

Welcome to Year 5

CLASS OF '26



I'D LIKE TO TALK TO YOU ABOUT...

A DAY IN THE LIFE OF YEAR 5
TOPIC COVERAGE OVER THE YEAR
VISITS
HOME LEARNING
HOW YOU CAN HELP YOUR CHILD

A Typical Year 5 Week

Year 5 Timetable 2025–26 (Week 2)

Day	8:40–9:00	9:00	9:20–9:40	9:40–10:45	10:45–11:00	11:15–12:00	12:00–12:25	12:25–1:15	1:15–3:10
Monday	Registration & Morning Challenge	Play Assembly	Fluency	Maths	Break	English	Spelling	Lunch	Class Novel → History
Tuesday	—	Assembly	Fluency	Maths	Break	English	Spelling	Lunch	Class Novel → Science → Spanish
Wednesday	—	Celebration Assembly	PE / Maths	PE / Maths	Break	PE / Maths	R4P	Lunch	English → RE
Thursday	—	Library	Fluency	Maths	Break	English	Class Novel	Lunch	Computing → Art
Friday	—	Singing Assembly	Fluency	Maths	Break	English / Spelling	Music / PSHE	Lunch	Class Novel → PSHE / Music → PE



The Anglo Saxons

Vocabulary	Definition
descended	Came from
vulnerable	Easily hurt or harmed.
tempted	Really want to do something
incomers	People who have just arrived in a place.
established	Started something
withdrew	Moved away

Who were the Anglo-Saxons?

The Anglo-Saxons were people who lived in Britain from around 400AD to 1066. They were descended from three main tribes who came from modern-day Germany, Netherlands and Denmark. The tribes were called the Angles, Saxons and Jutes.

What brought the Anglo-Saxons to Britain?

When the Romans withdrew from Britain in around 409, the country was left vulnerable. The Picts and Scotti from Scotland began attacking. The Saxons may originally have been invited by the Britons to help. However, they did not leave once the Picts and Scotti had been pushed back into Scotland. They were tempted by Britain's rich soil. They needed farmland since their own lands had been suffering due to flooding. More and more Angles, Saxons and Jutes arrived. Eventually, these new incomers settled.

How was Anglo-Saxon Britain organised?

The different tribes settled into different kingdoms. Each had their own leader and they often fought each other. By 800AD, there were seven kingdoms: Northumbria, East Anglia, Mercia, Wessex, Essex, Kent and Sussex. As well as fighting each other, the Anglo-Saxons also faced threats from the sea. The Vikings raided and then finally established their own kingdom in Britain.

How did Anglo-Saxon people live?

The Anglo-Saxons built homes and villages. Families lived in wooden, one-roomed huts. They were farmers, who lived off parsnips, onions, cabbage and meat. They washed it down with beer made from the barley they grew. Anglo-Saxons were also craftspeople. They made intricate jewellery, weapons and instruments. Children did not go to school. Instead they

Increasing Reading Fluency

$y = g(x)$
Secant
Lines

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

$$f(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$$

$(x+h) - g(x)$

$$= \lim_{h \rightarrow 0} h(2x+h)$$

Maths

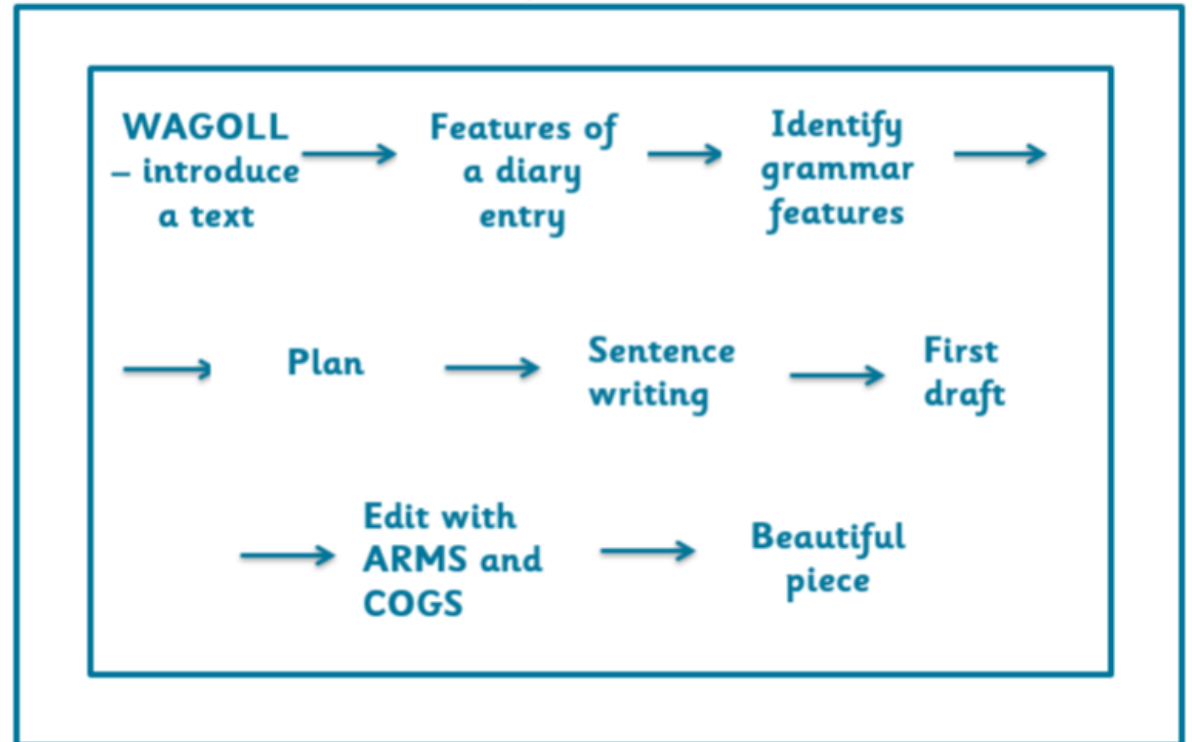
1. ARITHMETIC
2. FLASHBACK 4
3. MENTAL STARTER (INC. TIMES TABLES, RECALL OF FACTS)
4. MAIN TEACHING
5. INDEPENDENT WORK
6. PLENARY

