Year 5
HoY Workshop

Meet the Team



Miss D'Costa

Year 5 Teacher, Head of Year 5 & Assistant Headteacher

Yew



Miss Mundy

Year 5 Teacher



Mr Johnson

Year 5 Teacher

Elder



Miss Cole

Year 5 Teacher

Pine



Miss Clayton

Year 5 Teacher

Willow



Mrs Robery

Paraprofessional

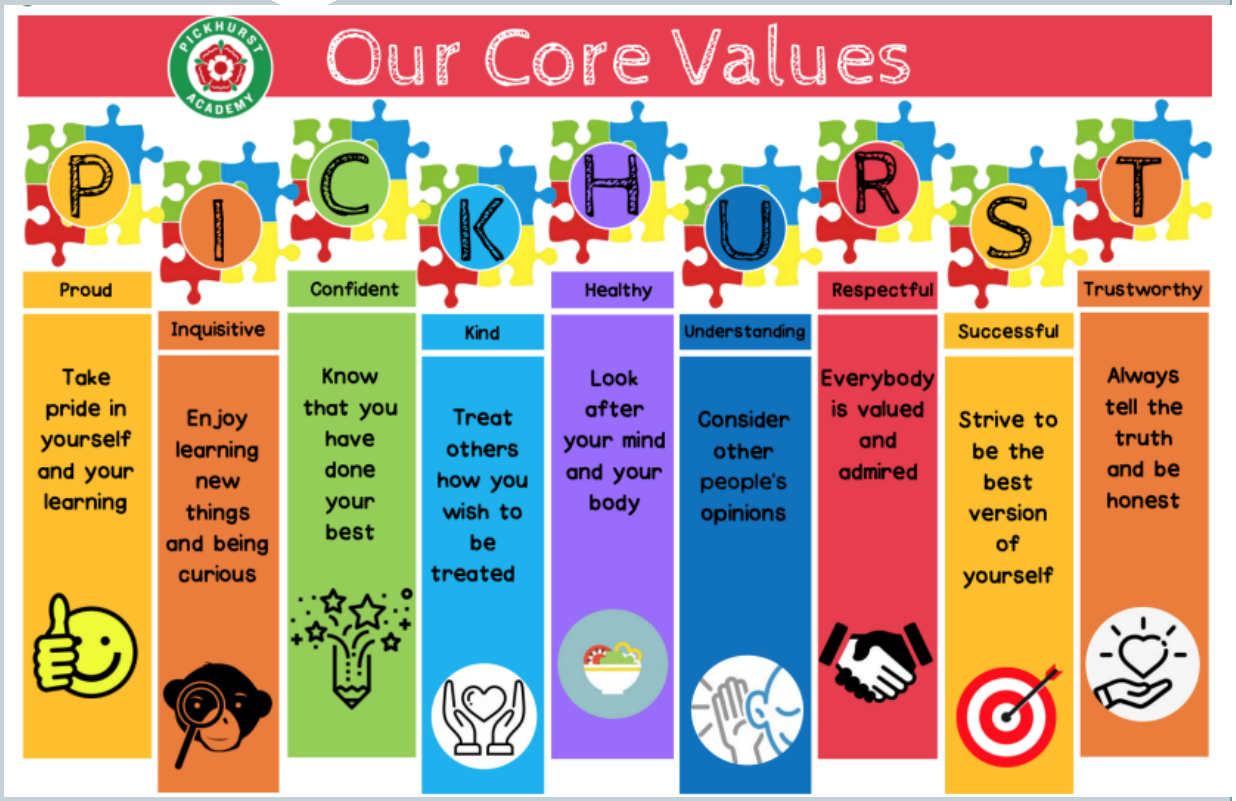


