



# Welcome to Year 5



Teaching Staff: Mrs Morris, Mrs Mansell (5mm)  
+ Miss Felsingher (5F)

Teaching Assistant: Mrs Midgley & Miss Prohmy

PPA/Cover: Ms Hayward, Mr Pallett, Mrs McFadzean, Mrs Mee



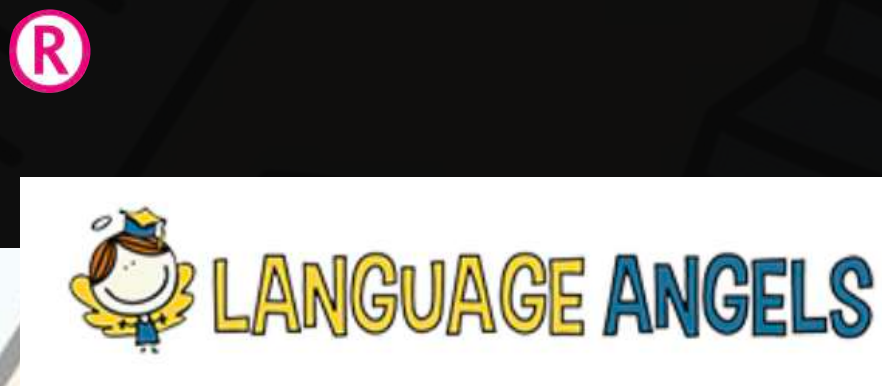
# Changes to the curriculum

This year, we are introducing a brand new and exciting curriculum.

Literacy, maths, RE, MFL and PE will be taught as stand alone lessons.

All other core and non-core subjects are taught through Dimensions.

This will allow us more time to develop key skills for each area of the curriculum and ensure that there is consistency and continuity across year groups.





Kirby Muxloe Primary School - Learning Journey Cycle 2023-2024

Unit	Dates	Term	Y5 Navigators
Whole School Theme	28.08.23 01.09.23	Autumn 1 1 Week	Transition
Theme 1 <b>Communication</b>	04.09.23 09.10.23	Autumn 1 6 Weeks	Mission Control - Earth & Beyond
Theme 2 <b>Culture</b>	23.10.23 27.11.23	Autumn 2 6 Weeks	Come Fly With Me - America
Additional Unit	04.12.23 18.12.23	Autumn 2 3 Weeks	Been Around the World - Geography
Theme 3 <b>Conflict</b>	09.01.24 12.02.24	Spring 1 6 Weeks	You're NOT Invited - Invaders & Settlers
Additional Unit	26.02.24 11.03.24	Spring 2 3 Weeks	The Rescuers - The Story of the Heroes of the Titanic
Shakespeare Week	18.03.24 22.03.24	Spring 2 1 Week	TBC
Theme 4 <b>Conservation</b>	08.04.24 13.05.24	Summer 1 6 Weeks	Full of Beans - Energy
Challenge Week	20.05.24 24.05.24	Summer 1 1 Week	TBC
Additional Unit	03.06.24 21.06.24	Summer 2 3 Weeks	Go With the Flow - Science
Additional Unit	24.06.24 12.07.24	Summer 2 3 Weeks	Pharaoh Queen - The Story of Hatshepsut



# Writing

We will be following a scheme called Ready, Steady, Write. This will allow us the opportunity to develop and fine tune our knowledge over a number of lessons to produce detailed, skilled pieces of writing from a range of genres.





# Ready Steady Write

## Year 5

When we Walked on the Moon +

FARThER +

The Hound of the Baskervilles +

The Promise +

The Lost Book of Adventure +

King Kong +

A

### Vehicle Text

When we Walked on the Moon

### Writing Outcome & Writing Purpose

**Narrative:** Exploration Narrative

**Purpose:** To narrate

**Non-Narrative:** Formal report

**Purpose:** To recount

### Grammar: Word

**Build on previous year & focus on:**

Develop an understanding of the use of verb prefixes

### Grammar: Sentence

**Build on previous year & focus on:**

Indicate degrees of possibility using modal verbs  
Expanded noun phrases to convey complicated information  
concisely

Develop understanding and use relative clauses

### Grammar: Text

**Build on previous year & focus on:**

### Grammar: Punctuation

Indicate parenthesis using dashes and brackets  
Commas after fronted adverbials (reinforce from Y4)  
Inverted commas to indicate direct speech (reinforce from Y4)



