

Meet the Teacher

YEAR 5, SEPTEMBER 2026

MONDAY TO THURSDAY - MRS SMITH

FRIDAY – MRS LAWRY



End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

Any extra support you can provide in helping your children to achieve these is greatly valued. Statements achieved will be highlighted and new targets dated so progress can be shared and next steps supported more effectively.

These can be found stuck in the front of the Reading Diary and will be used to set English, reading and maths targets by highlighting those achieved and dating those set.



DT Unit – Making Soup

In order for the children to be assessed in this unit, they have to make the soup and evaluate it.

Autumn 2



Homework

Moving away from screen based home learning.

Reading: 20-30 minutes reading daily with a Blooms Question at the end. Responses must show evidence they have read the book.

English: May include spelling or grammar practise depending on the needs of the class.

Maths: No mental maths homework books this year! Moving towards games and tasks.



Reading

- Read a wide range of genres and authors, identifying these in your Reading Record
- Increase their familiarity with a wide range of stories, including modern fiction and classical texts
- Recommend books to peers

Comprehension

- Check a book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Identify themes and conventions across a wide range of writing
- Make comparisons within and across books
- Recognise different forms of poetry and read aloud with intonation, tone and volume
- Infer characters feelings, thoughts and motives and use this to draw impressions from what is read
- Summarise the main ideas from more than 1 paragraph, identifying key details that support main ideas
- Discuss and evaluate how authors use language, considering the impact on the reader



New Blooms booklets are at the back of the Reading Dairy and should be used to select a different question for each book read. Comments must show an understanding of the book and be more than 1 sentence! The Autumn Reading Challenge is also stuck into the Reading Record and ALL children are expected to complete at least some of this as part of their Home Learning. Learning Tools may be completed at any time.



Writing



Spelling & handwriting

Spell some words with silent letters (psalm, solemn)

Use a thesaurus

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Composition

Use expanded noun phrases to convey complicated information concisely

Use subordinate clauses to write complex sentences

Use modal verbs or adverbs to indicate degrees of possibility

Use relative clauses (who, which, where, when, whose, that)

Use commas to add clarity and avoid ambiguity

Use brackets, dashes or commas to indicate parenthesis

Use a colon to introduce a list

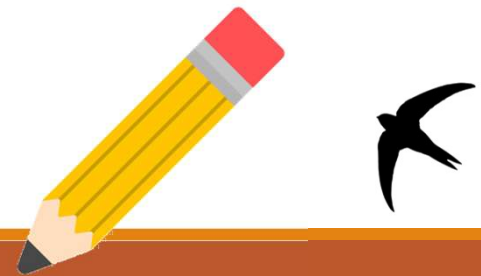
Identify the audience for and purpose of the writing

Use paragraphs to signal change in time, scene, action, mood or person

Ensure consistent and correct use of tense throughout

Ensure correct subject and verb agreements

Assess the effectiveness of the writing of others, suggesting changes to enhance the effects and clarify meaning



Maths

Count forwards and backward with positive and negative numbers through zero

Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000

Compare & order numbers up to 1,000,000 recognising the place value of each digit

Round any number up to 1,000,000 to the nearest 1,000, 10,000 or 100,000

Compare and

Round decimal numbers to a given decimal place

Read Roman numerals

Identify all multiples and factors, including finding all factor pairs

Use known tables to derive other number facts

Recall prime numbers up to 19

Recognise and use square numbers and cube numbers

Add and subtract numbers with more than 4-digits using formal written method

Use rounding to check answers

Multiply 4-digits by

Mental maths is key!

Divide a number by a whole number and improper fractions and convert from one unit to another

Multiply proper fractions and mixed numbers by a whole number

Read and write decimal numbers as fractions

Solve time problems using timetables and different units of time

White Rose books will come home once complete with pre and post assessments attached inside covers. If your child is going to receive additional support, a sticker will indicate this on the front cover. A correlating Home Learning book will come home at the same point so children can continue to work on the content taught independently while we move on to a new topic in school current – these are to be self-marked and not returned to school.



TAKEHOME

8th - 14th September



What makes a building special?



In the news this week

A church in Kiruna, which is one of Sweden's largest wooden buildings, has been carefully moved 5km to a new location. Many buildings in the city are being relocated because the ground is unstable due to iron ore mining. The church, built in 1912 and voted Sweden's most beautiful pre-1950 building, was slowly transported on special trailers. The process was watched by thousands of people.

Things to talk about at home ...

- > Share your response to this week's news story with someone at home. Why do you think the decision was made to move the church whole, rather than dismantle and rebuild it?
- > Are there any well-known buildings in your local area? What is their purpose?
- > What buildings are important to you? What is it about them that makes them important?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



E-safety

As a class the children have agreed their E-Safety Charter detailing how they will keep safe online.

You will find a copy of this on our class webpage and it is also on display in the classroom

We discussed situations where you may need to meet up with someone you meet online – for example going to a doctor's appointment after booking one online; or collecting an item you have purchased from FaceBook market place etc.