Mrs Allen

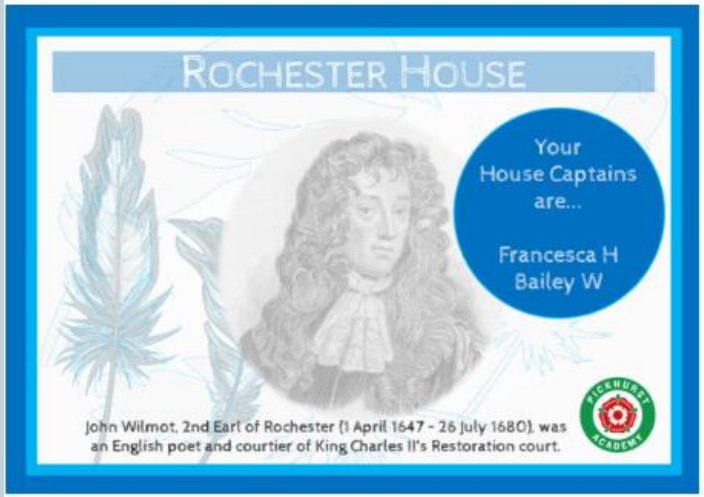
Higher Level Teaching Assistant

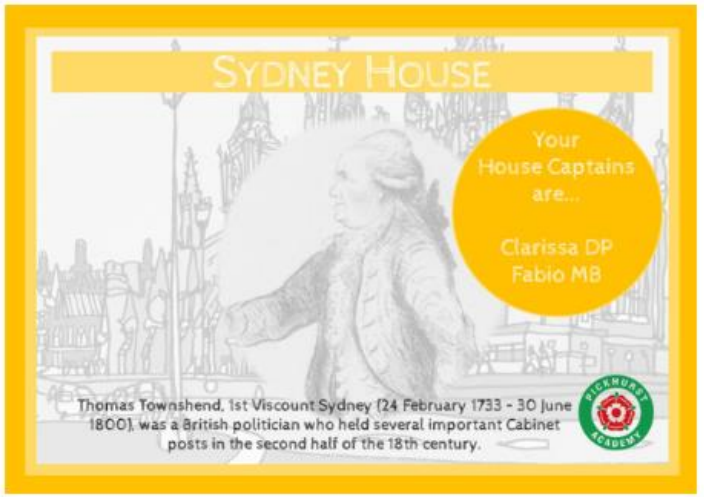
Pickhurst Pamphlet and House Points

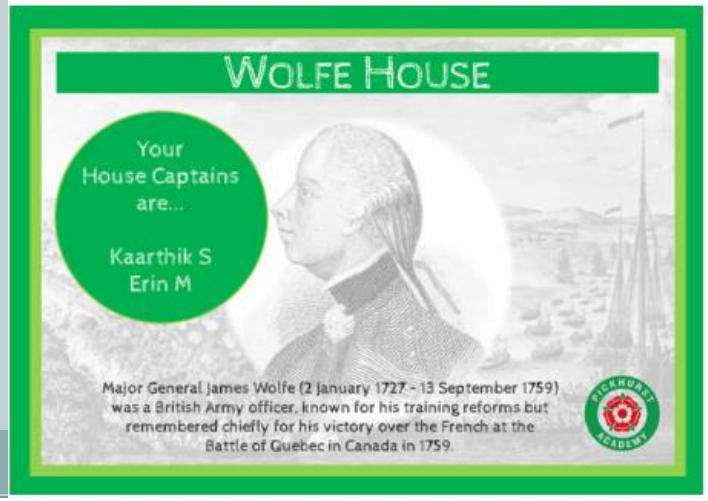
The Pickhurst Passport will now appear in the Pickhurst Pamphlet which will be handed out very soon.