Ready Steady Write





# Maths



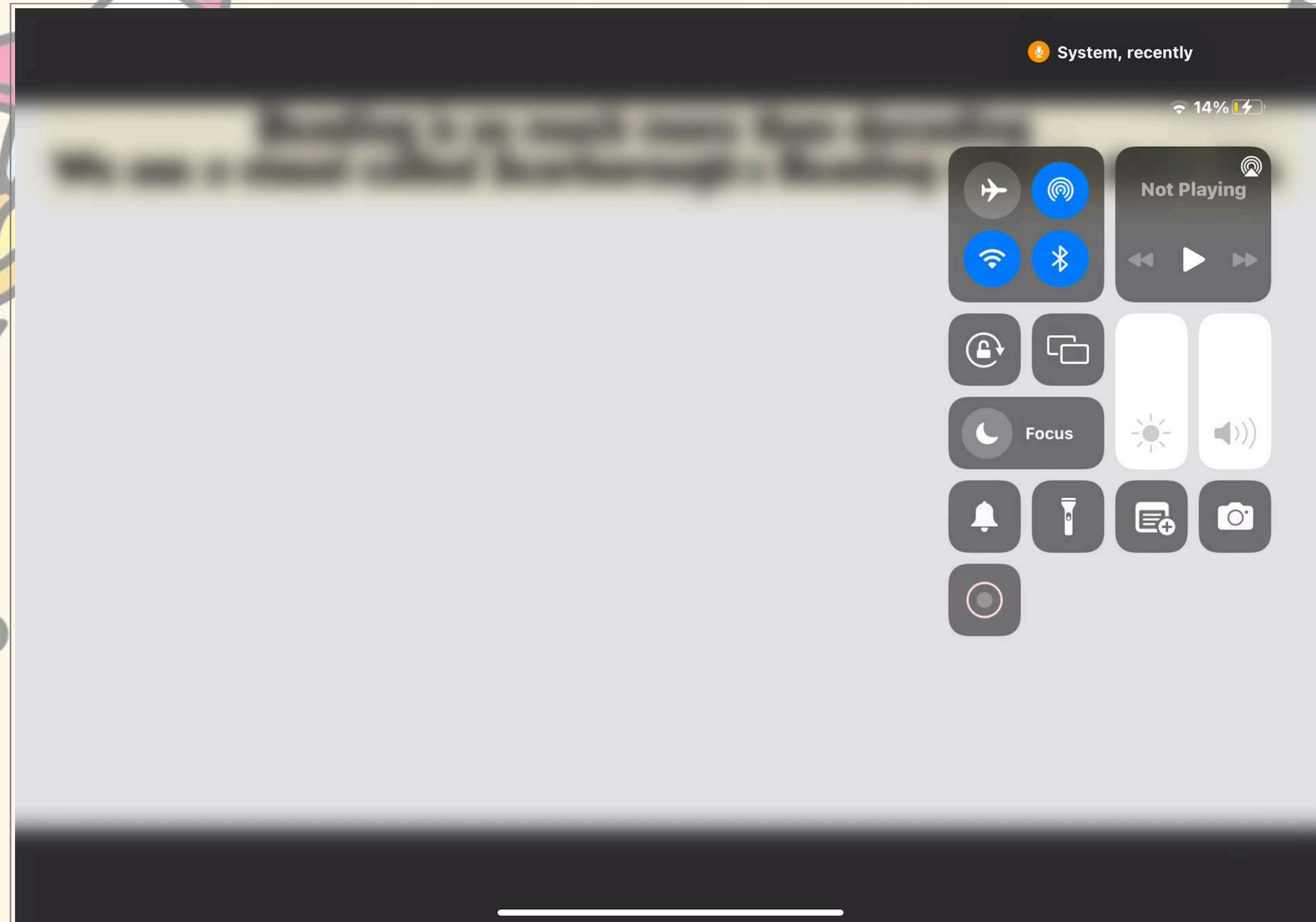
We will spend the first couple of weeks settling the children back in to maths and refreshing/recapping their skills.

After this, we will be setting the children into 2 groups. Each group will cover the same objectives, methods and strategies, but may do so at different times over the course of the year.

