



Year 5 Meeting

Wednesday 2nd July 2025

4pm-4:30pm

Purpose

- Outline of the year
- Curriculum
- Refer to Friday Flyer / School comms
- Questions - end

Year 5 Staff



Potters

Teacher:

Miss McGill



Weasleys

Teacher:

Miss Gould



Aims for Year 5

- Help the children to gain more independence
- Give the children more responsibilities
- A fun and enjoyable year at the top end of the school
- Prepare the children for the increased pace and challenge of Year 6 and beyond



Topics & Trips

Autumn

- The Victorians
- What is Brazil like? (Living Rainforest trip)

Spring

- The Tudors (Hampton Court Trip)
- North America

Summer

- Early Islamic Civilisation
- Climate change
- Space (WonderDome visit)
- Camp out - last half term

Maths – Power Maths



- Place value to 100,000
- Formal methods (+ - x ÷)
- Fractions / Decimals / Percentages
- Graphs / tables
- Area and perimeter
- Geometry – shape / position / symmetry

- Reasoning, fluency, problem solving
- Mastery - concrete, pictorial, abstract
- Secure times tables knowledge – weekly retrieval practice

Maths – Helping at home

- Support with homework - ask questions and giving opportunities for reasoning
- My Maths has lesson alongside h/w set (either current unit or retrieval) - Checked and new one set on a Friday
- Times Table – Regular Practice

Maths – times table

What do children need to know?

- National Curriculum states - by the end of Year 4, **pupils should be capable of recalling all multiplication and division facts for multiplication tables up to 12x12**
- Fluency is essential for future success in mathematics
- Year 4 - children sit an online 'Multiplication Tables Check' to determine whether they can recall their times tables fluently

What can I do at home to support my child?

- Support them with their weekly “Terrific times tables” test
- Help them practise the sheet they bring home
- This can be done anywhere - walking / driving to school, in the park / garden / shops
- Encourage them to practise using Times Tables Rock Stars (TTRS) weekly

Progression

Key Stage 1			Year 3			Year 4					Year 5 and 6
2x	5x	10x	4x	8 x	3 x	6x	7 x	9 x	11x	12x	
[See note below]			(linked to 2 x)	(linked to 2x and 4 x)	(linked to 2x)	(linked to 3 x)	(linked to 6 x)	(linked to 10 x)	(linked to 10 x)	(linked to 10 x and 2 x)	Continue to build fluency, and linked facts, including Powers of 10 (e.g. 30 x 40) and decimals in Year 6 (e.g. 0.3 x 3)

Maths – times table

Key Stage 1 Terrific Times Tables:

- Number bonds to 10
- Number bonds to 20
- Levels 1-5: 2 times tables (terms 'lots of' and 'groups of')
- Levels 6-10: 5 times tables (terms 'lots of' and 'groups of')
- Levels 11-15: 10 times tables (terms 'lots of' and 'groups of')
- Levels 16-20: 2 times tables (x and \div symbols)
- Levels 21-25: 5 times tables (x and \div symbols)
- Levels 26-30: 10 times tables (x and \div symbols)
- Bronze Levels 1-8: mixed 2s, 5s and 10s (x and \div symbols)

KS1 and KS2 Terrific Times Tables Key Information:

- Tested once a week, 2 minutes given
- Pass = KS1 allowed one mistake + KS2 allowed two mistakes
- Next week – repeat, or move to next level if pass
- **Stickers** – awarded Y1-3, **Certificates** – awarded in Y4-6, **Badges** – awarded when 'Bronze' levels completed.

Key Stage 2 Terrific Times Tables:

Levels 1-7:	4 times tables (x and \div facts)
Levels 8 -14:	8 times tables (x and \div facts)
Levels 15 - 23:	3 times tables (x and \div facts)
Levels 24 - 30:	6 times tables (x and \div facts)
Levels 31 - 39:	7 times tables (x and \div facts)
Levels 40 - 48:	9 times tables (x and \div facts)
Levels 49 - 55:	11 times tables (x and \div facts)
Levels 56 - 65:	12 times tables (x and \div facts)
<u>Bronze levels 1-7:</u>	squaring and square roots
<u>Silver levels 1-7:</u>	multiplying decimals

English writing – across the curriculum

write for **different purposes** and audiences

describe the settings, characters and atmosphere

integrate dialogue

Vocabulary / grammar appropriate for the audience (descriptive detail, evoke a setting, vivid, create mood and atmosphere)

build cohesion/flow in writing

use tenses consistently / correctly

use the range of punctuation correctly (e.g. speech, commas, dash, colon, etc.)

spell (all) Year 3 / 4 list and (some) Year 5/6 list

handwriting is joined and clear

SPAG - spelling



- Spelling rules (e.g. –able/-ible)
- Silent letters (e.g. knight, solemn)
- Homophones (e.g. affect/effect, who’s/whose, practice/practise)
- Suffixes and prefixes
- Year 5/6 Statutory Words (listed on Padlet weekly)

Word list – years 5 and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

embarrass

environment

equip (-ped, -ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

Grammar

- Possessive apostrophes
- Hyphens, brackets and dashes for parenthesis
- Relative clauses and pronouns
- Adverbials
- Modal Verbs to indicate possibility
- Commas to clarify meaning
- Figurative language
- Inner thought



Handwriting

What does it look like in school?