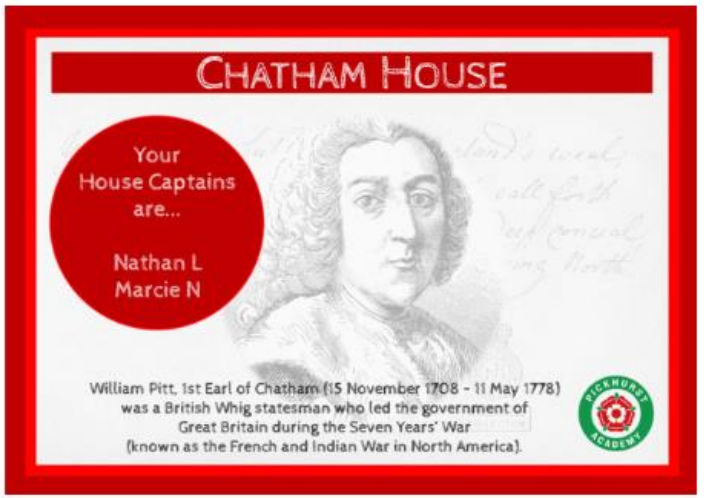


Pickhurst Pamphlet and House Points









Learning Behaviours

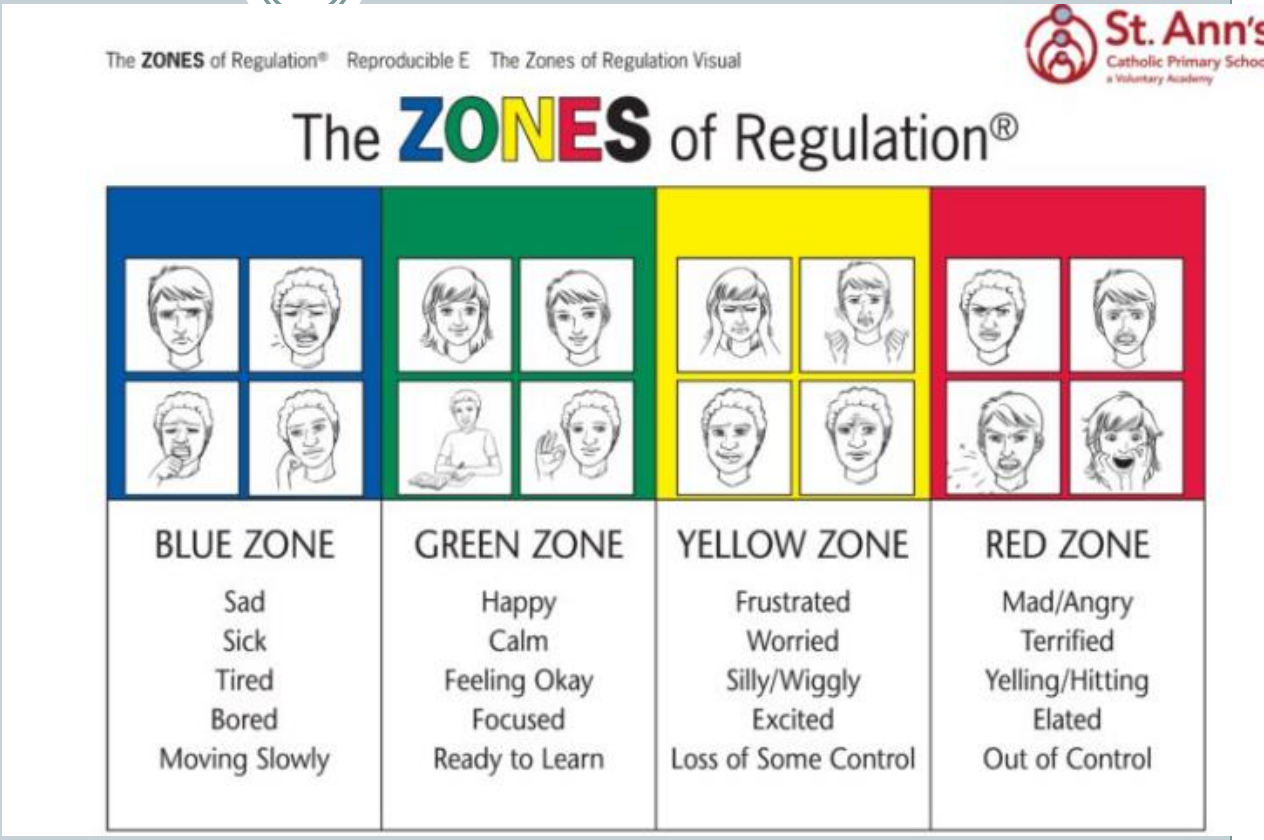
These are displayed in each classroom and promote positive behaviour for learning.

They can be referenced to when praising a child or encouraging a child during lesson time.



