



Year 5 Welcome Meeting



Holy Trinity
C of E Primary School



GROWING TOGETHER AS CHILDREN OF GOD



Year 5 Staff

5H

Class Teacher: Miss Thomas

5T

Class Teacher: Miss Procter

TA: Mrs Sewell

LSA: Mr Hughes & Mrs Oprea

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	Narrative Poetry	Non-fiction 'Big Type' Diary Entry Fiction story	Narrative 'Big Type' and video	Narrative	Speech 'Big Type'	Balanced Argument
MAIN TEXTS	The Present by Jacob Frey (narrative) The Most Dangerous in the World (Poetry)	Scott of the Antarctic (recount) The Snowman (narrative)	Mission to Mars Transmission	Cosmic – Frank Cotterell Boyce	Plastic Pollution Little People, Big Dreams Kids Fight Plastic	Screen Use
WHOLE CLASS READING	Good Night Stories for Rebel Girls by Elena Favilli and Francesco Cavallo	Faery Tales by Carol Ann Duffy	Viking Boy by Tony Bradman	Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film)	The Last Wild by Piers Torday Pollution by The Literacy Company	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin
MATHS	Place Value Addition & Subtraction Multiplying & Dividing	Multiplying & Dividing 1 Fractions A	Multiplying & Division 2 Fractions B Decimals & Percentages	Decimals & Percentages Perimeter & Area Statistics	Perimeter & Area Statistics Shape Position & Direction Decimals	Decimals Negative Numbers Converting Units Volume
SCIENCE	Properties of Materials	Forces	Earth and Space	Living Things and Habitats	Changes of Materials	Animals Including Humans
COMPUTING	Online safety Online protection Computing systems and Networks – Search engines	Online safety Online communication Programming Music 'Big type'	Online safety Online reputation Date handling Mars Rover 1	Online safety Online bullying Programming Microbit	Online safety Online health Creating media Stop motion animation	Overlap / catching up and finishing off. Recapping skills for next year
RELIGIOUS EDUCATION	Who are the 'fearless women of faith'? Kingdom of God	How can all people of faith serve God and bring freedom and justice to others? How does art convey Christmas to all people? Incarnation	What does it mean to be a Buddhist?	How do Christian communities live out the Easter story? Salvation	How did the Church begin? People of God	What does it mean to live a good life? Gospel
HUMANITIES	Geography: Waterworld!	History: WWI	Geography: Natural Resources	History: Vikings v Anglo-Saxons	Geography: Our local Area	History: The Changing Role of Women
PHYSICAL EDUCATION	Football (coach) Gymnastics	Hockey (coach) Dance	Netball (coach) Gymnastics	Sports Leadership (coach) OAA	Crickets Athletics (coach)	Tennis Athletics (coach)
ART & DESIGN TECHNOLOGY	Depth, Emotion and Movement	Technical drawings / TinkerCAD	Drawing: I need Space	D&T: Mechanical Pop-Up Book	Craft & Design: Architecture	Textiles: Stuffed Toys
PSHE & WELL-BEING	Being me in my World Celebrating Difference	Anti-Bullying Food Allergies First Aid	Dreams & Goals Kindness Healthy Me	ELAC Mental Health	Relationships Drugs, Tobacco & Alcohol	RSE Being Healthy
MUSIC	Rhythmic patterns MMF workshops Keyboards	C major scale on tuned percussion and playing a round using these notes Carol Service	Exploring structure of lyrics and adding melody (MMF workshop)	Beat boxing/rap (Charanga) Keyboards	Music Festival WWI songs and music	ABRSM 100 Music Challenges - listening, analysing, creating response
FRENCH	I'm Hungry and Thirsty <i>Verbs with negative expressions</i> <i>Position of colour adjectives</i> <i>Apostrophes</i> <i>Short positive and negative sentences</i> <i>Rising intonation in questions</i> <i>Question word</i> <i>Formation of negative sentence</i>	Healthy Lifestyle <i>Formal and informal "you" forms.</i> <i>Question form using rising intonation</i> <i>Question word</i> <i>Sentence with noun and colour adjective</i> <i>Christmas : nouns, songs, traditions</i>	Epiphany Festival (language, culture and traditions), developing dialogue at the café, food and drink <i>Sentence with an adverb of place size adjective, noun and colour adjective</i> <i>Question word sentences</i> <i>Agreement of possessive adjectives</i>	At the Beach <i>Film based project (y6 France week)</i> <i>(with continuation from Spring 1)</i>	The Planets <i>Sentence with adjectives and nouns and a subordinate clause</i> <i>Question with rising intonation</i> <i>Elision</i>	My Journey Through Space <i>Sentence with adjectives and nouns and a subordinate clause</i> <i>Question with rising intonation</i> <i>Elision</i>