English



Planning a unit	
<ul style="list-style-type: none"> • What is your hook? <i>Extract from a book, real life experience, photograph, object</i> • What is the purpose? • Who is the audience? • What features/grammatical features will you need to teach? • What thinking tools can you include? • What statutory spellings will you be able to include? • What will your learning objectives be? 	
Teaching	
<ul style="list-style-type: none"> • Share a WAGOLL/examples of the text type • Create/share/discuss expectations/success criteria • Explore vocabulary and check understanding • Identify key features and build up through lessons • Create a plan before writing • Include drama/speaking and listening activities • Sentence structure lessons before the 'big write' • Use a variety of modelled, shared and guided writing • Use word banks, spelling support, scaffolding where necessary • Use ICT, where appropriate, to support individual needs 	
Editing	
<ul style="list-style-type: none"> • Use a range of self – assessment, peer assessment and teacher feedback • Year 2 – COGS for proof reading • Year 3-6 – COGS and ARMS for proof reading and editing 	
Final piece	
<ul style="list-style-type: none"> • What will your 'beautiful piece' be? • Share it with parents/post box/on the website/on Twitter/with other year groups/with table partners/with the class. 	

Unit: writing a diary entry

SEQUENCING



ARMS for editing	COGS for proof-reading
Add	Capitals/full stops
Remove	Organisation
Move	Grammar
Substitute	Spelling

GEOGRAPHY-RIVERS (MALHAM) AND ANGRY EARTH

SCIENCE-SPACE (PLANETS) MATERIALS, LIVING THINGS, HUMAN GROWTH AND PUBERTY (PSHE)

THESE ARE
SOME OF THE
TOPICS
COVERED
THROUGHOUT
YEAR 5:

HISTORY- ANGLO SAXONS, VIKINGS AND ANCIENT ISLAMIC CIVILISATIONS

D.T. APPLE PIES, CREATE THEIR OWN FIDGET SPINNERS

ART- ME, MYSELF AND I (LINKS TO OUR GOLDEN THREAD OF PERSONAL DEVELOPMENT AND PSHE)

VISITS

- JORVIK AND THE DIG (DECEMBER)
 - LEEDS MULTI-SPORTS AT LEEDS BECKETT(DECEMBER)
 - POETRY SLAM IN JANUARY (APRIL PERFORMANCE)
 - CHRISTMAS THEATRE VISIT (DECEMBER)
 - MALHAM OVER-NIGHT RESIDENTIAL (APRIL 30TH)
 - VISIT A SYNAGOGUE
 - YORKSHIRE SCULPTURE PARK AND WORKSHOP
 - SAMBA. A PERFORMANCE WITH OTHER SCHOOLS AT PUDSEY CIVIC HALL (JULY)
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Things to remember

Monday	Spellings - new spellings will be set Reading records - bring in your reading records to be signed by your teacher and change your reading book.
Tuesday	
Wednesday	Celebration assembly - bring in certificates or medals that you would like to celebrate in assembly. PE
Thursday	
Friday	PE Spelling test Homework - homework will be set on Century to be completed by the following Friday.

REMINDER:
Please can your child bring in a pair of wellies for this school year.

HOME LEARNING - CENTURY



English
Diagnostic: Word Classes [PSPG0.22]
Start



Mathematics
Diagnostic: Number and Place Value [PM0.34]



Science
Diagnostic: Animals Including Humans [PS0.04]



Mathematics
Diagnostic: Place Value [PAR0.01]



English
Diagnostic: Understanding Vocabulary [PR0.01]



Diagnostic: Structure

Due Assignments [?]

Subject	Material	Due
Mathematics	Nuggets	19 Sept
12.9.23 - Place Value		
English	Nuggets	20 Sept
13.9.23		

Focus and Stretch

Sorry, there has not been enough activity for this yet



HOW TO SUPPORT YOUR CHILD IN YEAR 5

READING ALOUD TO AN ADULT REGULARLY, DISCUSSING VOCABULARY AND ASKING QUESTIONS.

SUPPORT CHILDREN WITH HOME LEARNING INCLUDING HELPING THEM LEARN THEIR SPELLINGS AND KEEP PRACTICING ON TTRS

LIAISE WITH SCHOOL. WE ARE HAPPY TO SUPPORT



Any questions?

PLEASE DO LOOK AT THE YEAR 5 CLASS PAGE ON THE SCHOOL WEBSITE FOR ADDITIONAL USEFUL DOCUMENTS