Year 5 E-Safety Charter

Stay safe

- We do not share our personal information online (including passwords and other people's photos)
- We only open safe content from trusted websites
- We do not meet up with individuals we meet online (and if we have to, we take a trusted adult with us)

Be respectful

- We use kind and inclusive language online
- If someone is cyberbullying, they are blocked immediately and we tell a trusted adult

Be responsible

- We will check the age restrictions on programs before accessing them
- We will be 'fake news spotters' and ensure we question if this information is likely to be true or not
- We will also consider if AI may have been used to produce this. We will check our sources are reliable by using several trusted websites

Speak up

If a website or message makes us feel uncomfortable we will close it immediately tell a trusted adult.

Signed:



Internet Safety & Screen Time Considerations

As technology continues to evolve, helping children navigate the online world safely remains a key priority for our school.

This year and beyond, we will continue to:

- Promote a smartphone-free childhood, encouraging children to engage, play and connect away from screens wherever possible. This includes ensuring screen free alternatives to home learning and considering how and when smart boards are used in classrooms. No smartphones are permitted on site for children; this is in-line with our local secondary school's policy.
- Teach children about Artificial Intelligence (AI), helping them understand both its opportunities and potential risks, and how to use emerging technologies responsibly.
- Develop online safety knowledge and skills through our curriculum, equipping pupils to make informed and safe choices online.
- Work in partnership with families to ensure children receive consistent messages about online safety at school and at home.

New for September - Online Safety Corner

Rather than sending occasional online safety newsletters, from September we will be launching a dedicated Online Safety Corner on our *Nutshell* to:

- Up-to-date guidance and resources
- Information about emerging online trends and risks
- Practical tips for supporting children at home
- Updates on what pupils are learning in school

"Technology will continue to change. Our commitment to helping children use it safely, responsibly and confidently will not."



Restorative Conversations

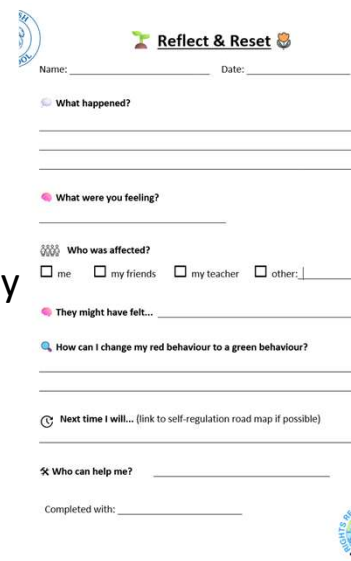
Last year, our School Council reviewed some of our school language to ensure it reflects our revised behaviour policy. We believe that the words we use matter. They can shape how children view themselves, their learning and their mistakes.

Our approach focuses on:

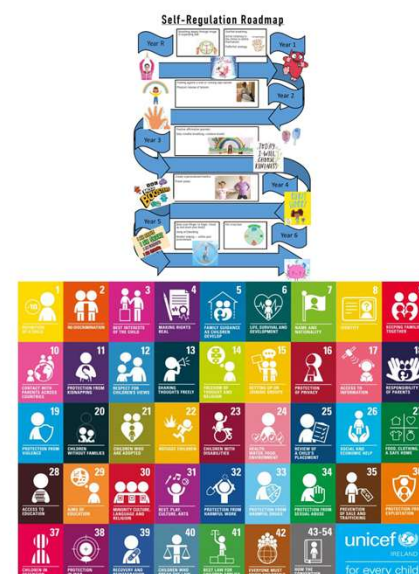
- ✓ Person-centred language that sees the child before the behaviour
- ✓ Blameless conversations that focus on understanding and improvement
- ✓ Accurate & respectful terminology that values every member of our community
- ✓ A growth mindset, recognising that mistakes are opportunities to learn

For example, "Reflection Sheets" have evolved to "Reflect & Reset", which may be used collaboratively to support and capture restorative conversations. When appropriate, the outcome of these conversations may be a social story to support the individual instead. This change helps emphasise that the process is about learning, repairing and moving forward, rather than punishment.

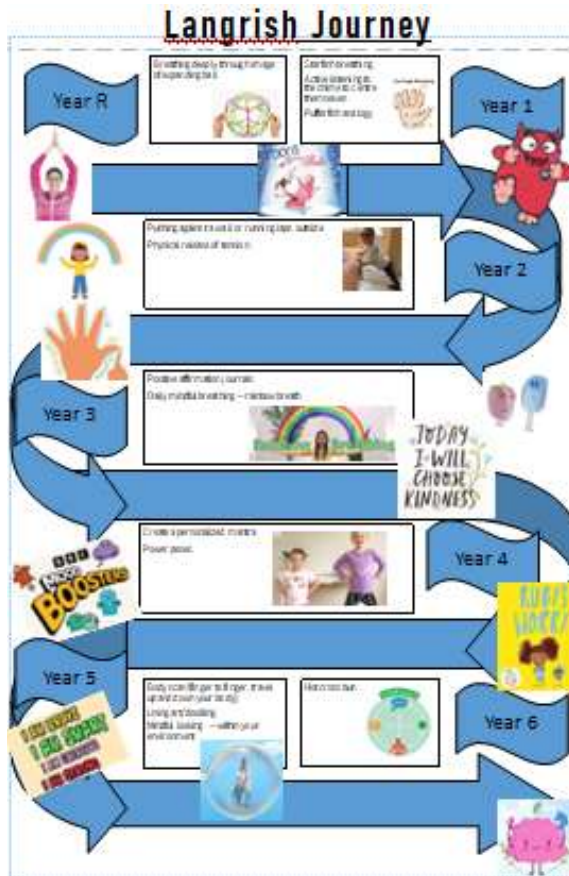
Our aim is simple: to help every child feel respected, supported and empowered to make positive choices.