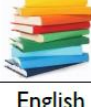
Long Term Plan

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Timetable (5H)

	8:45-9:00	9:00-9:25	9:25-10:25	10:35-10:50	10:50-11:00	11:00-12:00	12:00-12:25	12:25-13:25	13:25-14:25	14:25-15:25	
Mon	Morning Task	Worship	English	B R E A K	Handwriting	Maths	Whole Class Reading	L U N H C	Science	French	
Tue	Handwriting	Worship	Maths		SPaG	English	Whole Class Reading		Geography	Computing	
Wed	Morning Task	Worship	English		SPaG	Maths	Whole Class Reading		Music	PE	
Thur	Handwriting	Worship	Maths		SPaG	English	Whole Class Reading		PSHE	Art	
Fri	Morning Task	Worship	English (spelling Test)		Handwriting	Maths	Whole Class Reading		PE	RE	Golden Time

Timetable (5T)

	9.30 – 10.35		10:50 – 11:30	11:30 – 12:25		1:25 – 2:25	2:25 – 3.20
Monday	English 	B R E A K	Whole Class Reading	Maths 	L U N C H	French 	Art 
Tuesday	English 		Library Whole Class Reading	Maths 		Science 	RE 
Wednesday	English 		Whole Class Reading	Maths 		PE Coach 	Music 
Thursday	English 		Whole Class Reading	Maths 		Geography 	Computing 
Friday	English 		Library Whole Class Reading	Maths 		Spelling test 	PSHE 
						Golden Time 	PE 

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Timings

Year 5

Start of day
8.45am

End of day
3.25pm



Equipment

Stationery Y3-6

- Simple pencil case (Please do not send expensive pencil cases or those with 'gadgets' as these can be a distraction in the classroom and many of the gadget type pencil cases don't fit into the children's desks).
- 3 Simple HB pencils
- 2 Whiteboard Pens (ideally Show-me Fine/ Slim Drywipe Whiteboard Pen). These can be ordered on ParentMail from September if required.
- Whiteboard rubber – [example here](#)
- 15cm ruler
- 30cm ruler
- Small pair of scissors
- Eraser
- Basic pencil sharpener (not mechanical)
- Pritt Stick (Please do not buy coloured glue as this shows through the paper in exercise books)
- Colouring pencils

Additional items for KS2:

3 black handwriting pens (e.g. Berol Handwriter or Frixion 0.7mm Rollerball, not a biro) – **KS2 only**

2 Fluorescent highlighter pens – **KS2 only**

Oxford School Dictionary Paperback ISBN: 978-0192747105 (<https://www.amazon.co.uk/Oxford-School-Dictionary/dp/019274710X> or available from ParentMail at a cost of £5) – **KS2 only**

Oxford School Thesaurus (Paperback). ISBN 978-0192747112 (<https://www.amazon.co.uk/Oxford-School-Thesaurus/dp/0192747118>) – **KS2 only**

Equipment will need to be replenished throughout the year.



Equipment

Water Bottle

School or plastic sports bottle filled with water

Fruit/Veg Snack

A healthy snack for playtime. This should be a fruit or vegetable.

PE Kit

Children will need to wear the school's official PE uniform which consists of branded black sweatshirt and branded black joggers, along with their house t-shirt. Children can wear plain black shorts on warmer days. Black plimsols/trainers and socks should also be worn.

No jewellery to be worn in PE including stud earrings.

Please make sure that all your child's items are clearly labelled.



Uniform

- Please ensure that your child comes to school in the correct school uniform at all times and that it is all named.
- KS2 children can wear white polo shirts all year round, instead a shirt and tie.
- They can wear their PE kit on PE days or days they have a Holy Trinity school sports club.
- We have a lost property box in the Welcome Area for any stray items we find.
- Long hair needs to be tied up.
- No jewellery or nail varnish should be worn to school except for a watch and/or stud earrings.



Home Learning

All Home Learning information and tasks/activities will be uploaded to the Learning Platform. Each child has their own log-in for this. It is important that you regularly look at the Learning Platform Class page, as this will give key information about the curriculum your child is learning.