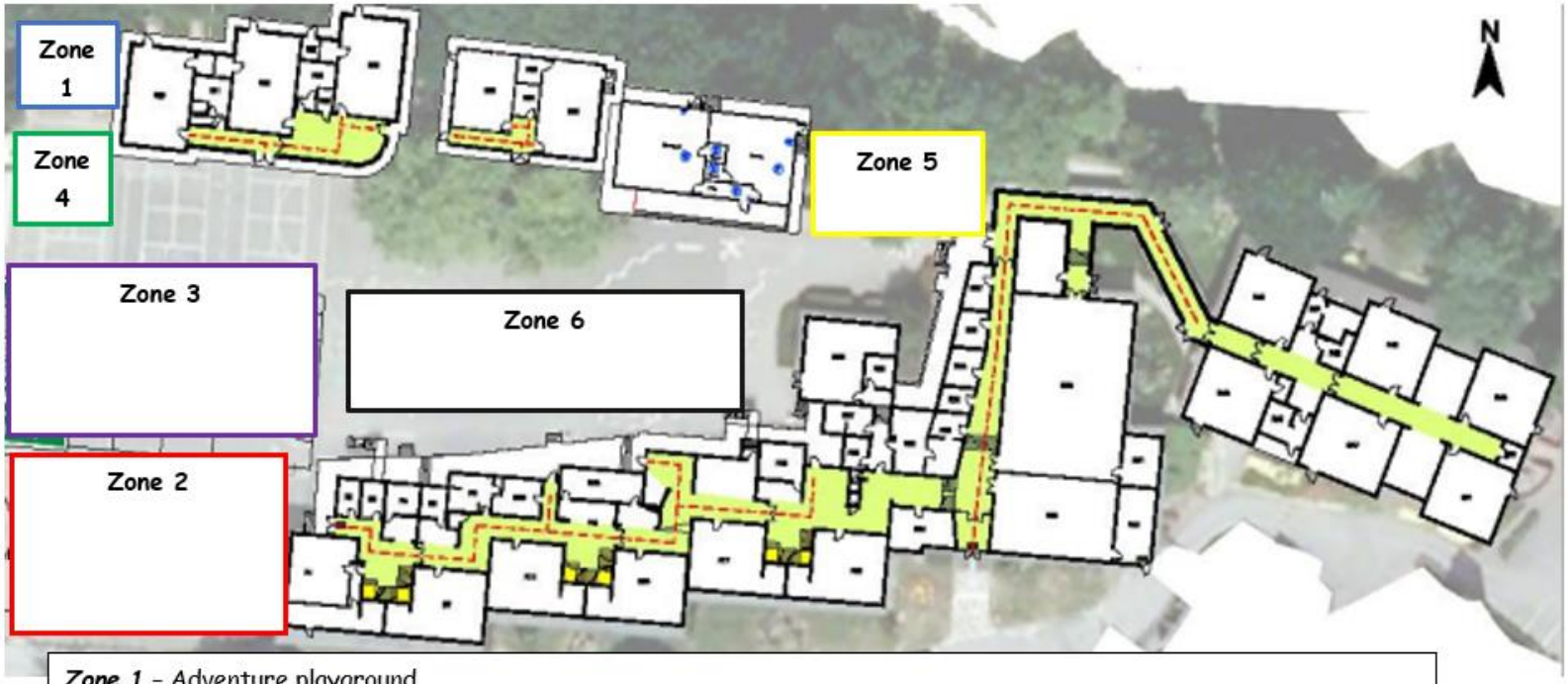
Zones of Regulation

- Each child has access to a toolkit
- Calm corner in each classroom
- Zones language used in class
- Lollipop stick check in each morning



Positive Playground

Playground Zones



Zone 1 – Adventure playground
Zone 2 – Competitive team games (cricket, football, hockey, basketball)
Zone 3 – Playground games (hoops, giant Jenga, balance boards, skipping ropes)
Zone 4 – Giant connect 4, Lego, giant dominoes.
Zone 5 – Millennium Gardens (quiet area, reading, drawing, board games, word search)
Zone 6 – Free zone

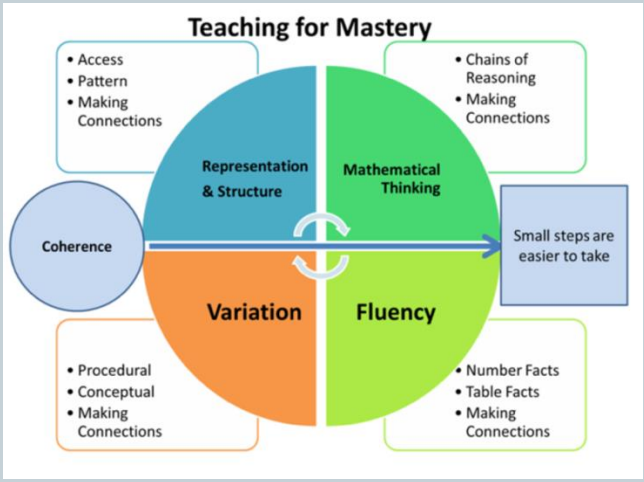
Maths

Scheme:

- White Rose Maths and NCETM

Structure of lessons:

- Maths Gym every morning
- Starter- Mastering Number
- Teaching and tasks- ping pong approach (fluency, reasoning and problem-solving)
- This model enables children to develop their conceptual understanding- Why? How? When?
- Challenges and next steps to extend or consolidate the children's learning
- Plenary- true or false question which allows the children to Agree, Build or Challenge.



