessions of PE a week.

- Ms Jackson: Wednesday morning (Mr Greenwood – Ignite) and a second session with Ms Jackson on a rotating timetable.
- Mrs Carty: Wednesday morning (Mr Greenwood – Ignite) and a second session with Mrs Carty on a rotating timetable.

- Please ensure that your child has the correct PE kit **(indoor:** shorts, house colour t-shirt and plimsolls/indoor PE shoes; **outdoor:** shorts and **joggers**, house colour t-shirt, **jumper** and trainers) with them each week and **in school at all times**.
- PE does happen when it rains so spare socks are also handy – children cannot do PE in tights.
- NO JEWELLERY except for small stud earrings - **If your child wears earrings they must bring tape or be able to remove them independently.**

Spanish

Your children will have 1 session of Spanish a week.

This will be taught by Mr Gibson, Head of MFL from Archbishop Holgate's School.
The lesson will be on Tuesday afternoons for 30 mins.

Planners

These need to be taken home every day and returned the following day. These are your child's reading record and are essential.

They should be signed by an adult at home each week. Messages may be conveyed by planner by the class teacher. Please also send notes in planners for the teacher's attention.

Spelling lists will go home in planners.

Homework

Practise spellings each week

Read daily (20 mins minimum) and record in planners

Keep practising times tables and related division facts (these are a big help when we get to fractions and decimals in year 5).

It also really helps children if you keep practising addition and subtraction methods, telling the time and using money.

Character education – Word of the Week

Here at Acomb we value Character Education and PSHE.

We have a ‘Word of the Week’ that is introduced in our Monday assembly (led by an SLT member). This is based on one of our school values/aims or a character trait. We will encourage the children to exhibit this throughout the week.

These inform our Character Awards which will be given out on a Friday in a Celebration Assembly.

We also have a further KS2 assembly on a Thursday morning led by a member of the KS2 team based on the word of the week.

Online systems we use

All children in Year 5 are part of a **Google Classroom**.

- This is where we set tasks during some lessons
- To access this, they should log-in to Google using their school account and password. This typically looks like the following (this is just an example):

Username: 16jilla@acomb.pmat.academy (school entry year, followed by first name, followed by last name initial)
Password: Magentalion3 (usually a colour followed by an animal and then a number)

Friends of Acomb Primary (FOAP)

Friends of Acomb Primary are a group of parents who want to help the school through fundraising and other support, to provide some new resources for school.

Each year they subsidise a number of school events – Residentials, Young Voices, Christmas Parties for Reception and KS1 children and much more.

This year the money raised will go to support reading in school and the purchase of books for our new 'Reading Spine' which is coming as soon as next month.

If you can help out in anyway, it would be hugely appreciated.

@FoapAcomb

If you are interested in finding out how to get involved, please email us friendsofap15@gmail.com to let us know that you would like to be involved.

There is also a FOAP planning meeting **at 7:30pm on Monday 25th September at The Fox Pub, Holgate**

Classroom Walkthrough

You will now have the opportunity to walk through your child's classroom.

This is a chance for you to see the classroom environment and to see the layout and resources that are on offer to your children.

Once you have viewed the space, you will then exit the Welcome Meeting through the classroom doors onto the playground.

Thank you for coming. If you have any questions, please do speak to us on the door or email the office as normal.