KS2 Additional Home Learning

- All of the additional Home Learning is optional, but it is useful to enable the children to consolidate what they have been learning in class that week.
- In addition to the weekly information on the Learning Platform, the Home Learning will give parents/carers more of an insight into what their child has been taught that week.
- It is intended that parents/carers will engage with their child/children whilst they are completing their Home Learning.
- The additional work will be uploaded on the Learning Platform (each child has their own log-in details) every Friday.
- The additional work may sometimes be a sheet with questions, a quiz to complete online or a piece of writing.
- The Home Learning is for home use only. Answers to any questions will usually be uploaded the following Friday, which will give parents/carers a chance to see how well their child has understood their work. Occasionally answers may be uploaded when the work is uploaded.
- The Home Learning should not be brought into school.
- Optional: Maths Home Learning Journal (Year 1 – Year 6) – A separate Parentmail has been sent with more information.

Home Learning

We propose the following weekly Home Learning schedule:

Year	English	Maths	Other
Nursery	Sharing books	Talking about numbers	Other learning opportunities may be posted on the Learning Platform
Reception	Reading 10+ mins per day Record reading in Reading Record book Phonics Phonics sounds and red words	Number facts	Other learning opportunities may be posted on the Learning Platform
Year 1	Reading 10+ mins per day Record reading in Reading Record book Phonics Phonics sounds and red words	Number facts	Other learning opportunities may be posted on the Learning Platform
Year 2	Reading 15+ mins per day Record reading in Reading Record book Spellings Common exception words and spelling rules	Number facts	Other learning opportunities may be posted on the Learning Platform
Year 3	Reading 15+ mins per day Record reading in Reading Record book Spellings Common exception words and spelling rules Additional English written work – comprehension, grammar or writing	Number facts Additional Maths - work focusing on an aspect that has been covered in maths that week	Other learning opportunities may be posted on the Learning Platform
Year 4	Reading 20+ mins per day Record reading in Reading Record book Spellings Common exception words and spelling rules Additional English written work – comprehension, grammar or writing	Number facts Additional Maths - work focusing on an aspect that has been covered in maths that week	Other learning opportunities may be posted on the Learning Platform
Year 5	Reading 20+ mins per day Record reading in Reading Record book Spellings Common exception words and spelling rules Additional English written work – comprehension, grammar or writing	Number facts Additional Maths - work focusing on an aspect that has been covered in maths that week	Other learning opportunities may be posted on the Learning Platform
Year 6	Reading 20+ mins per day Record reading in Reading Record book Spellings Common exception words and spelling rules Additional English written work – comprehension, grammar or writing	Number facts Additional Maths - work focusing on an aspect that has been covered in maths that week	Other learning opportunities may be posted on the Learning Platform

All of the above written in purple is priority learning and should be completed by all children.

Everything in green is additional learning, and is optional.



Home Learning

Year	English	Maths	Other
Year 5	Reading 20+ mins per day Record reading in Reading Record book Spellings Common exception words and spelling rules	Number facts	Other learning opportunities may be posted on the Learning Platform
	Additional English written work – comprehension, grammar or writing	Additional Maths - work focusing on an aspect that has been covered in maths that week	

All of the above written in purple is priority learning and should be completed by all children.

Everything in green is additional learning, and is optional.



Reading

- Children should be reading for at least 20 minutes each day either independently or with an adult. This includes shared reading and being read to.
- **In Year 5, children are given a Reading Journal which is slightly different to the previous Reading Record.**
- The expectation is that you record your child's reading **once a week and sign/initial**. Children should then read independently three/four times per week and **record their reading each time**. Any books can be recorded, not just school books.
- **In Years 5 and 6, it is expected that addition to recording reading, children complete a 'Read and Response' task once a week to show engagement and understanding of their reading that week.** These tasks and reading logs are checked by an adult every week. There is a page at the front of their Reading Journal with further information.
- Children will be given opportunities throughout the week to take AR reading book quizzes and to go to the library to change their Accelerated Reader book and Free Reader book.
- Accelerated Reader book codes will change when needed and pupils will be made aware of this. Book codes are decided using several means: the quizzes pupils take after reading a book, termly assessments plus teachers observations and professional judgement.
- It is important that children see reading as a pleasurable experience. Let them see you reading for pleasure!



Spelling

Y3-6

- Children will learn a pattern/rule every two weeks. They will complete numerous spelling activities across the two weeks and then have the opportunity to apply these spelling rules every other Friday which will be checked.
- There will be no spelling lists on the website but a selection of example words from that week's pattern/rule will be added.
- Please practise common words (Red Words) regularly at home; use strategies that work for your child to help them learn these words e.g. look/cover/write/check, using for handwriting practice, flashcards, magnetic letters...
- Encourage children to think for themselves first before asking you to spell a word – remind them of strategies they can use such as sounding the word out and thinking about other words they know with a similar pattern. Encourage the use of a dictionary where appropriate.
- When your child has finished their home learning, there is no need for you to correct spelling mistakes but you could point out some spellings that you know they have been practising.