Interventions:

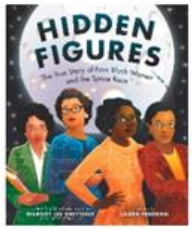
- Number Sense is used in interventions which are conducted by the year group HLTA.
- Workbooks can be found on the school website.

Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value** FREE TRIAL VIEW Free trial			Number **Addition and subtraction** VIEW		Number **Multiplication and division A** VIEW			Number **Fractions A** VIEW			
Spring	Number **Multiplication and division B** VIEW			Number **Fractions B** VIEW		Number **Decimals and percentages** VIEW			Measurement **Perimeter and area** VIEW		Statistics VIEW	
Summer	Geometry **Shape** VIEW			Geometry **Position and direction** VIEW		Number **Decimals** VIEW			Number **Negative numbers** VIEW	Measurement **Converting units** VIEW		Measurement **Volume** VIEW

English

YEAR 5	The Lost Thing	Hidden Figures	Beowulf	Children of the Benin Kingdom	Rumaysa- a Fairytale	Curiosity - The Story of Mars Rover
						

- National Curriculum objectives covered across the year and across a range of texts.
- At least one piece of writing will be assessed each half term
- A piece of writing will be added to the Pickhurst Portfolio each half term
- Reading skills are embedded in our weekly English teaching as well as spelling, punctuation and grammar

Example of curriculum coverage

A Writing Root for
The Lost Thing by Shaun Tan

Literacy Tree

Literary Theme: Belonging & equality
Mixed Age Theme(s): Loneliness & belonging (4/5); Affirmation & equality (5/6)

Recommended Age: Y5

Text(s): The Lost Thing by Shaun Tan (book and film)

Duration: 3+ weeks, 16 sessions

Outcomes: Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports
Main outcome: Own version fantasy narrative

Overview and outcomes: Using the film and text of Shaun Tan's The Lost Thing, children initially engage with the themes of the story and make predictions about its content. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own 'lost things', creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Writing Transcription (Spelling and Handwriting)
- Identify an increasing range of homophones and other words that are often confused
- Spell words containing the 'ough' grapheme and identify alternative pronunciations
- To recognise and spell the suffix cian/tion/ssion/sion
-

Reading Comprehension
Maintain positive attitudes to reading and understanding of what they read by:
- Reading books that are structured in different ways and reading for a range of purposes

Understand what they read by:
- Asking questions to improve their understanding
- Identifying how language, structure and presentation contribute to meaning
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
- Providing reasoned justifications for their views

Vocabulary, Grammar & Punctuation

- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials
- Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Writing (Composition)

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

Draft and write by:

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing

Spellings

WC 08.09.25 Tested 12.09.25	WC 15.09.25 Tested 19.09.25	WC 22.09.25 Tested 26.09.25	WC 29.09.25 Tested 03.10.25	WC 06.10.25 Tested 10.10.25	WC 13.10.25 Tested 17.10.25
Common Words – Words children are expected to spell correctly at all times.	Year 5 /6 Statutory Words – adding prefixes and suffixes to these where appropriate.	Revision Suffixes - ing, -ed and -ly	To use knowledge of root and base words to spell related words	Revision Suffixes - ous, -ation	Homophones and near homophones.
don't	accommodate	dragged	beginning	information	accept
want	achieve	stopping	gardener	preparation	bawl
something	ancient	completely	limitation	dangerous	grate
why	attached	comically	happily	various	grown
who	awkward	played	simply	jealous	mail
went	accompany	happily	gardening	adoration	except
children	aggressive	dragging	limited	admiration	berry
thought	apparent	speedily	comically	mountainous	great
friends	available	usually	gently	tremendous	knot
too	bargain	frantically	dramatically	humorous	male
with	according	supporting	beginner	sensation	ball
people	amateur	working	limiting	poisonous	bury
school	appreciate	stopped	finally	famous	groan
because	average	sadly	angrily	enormous	not
house	bruise	hunting	humbly	glamorous	peace
said	category	finally	forgotten	vigorous	piece
through	cemetery	supported	forgetting	courageous	scene
water	conscience	worked	basically	serious	seen
like	convenience	playing	nobly	spontaneous	medal
asked	average	eating	preferred	courteous	meddle