Maths homework will be set each week on a Friday and will be expected back by the following Friday. House points will be rewarded for children attempting and completing this.



# The Importance of Reading





# The Importance of Reading

## HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day







will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests

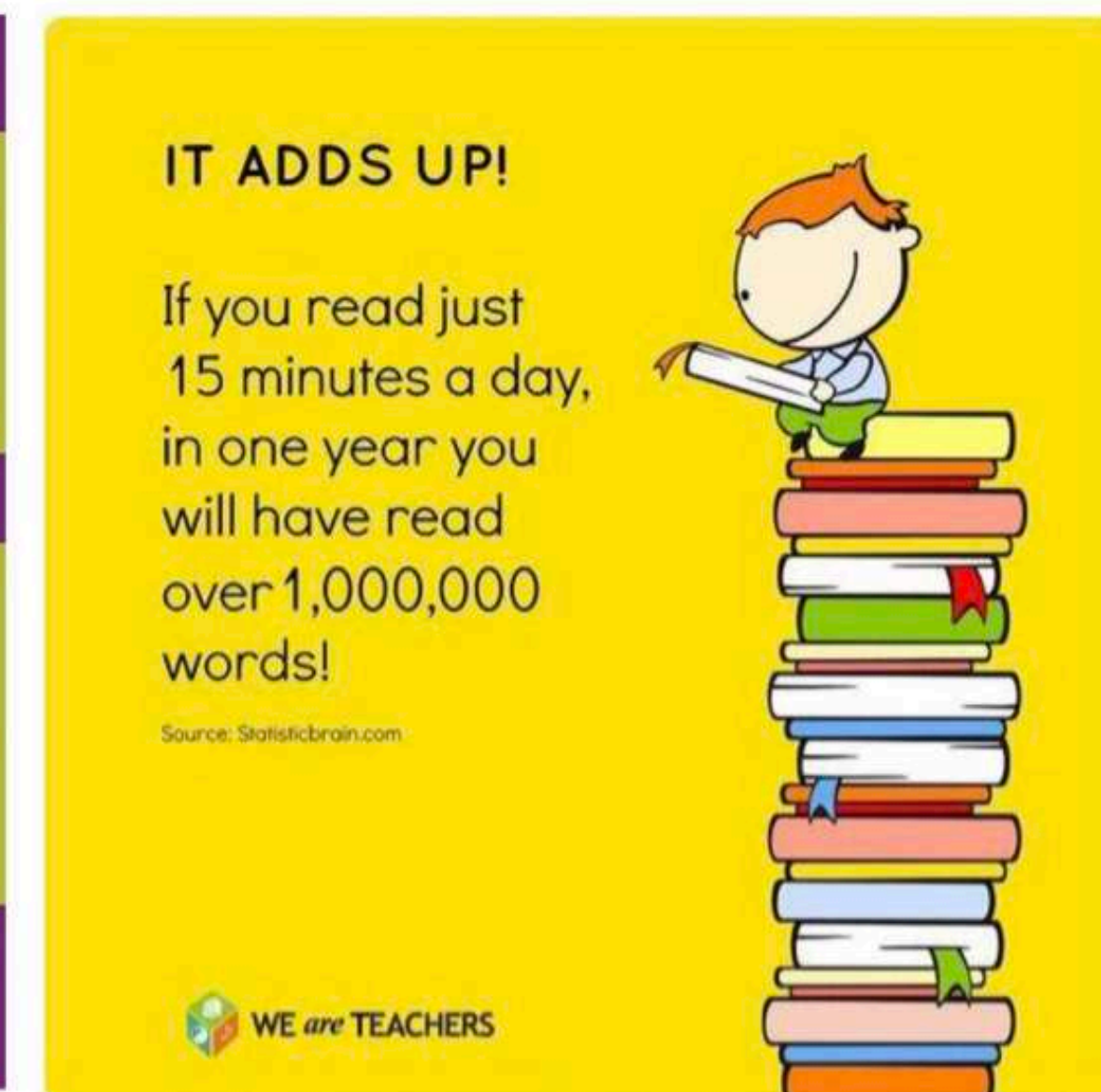
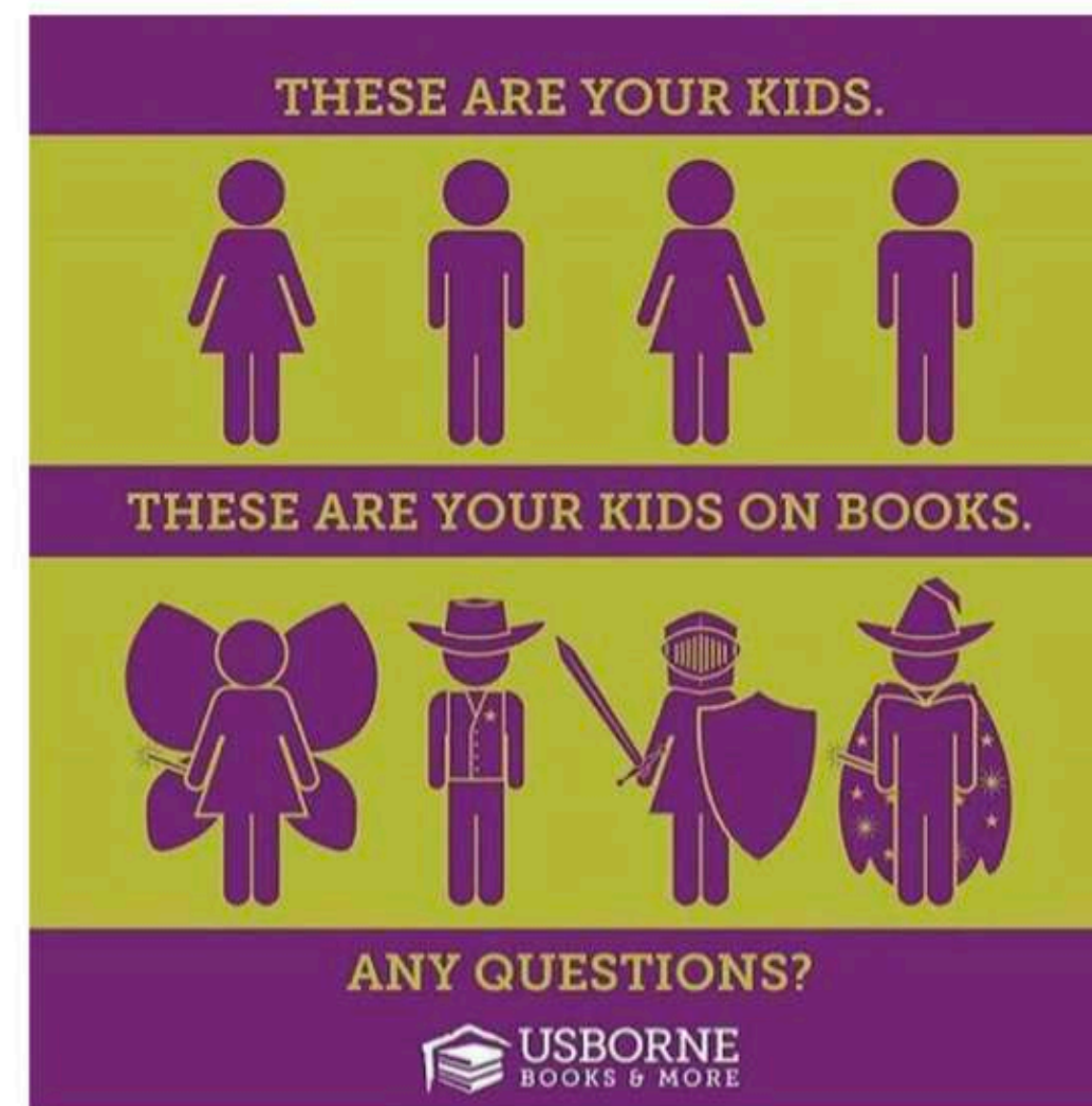
Source: Nagy, Anderson and Herman, 1987