The 'Reflect & Reset' form is a structured worksheet for restorative conversations. It includes fields for 'Name' and 'Date'. The main sections are: 'What happened?' with three lines for text; 'What were you feeling?' with a line for text; 'Who was affected?' with checkboxes for 'me', 'my friends', 'my teacher', and 'other: _____'; 'They might have felt...' with a line for text; 'How can I change my red behaviour to a green behaviour?' with three lines for text; 'Next time I will...' with a note '(link to self-regulation road map if possible)'; 'Who can help me?' with a line for text; and 'Completed with:' with a line for text. The form is titled 'Reflect & Reset' with a small logo.



Charters



Year 5 Learners

WE ARE POSITIVE RESISTENT RESPECTFUL

Year 5 E-Safety Charter

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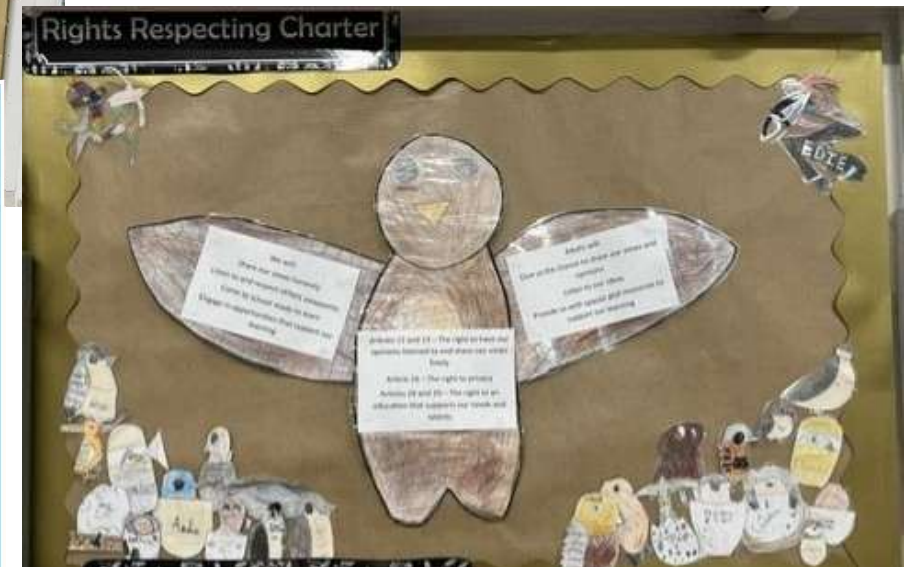
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Teacher: Mrs Smith



Celebration Assembly

At every stage of a child's journey, we want pupils to feel valued, motivated and proud of their achievements. As children grow, the way we recognise success develops too, reflecting their increasing maturity and helping them build aspiration and resilience. However, this year we wanted to do things slightly differently to ensure we support our pupils in the best way possible.

Going forward, we are going to celebrate across the school like this:

Year R & Key Stage 1

- We celebrate a wide range of achievements and aim to ensure **every** child has opportunities to be recognised throughout the year.
- This helps to build confidence, belonging and a love of learning.

Key Stage 2

- As pupils mature, Celebration Assembly becomes a more prestigious recognition.
- Awards are given to those who have demonstrated exceptional achievement, effort, improvement or contribution linked to our values of ambition, belonging and curiosity. **Not all pupils will be celebrated every year.**
- This helps children to develop determination, resilience and pride in working towards a meaningful goal.
- At secondary school, pupils are not celebrated quite as much as in primary schools, and we want to support our pupils to ease into this transition

As children move through the school, our approach to celebration evolves alongside them. In the early years, we focus on building confidence by ensuring every child experiences recognition and success. By Key Stage 2, celebration becomes more selective, recognising those who have demonstrated exceptional effort, achievement or personal growth. This balance allows all pupils to feel valued while encouraging them to aspire to excellence.

Final points

- Practising log ons at home please
- One planned trip in Summer Term; Swimming starts on 16th September
- Curriculum News will be published half termly on the website – start of Upper Key Stage 2
- Jewellery & watches – no smart watches in school; box for keeping valuables safe in the classroom in PE lessons
- **Check the website regularly for homework and other notices**
- Encouraging independence and personal organisation
- Practise times tables and mental agility

If you have any concerns or queries, please don't hesitate to email in to book an appointment