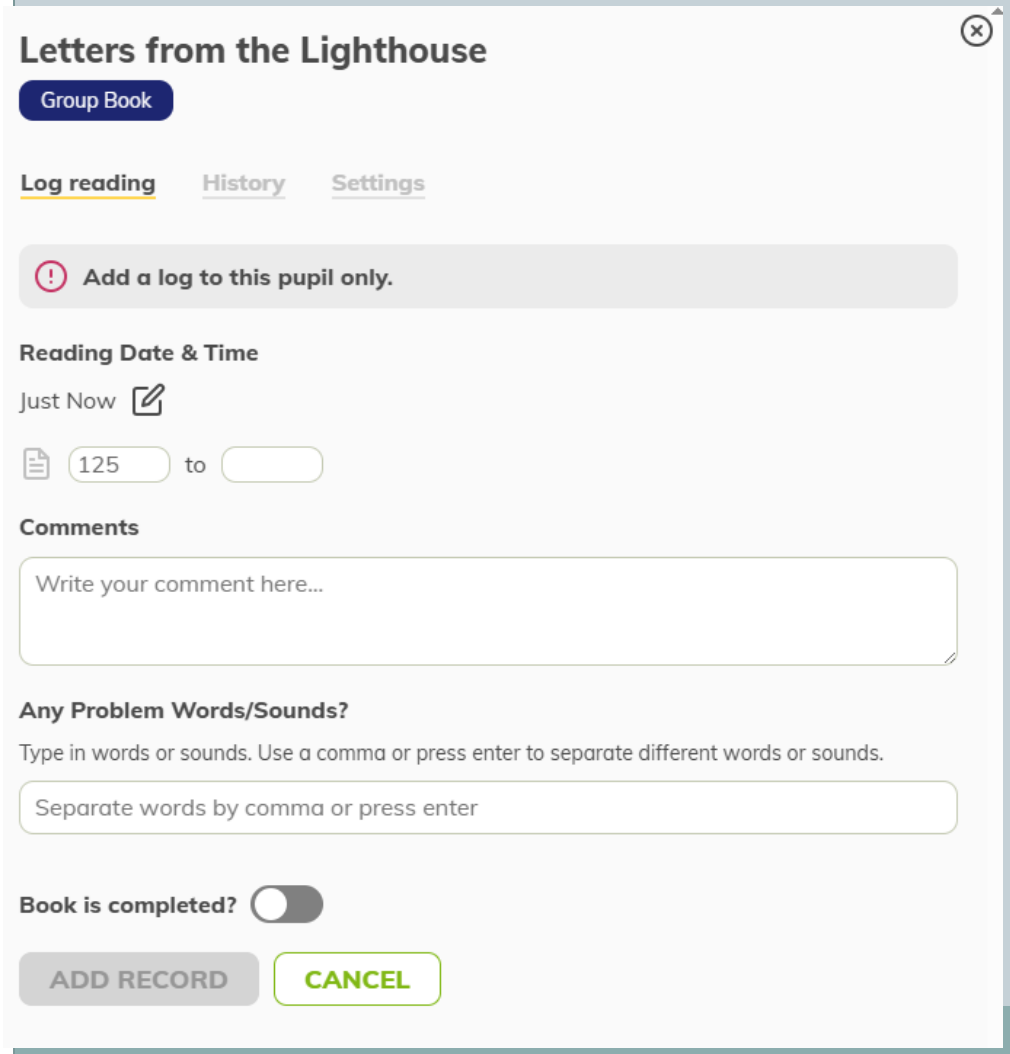
Vocabulary Ninja spelling scheme.

It includes common/high frequency words, statutory words and spelling rules.