- Daily handwriting lessons following Morrells Handwriting scheme in KS2 and Little Wandle in EY and KS1
- Handwriting warm-ups to strengthen finger and wrist muscles
- Sitting in the correct handwriting position (4 chair legs on the floor, 2 feet flat on the floor and 2 hands on the table)
- Correct pencil/pen grip
- **Heavy** focus on letter formation before joining
- Additional interventions if needed



What can I do at home to support my child?

- Take your child to the park where they can strengthen their finger muscles whilst climbing and gripping.
- Serve drinks in cups with a handle rather than a bottle which requires a fist grip
- Encourage them to carry their own book bag (again, encouraging the strengthening of finger muscles)
- Chores!
- Use metal cutlery
- Do arts/crafts and cooking together

If you have any concerns over your child's handwriting, please do not hesitate to come and speak to us.

Reading



- So important!
- At least 3 times a week - recorded in journal. The children can do this.
- Children's reading journal to be handed in weekly on Monday
- Home reading for pleasure
 - summarise thoughts, predict, discuss vocabulary and author's choice, questions
- A range of texts

In reading records comments could include:

- How writer creates mood / atmosphere
- Inference – deductions about motives
- Justify their opinion
- Not just "*It was good.*"

The Word Gap

At five years old:

Never read to – 4,622 words

1-2 times a week – 63, 570 words

3-5 times a week – 169, 520

Daily – 296, 000 words

Five books a day – 1, 483, 300 words

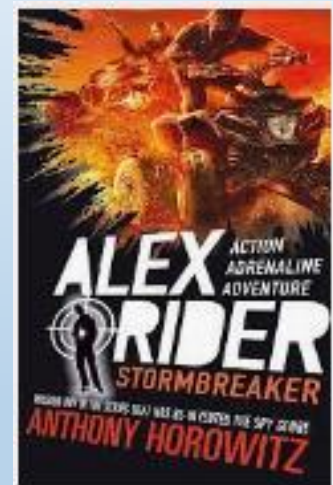
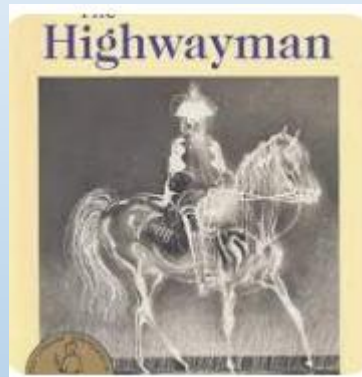
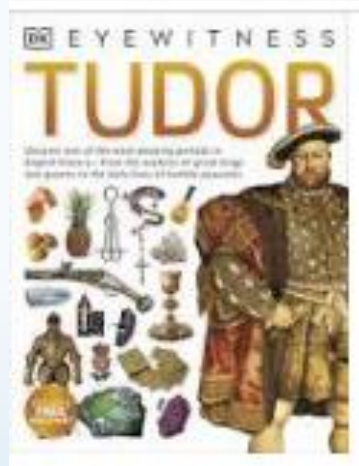
Science Daily (2019)