 SCHOLASTIC



## How can you help?

-  Model fluent reading by reading pages to your child, even when they can decode. Getting them to read a page and then you read a page can be the perfect compromise. Having subtitles on the TV as you watch programmes can also help develop fluency. It is important children hear how fluent reading should sound so that they can develop in this area.
-  Allow your child to repeatedly read sentences, sections of texts and books to improve their fluency.
-  Discourage racing through reading and only picking thick books to ensure full meaning is extracted from a text before moving on to the next. It's recommended that a child needs to be able to independently read at least 95% of the words on a page for a book to be at a suitable level for them to read.
-  When your child has finished a chapter or book, talk about what the chapter/book was about and check that they can retrieve details about the context of the text, as well as infer meaning such as how a character may be feeling for example.
-  Ask your child what books they enjoy and ensure they develop as much reading for pleasure as they can. Shopping for new books, making a bookmark, etc can be the perfect activities.
-  Introduce your child to new authors and texts using the recommended reading list link on the right hand side of this page ➡. This will diversify the range of authors and texts that they experience and also expose them to a wider vocabulary.



Recommend Reading lists for each age group can be found on the following website ...

[https://  
www.booksfortopics.co  
m/key-stage-book-lists](https://www.booksfortopics.com/key-stage-book-lists)

We have an **obligation** to read aloud to our children. To read them things they enjoy. To **read** to them stories we are already tired of. To do the voices, to make it **interesting**, and not to stop reading to them just because they learn to read to themselves.

—Neil Gaiman



**PHONIC APPROACH**  
FOUNDATION STAGE  
YEAR 1 AND SOME OF YEAR 2

# Spelling at KMPS

**WORD STUDY APPROACH**  
YEAR 2 WHO HAVE COMPLETED PHONICS.  
YEARS 3,4,5 AND 6.

## Why?

To ensure that our teaching of spelling is effective and moves with the times.

Research and our experience have found that weekly spelling tests do very little to improve children's progress in longer term spelling retention.

With technological advances such as spellcheck, children need to understand the meaning of words such as homophones two, to and too.

Word study teaches children to look at words and their context rather than remembering lists that are often then forgotten.

We will continue to teach statutory word lists and ensure that these are sent home but as 80% of words follow predictable patterns, we feel phonics and word study are the best approaches to teaching spelling.

## How you can help at home?

Look at the half-termly statutory word lists with your child to know what words they are working on.

Use the word observation sheet to help you talk about features of key words that your children are trying to spell.

Use the Comprehension Challenge sheet to help you to talk about the words that your children are trying to spell.





# Recording Reading

## Year 5

### Weekly Reading Record

For your adults:  
Please try and do the following when you read with your child.

Retell a page in 3 sentences.  
Ask 3 questions about what they have read.  
Ask/Find the meaning of 3 unfamiliar words.

For every day that you read at home, you will receive 10 House Points.

Please aim to read to an adult 3 times per week.

Outside of that, read as much and as often as you can... the more the better!

In each box, tell us the following:  
What you read, how long you read for and who you read with (plus anything else you want to tell us!)

Friday:

Saturday:

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Each week, your child will receive this as an activity on Seesaw.

They will also bring home a levelled reading book - this can be changed weekly on a Friday.

Please read with your child and encourage them to read independently too.  
The more, the better!



# Picture News

What's happening  
in the news this week?



Let's have a look at this week's poster!

13th - 19th February 2023

**TAKEHOME**



What is the most important  
form of communication?



Share your thoughts and read the opinions of others

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)



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**In the news this week**

Things to talk about at home...

- > Can you make a list of all of the different ways that you communicate with others at home?
- > Were you surprised to learn humans can understand apes? Do you feel that you can communicate with animals, e.g., pets at home?

Please note any interesting thoughts or comments

Let's look at this week's story



Humans can understand other apes' common methods of sign language, scientists have just discovered. Researchers at the University of St Andrews in Scotland have found that people can comprehend the meaning of signals apes, such as wild chimps and bonobos, use to communicate with each other. The scientists' video-based study asked volunteers to interpret the gestures from clips of various apes and choose from a list of potential translations.



Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Picture News [here](#).



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# PE




Our PE lessons will be taught on a Wednesday morning and Thursday afternoon.

Wednesday will be an outdoor session with Mr Pallett and Thursday will be an indoor session.









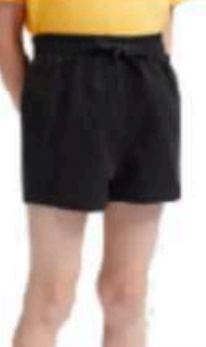
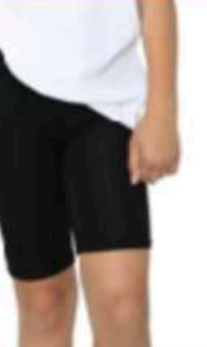

Please refer to our new uniform policy for the correct kit.