Behaviour

Growing Together Rules



*Treat others as you want
them to treat you*

Matthew 7:12

Be respectful

Be kind

Be safe

Be ready

- Positive behaviour will always be praised.
- Each week children will have the opportunity to earn house points etc. for effort or behaviour.
- Sometimes yellow and red cards will need to be used, this will always be in line with the Belonging and Behaviour Policy.
- Parents will be contacted during the school day if their child has received a red card. Red cards are recorded in the classroom behaviour log.

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Assessment

The school (Year 1-6) holds 3 formal assessment sessions throughout the year. These are usually held in the first few weeks of each term. Children will be formally assessed in Reading, Writing, Grammar/Punctuation/Spelling and Maths.

For each year group a child might be working:

- Below age-related expectations (children are likely to be working 2 terms+ below ARE)
- Towards age-related expectations (children are working just slightly below ARE)
- At age-related expectations
- Above age-related expectations (children are working at greater depth)

NB A child working above ARE in one year group may not necessarily still be working above ARE in the next year group due to the increased demands of the curriculum in that year group.

School Website



<https://www.holytrinity.merton.sch.uk/web>

You can access

- Policies
- Health & Wellbeing support
- Information on the Curriculum being taught at Holy Trinity

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Learning Platform



<https://www.holytrinity.merton.sch.uk/web>

Login in to access your child's class page.

Here you will find information on:

- What your child will be learning
- Class information/notices
- The Long Term Plan
- Spellings
- Curriculum support materials to use at home
- Sumdog and TTRS Competitions

***Please check this
once a week.***



Parent/Teacher

Share My Learning will take place once every half term.

This is an opportunity to share children's learning and progress.

Parents Evening will continue to be online.

- It is essential that you communicate with the office and/or teacher ahead of time if you cannot make your appointment.



Contacting the School

- Short interaction with class teacher
- Meetings for more significant concerns
- Parent Teacher Consultations (first one in autumn)
- Please help us by following the guidance on the following slides (will be sent by email) e.g. don't copy in unnecessary people to emails



How to Contact School Staff

Parents and carers often ask us for the best way to contact the school staff so we have put together the information below:

To....	Please....
report a child absent...	phone or email the school office (not year group email) by 8.45am or use ParentMail
tell us that you plan to pick up a child early...	phone or email the school office (not year group email) by 8.45am
tell us that your child is not going to After School Club...	phone or email the school office by 8.45am
tell us that your child is going home with someone else...	email the school office by 8.00am (not year group email) (in an emergency, phone the school office during the school day)
deliver forgotten items to children during the school day...	bring items to school office. Items will be delivered to children when convenient
ask for help with ParentMail messages and payments e.g. lunches...	phone or email the school office
ask the teacher a quick question or communicate a short piece of information (less than 1 minute)...	Speak with the teacher/ teaching assistant at drop off/ pick up
communicate a longer piece of information (more than 1 minute)...	email the year group email
arrange a meeting with the teacher....	email the year group email
speak with Mrs Rickards....	pop into the school office and she will meet you if she is free. Or email to arrange a meeting
buy school uniform.....	make and pay for an order on ParentMail and we will send the items home with your child
look for lost property....	look in the blue lost property bin (outside the door opposite the Year 1 block) at drop off or pick up time. Small items such as watches are stored in the school office
find out about HOTS events e.g. school disco or quiz night and how to buy tickets...	read the HOTS newsletters/ emails which are sent out via Class Reps or contact HOTS directly



Year Group Emails

Each year group has a team email for contacting the class teachers. Please direct any class teacher emails to the following email address:

year5@holytrinity.merton.sch.uk

These emails will go to the class teachers within the year group, the Phase Leader, the SENDCo Mrs Moran, the Deputy Head Miss Hann and Headteacher Mrs Rickards.

If the information is confidential or sensitive please send this directly to either Mrs Rickards, Miss Hann or Mrs Moran as appropriate and they will share the information where necessary.

Please ensure that the subject of the email starts with the class. i.e.
5H – Child's Name - subject

Reminder:

All functional messages related to uniform, pick ups, appointments, lost property etc. should still be directed to the school office email info@holytrinity.merton.sch.uk. You do not need to copy team email addresses into these.



Useful Contacts

School telephone number: 020 8542 1591

Office email: info@holytrinity.merton.sch.uk

After School Club email: afterschoolclub@holytrinity.merton.sch.uk

Breakfast Club email: tc@holytrinity.merton.sch.uk

Izzy Rickards' email: headteacher@holytrinity.merton.sch.uk

Governors' email: governors@holytrinity.merton.sch.uk

HOTS email: hotsemail@gmail.com



**Thank you for your
continued support**



Questions