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

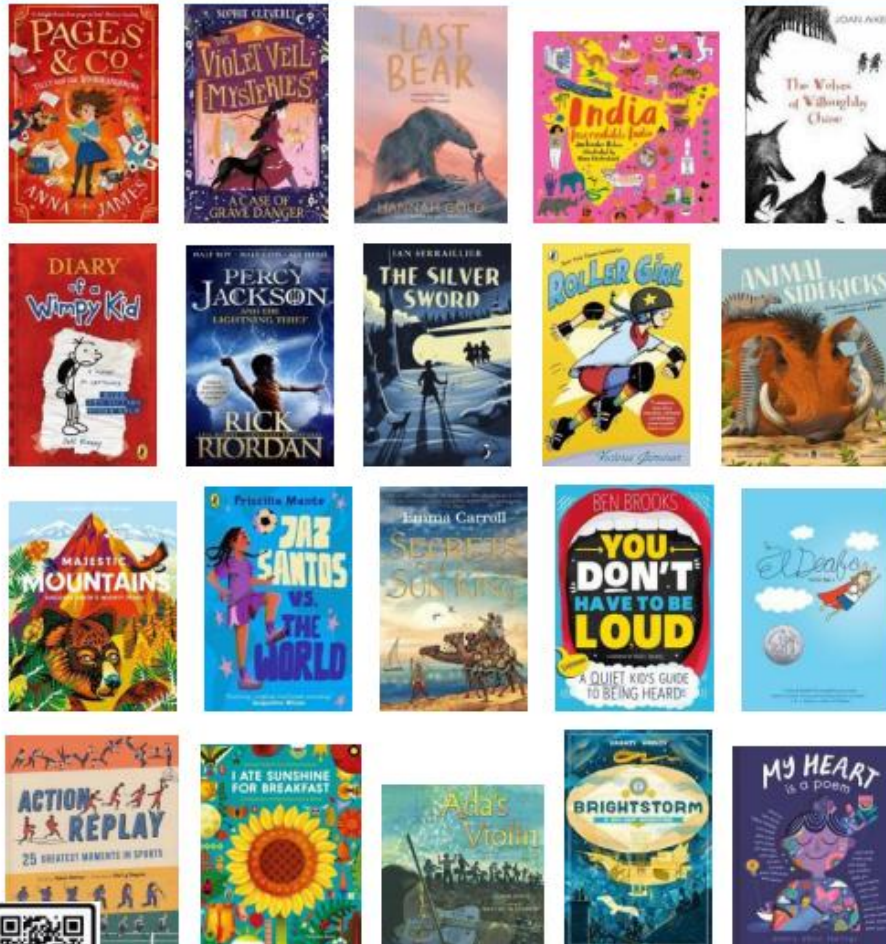
Guided Reading

Daily reading of quality texts:

- Master Readers approach
- Whole class shared reading
- 'Book Club' - discuss a shared text
- Modelled comprehension (retrieve, inference, vocabulary, prediction and author choice)
- Written comprehension

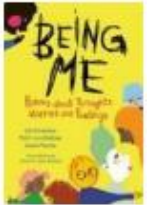
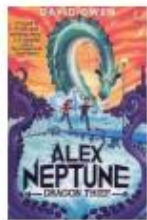
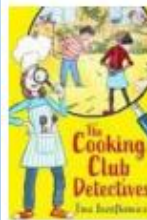
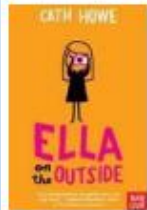
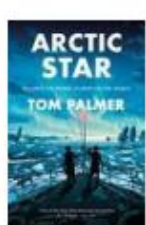
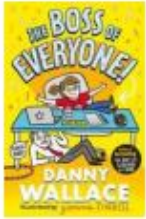
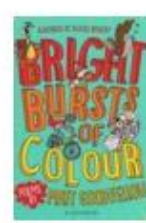


Year 5: 50 Recommended Reads



SCAN ME

www.booksfortopics.com/year-5



Oracy



What is oracy?

- *"Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication."*- Voice 21
- Empowers ALL children to share and articulate their ideas in a safe environment

At ACS, we are encouraging the children to develop their speaking and listening skills through the Voice 21 programme where we have implemented:

- A listening ladder in every classroom
- The Talk Tactics to be used during discussions (build, challenge respectfully, probe, clarify)
- The power of sentence stems
- Further elements of Oracy will be added across the next academic year.

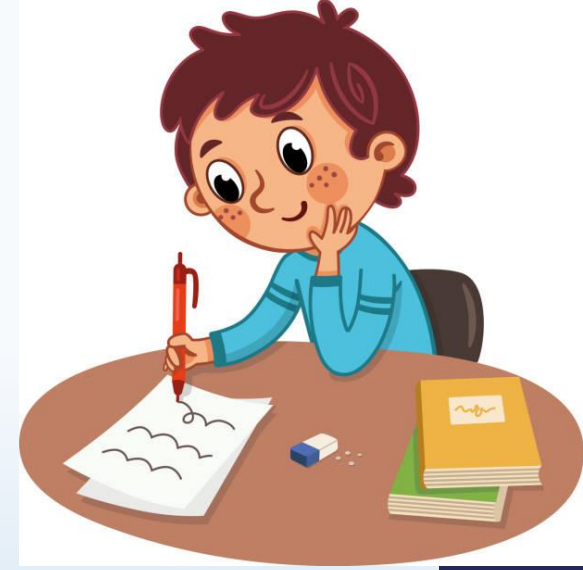
We strongly encourage you to urge your children to showcase the Talk Tactics during discussions at home. You can promote a discussion in many ways, including:

- A would you rather- 'Would you rather be a spoon or a fork?'
- A big philosophical question- 'If you ruled the world, what would you change?'