Please also note that long hair must be tied up and children must take their earrings out.



## 2023 PE Uniform - Visual Examples

June 2023

	Unicorn		Dragon		Griffin		Phoenix
<b>Top Half</b> <ul style="list-style-type: none"><li>Coloured T shirt (in colour of house red/ green/blue or yellow)</li></ul>		Or		Or		Or	
+							
<b>Top Half</b> <ul style="list-style-type: none"><li>Black sweatshirt/ jumper/ cardigan as per full uniform</li></ul>		Or		Or			
+							
<b>Bottom Half</b> <ul style="list-style-type: none"><li>Fully plain black jogging bottoms or</li><li>Fully plain black sports shorts/ skorts/ cycling shorts (not too short and free from logos)</li></ul>		Or		Or		Or	
+							
<b>Socks</b> <ul style="list-style-type: none"><li>Grey, black or white socks</li></ul>							
+							
<b>Footwear</b> <ul style="list-style-type: none"><li>Dark trainers appropriate to sports activity. These do not need to be fully black.</li></ul>							



# Mobile Phones & Social Media

## **Definitions**

### Mobile Phone:

- Any phone or device that is capable of making or receiving phone calls or texts. In addition it may have the capability to take photos or video.

### Smart Watch or Device:

- Any watch or device that goes beyond 'just telling the time'. This may include photo and video capability, fitness tracking or messaging or calls capability.

## **Pupils**

Pupils in Years 5 and 6 are allowed to bring a mobile phone into school in order to support their journey to and from school but only under the following conditions:

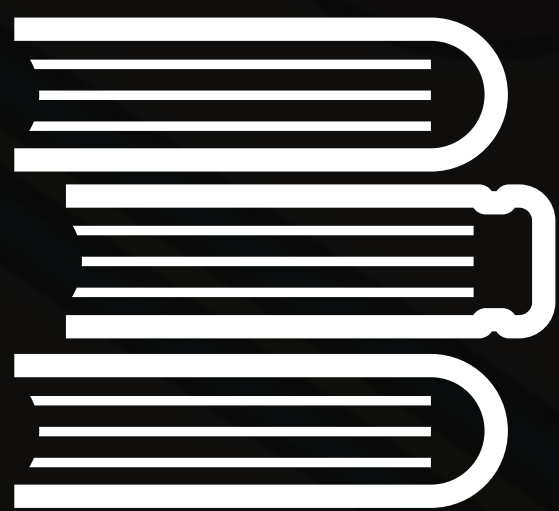
- Whilst on the school grounds it is switched off (not just on silent) and is given to the class teacher for that day before morning registration. It will then be placed into a lockable box and returned at the end of the school day.
- The school will make best efforts to secure the phone but will take no responsibility for any loss, damage or theft whilst on school property
- Filming, recording or photographing anyone at school is expressly prohibited and will be treated as a very severe infringement of the behaviour policy
- Any failure to follow any of these will result in the mobile phone being confiscated and returned to the parent or carer. The mobile phone will not then be allowed back into school for a period determined by the headteacher.

Over the past few years, we have noticed an increasing number of issues that have come from the use of social media outside of school. Unfortunately, this has had a huge impact on children within school as well, especially those who have been victims of online issues. Please have a look at these two links and closely monitor your child's use of the internet.

<https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Guide-Official-UK-Social-Media-Guidance.pdf>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/social-media/>





# *Trips and Events*



This year we are hoping to take the children on two trips.  
One will be related to our Learning Journey,  
one will be in relation to our RE learning.

We will communicate more information on these nearer the time.





# Communication



All communication should come to us via the office.

[admin@kmprimary.leics.sch.uk](mailto:admin@kmprimary.leics.sch.uk)

0116 2393410

Emails and phone calls will be passed directly from the office to class teachers. We will then respond directly.

We welcome all communication and will always be happy to help.



# *Any Other Business?*

Please could we have any shoe boxes that you are getting rid of for a DT project next week!

If you have any further questions,  
please let us know or get in touch as soon as possible.

Thank you for joining us today! 😊