<u>Super sentences</u>

- Each Friday
- Children will not be tested on every single word
- Dictated
- Spellings are taught through out the week but must be practiced at home

Recording Reading



- Parents must comment at least once a week after reading with their child
- Children will have the opportunity to document their reading at least once a week at school but is encouraged to log reading at home aswell
- Teachers will read and comment once a week

Handwriting

- Modelled weekly handwriting activity
- Pen license
- Handwriting policy

Aims

Our aims in teaching handwriting are:

1. For all children to learn and practise appropriate and effective handwriting skills at each stage of development, continually working towards mature handwriting which is:

    - Legible
    - Presentable
    - Comfortable
    - Fluent
    - Flexible
    - Fast
    - Automatic
    - Sustainable

Homework

- Homework Club- Every Friday

Subject	Frequency	Expectations for Child	Parent Support/Advice
Maths TTRS (TimesTables Rock Stars) ***Online***	Weekly	Recommendation is for 10 minutes per day or one hour per week if consolidating.	Encourage independence, support if/when needed.
My Maths ***Online***	Weekly (compulsory)	Complete assigned task which is set on a Friday. Complete by following Friday.	Encourage independence, support if/when needed.
Spellings ***Listed on Google classroom***	Weekly	Daily practice, approx. 10 minutes. Practice spelling words and using them in a sentence.	Encourage, daily practice. Dictate sentences.
Reading ***"Real book", keep in school bag***	10 minutes a day	Take a book home from school to read for pleasure. Choose book band for their level (or teacher will choose). Cchildren should read every day either to themselves of an adult.	Please listen to your child read at least once a week and comment in the record book using the comment bank to help.
Writing	Half termly task (set at the end of every half term, compulsory)	Complete writing task in book, approx. 30 minutes.	Encourage independence, support when needed.
Projects for foundation subjects, e.g. history, science	Half termly (optional)	Optional to complete. However, finished projects will be placed on display around the school.	Encourage independence, support when needed.

Assessments

Assessments

- We continually assess the children, verbal feedback, mark daily, assessment week.
- Teachers use assessment week to inform future planning to 'fill' gaps in knowledge.

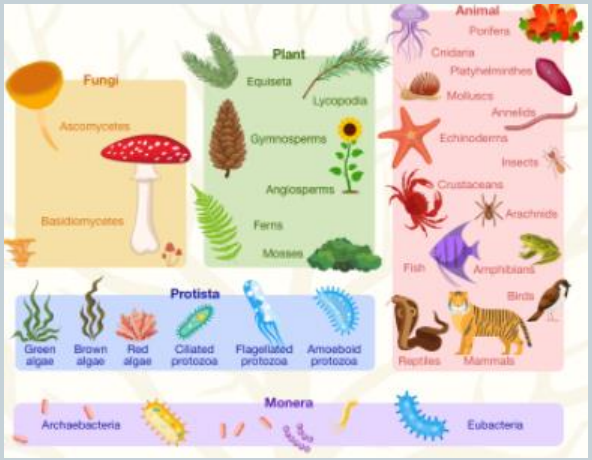
	LO: To explore the features of a riddle.		
Steps For Success		C	T
•	Define 'riddle'.		
•	Create relevant clues.		
•	Work collaboratively to solve a riddle.		
Key Vocabulary	riddles, infer, explain, share, predict, justify.		

Science

Each half term

- Forces
- Earth and Space
- Properties of materials
- Changes of materials
- Living things and their habitats
- Animals including Humans





Foundation Subjects

- Humanities

1. History- The Anglo-Saxons, The Vikings, Journeys
2. Geography- Changes in our Local Environment, Europe- A study of the Alpine Region, Journeys- Clothes

- French- Greetings, directions, places in town- 2 lessons for each topic
- Art/DT- 3D symbols, painting and drawing with detail
- RE

1. Autumn- Who is to blame if we do wrong?
2. Spring- Is commitment the same as sacrifice?
3. Summer- Why do Christians worship in different ways?

Foundation Subjects

- PSHE-

1. Me and my relationships
2. Valuing differences
3. Keeping myself safe
4. Rights and responsibilities
5. Being my best
6. Growing and changing, RHE- Summer term

- Computing- Programming, data, animation

Foundation Subjects

- PE- indoor and outdoor PE, House colour shirt to be worn, hair back and no jewellery
- Music- Kapow
- Reading for Pleasure- Reading independently, Peer reading, class teacher.
- P4C/Citizenship (Assemblies)
- Mindfulness

Upcoming Trips

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Visitor	Geography Local Visit (Norman Park)	History Vikings workshop	Church Visit	Art The Tate Modern	Science National Maritime Museum