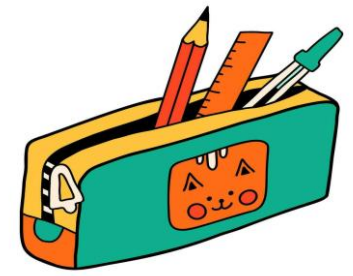
For more information, visit <https://voice21.org/>

Homework

- Weekly My Maths
- **Daily** reading
- Spelling
- Times Tables



Useful equipment



Each child will have an allocated locker, which will need to fit everything inside.

One pencil case (fits in a drawer):





Essential:

- pencil
- blue handwriting pen
- purple editing pen
- whiteboard pen
- Ruler
- Protractor
- glue stick

Optional:

- Colouring pencils/pens
- Scissors
- Sharpener

Zones of Regulation

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Assessments

- Termly – maths, reading, grammar, spelling
- Prepare children for end of Y6 assessments
- Only part of the picture

Communication

- Friday Flyer
- Termly curriculum newsletter
- Snapshots
- e-mail to Office
- Arranged call/meeting
- Parents' evening / reports – share progress/test scores



Please remember not to have your phone out when picking up your child on the school site.

Why?

- Research clearly states that smartphones are negatively impacting children.
- In school, we have seen a rise in children bringing their phone-based behaviour patterns into school which is leading to classroom conflicts and distraction from learning.
- Sleep issues, rising levels of anxiety.....



For more information or support on the topic of smartphones, visit:

smartphonefreechildhood.org

The website has some excellent resources which are well worth a look.

Have you heard about the Parent Pact?

It's a growing national movement of families choosing to delay giving children smartphones until at least age 14, and social media until 16 – and doing it together, so no one feels like the only one holding out.

It's already been signed by families at 45% of schools in the UK, and you can see live data for which schools have the most Pacts signed in our area.

As a school community, we're lending our support to this movement – not because we believe there's one right way to do things, but because we think this is an important conversation for all of us.



A local group of parents from Aston Clinton, supporting the movement.

91%

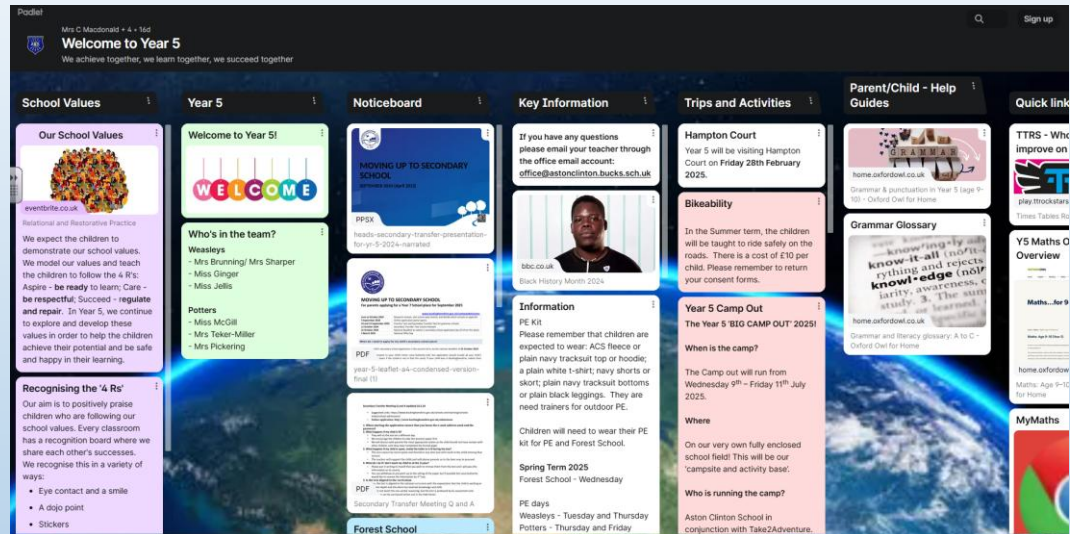
believe it is important for schools and parents to work together to manage smartphone use among children

Survey results, 2025 (ACS)

Padlet

On the school website is our Padlet

This is a one stop reference for all things Year 5!



<https://padlet.com/astonclintonschool/welcome-to-year-5-9l4tk2jxzdsug20i>

PE timetable (days tbc)



- **Weekly - PE**
- **Weekly - Forest School**

Come into school wearing the correct uniform:

- Black or Navy Shorts
- White T-shirt
- Black Trainers
- Tracksuit or jogging bottoms and sweatshirt (blue or black)
- School jumper/ cardigan - no hoodies.
- Long sleeve for Forest School
- All named and no logos please!
- Wellies for Forest School in the Winter

Summer Learning

- Postcards
- Have fun!

Questions?

