



Wodensfield

Primary School

Welcome to Year 5

Information for parents at the start of a new school year

Meet the Team



Mr Fereday

Hello! I am Mr Fereday. My favourite subjects to teach are maths, geography and forest school. I love playing rugby: I play for Wolverhampton (which is why I might be a bit bumped and bruised on Monday mornings!



Mrs Shackleton

Hello, my name is Mrs Shackleton. You all know that I am passionate about PE, sport and physical activity, but I also love History and English. In my spare time, I adore anything to do the theatre, Disney and Harry Potter.



Mrs White

Hello, I am so excited to join the year 5 team and I can't wait to start working with you all.

When I am not in school, I enjoy reading, sewing, and going out for walks. I also love spending time with my 3 grown-up children and going to church on Sundays.

Our Vision and Values



Wodensfield Vision and Values

Our school mission statement "AIM TO BE THE BEST YOU CAN" is at the heart of everything we do at Wodensfield.

School Vision Statement

- We believe in inspiring and empowering all children to become independent, lifelong learners.
- Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

School Values

Our school vision is underpinned by our values and behaviours.

- We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- We work together as a team.
- We reflect on our actions in order to learn and improve.

Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

READY RESPECTFUL & SAFE

These values and behaviours reflect the

"WODENFIELD WAY"

A well-educated Wodensfield Pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.



Transition to Y5 from Y4

- Transition details from year 4
 - Key information shared about the children
 - Targets shared
 - Last year's assessments shared
- Formative assessment process
 - On-going day-to-day assessment carried out to inform teaching
- Summative assessment process (NFER, Collins Reading and White Rose Maths assessments along with practice SATs SPaG papers)
 - Termly snapshot of where the children are

The School Week

	8:50	8.50-9.20	9.20-	10:30-10:45	10.45-12.00	12.00-1.00			
Monday	Whole School assembly	5S PE	5F Maths	PLAYTIME	5F PE	DINNERTIME	1-1:30	1:30-2:15	A: Music (SB)
		Guided Reading			English		B: PSE (TW)		
Tuesday	Guided Reading	English	English	PLAYTIME	Maths	DINNERTIME	Geography / History		Handwriting / arithmetic Class reader
Wednesday	Guided Reading	English			Maths		Science	Class reader	
Thursday	PE (Aspire)		Spellings (TW)	PLAYTIME	Maths	DINNERTIME	Guided Reading	English	French (TSh)
	Spellings (TW)								Computing (AF)
Friday	Praise assembly	Maths	English	PLAYTIME	English	DINNERTIME	Art		Class reader
							RE (TW)		

English

Speaking and Listening

Spoken language is important for children across the whole curriculum. It underpins the development of reading and writing. We ensure that the quality and variety of language that children hear and speak with us helps to develop their vocabulary and grammar and their understanding for reading and writing. This will ensure that we develop their confidence and competence in spoken language and listening skills.

In Year 5, we aim to do this in English by giving opportunities for children to:

- Explain their understanding of texts.
- Discussing their thinking aloud.
- Participate in role-play scenarios to take on the role of particular characters and respond appropriately to other characters.
- Create, improvise and perform playscripts.
- Participate in debates based on characters and scenarios from studied texts where they learn to articulate and justify opinions and arguments.

READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, A DUTY. IT SHOULD
BE OFFERED AS A GIFT.

—Kate DiCamillo

English: Reading

THERE IS MORE TREASURE
IN BOOKS THAN IN ALL
THE PIRATE'S LOOT ON
TREASURE ISLAND.

—Walt Disney

In Year 5, we aim to continue to build on children's confidence and competence in reading in all curriculum areas, as well as in English and Guided Reading lessons. We try to achieve this by:

- Maintaining positive attitudes to reading.
- Reading and discussing a wide variety of different texts.
- Asking questions to improve their understanding.
- Learning to justify inferences using evidence from texts about characters' emotions, actions and motives.
- Making comparisons within and across texts.
- Exploring the meanings of words and phrases.
- Identifying how language and punctuation contributes to meaning.

We also strive to read aloud to children at least 3 times a week. We read whole books so that children have opportunities to meet books and authors that they might not choose to read themselves. Both 5S & 5F are currently enjoying Harry Potter and the Philosopher's Stone by J.K. Rowling.

During English lessons over the year, we will read and study *The Twits* by Roald Dahl and *The Lion, the Witch and the Wardrobe* by C.S. Lewis, in addition to short stories and texts from a wide variety of genres.

English: Writing

Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.

Teachers will assess each child's piece and produce an overall judgement at the end of each term.

Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.

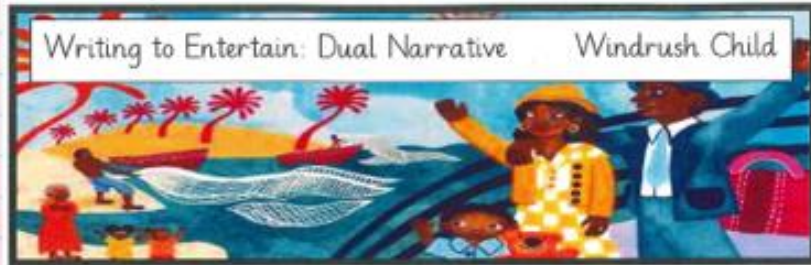
Reading is one of the best ways to support your child's writing.

English: Writing

During Year 5, children will have the opportunity to practising writing in a variety of genres:

	Titanic		The Twits by Roald Dahl		
Autumn	Newspaper Report	Survivor Recount	Character Description	Prank Chapter	Playscript
Spring	Legends The Dragon Slayer	Fables The Fox and the Girl	Story Poems Cinderella	Ancient Egyptian Myths The Story of Osiris	World War I An Emotional Informal Letter to a Loved One
Summer	The Lion, the Witch and the Wardrobe by C.S. Lewis				
	Narrative Chapter	Formal Report on Professor Kirke	Formal Persuasive Letter	Formal Persuasive Argument	

Thursday 26th January



^{powerful}
The train pulled into the hectic, bustling station. My heart bounced out of my chest in anticipation. As I got off, sweat dripping down my face - I saw a woman from the ship who aided my mum with lifting the threadbare bags. Standing in front of me, I saw a quirky man (arms wide open) standing in front of me with a large heavy, plummy coat hugging him. With that same man, my mum (who looked everly excited) ran over and gave him a big bear hug. She introduced me to my dad. He came in to hug me but my arms felt stiff and I backed up. (Feeling guilty) With his head down he started to leave us the way, his head ^{feeling guilty} ^{lead} down.

As the train pulled into the station, my heart skipped a beat. Suddenly, they were there, they were in my sight, I couldn't believe it. As they walked towards me, I saw a kind, warming lady - who gave my wife a helping hand to carry these bags ^{with her} ^{into my} ^{right} ^{possibly manage} wife, giving the biggest hug I could. Then, I turned to my son. I tried to give him the biggest hug but he backed away. It felt my heart turning down towards the concrete, hard floor.

① I couldn't wait to see my son as I hadn't seen him since he was a little, little baby.

As I started to lead the way home, my wife held my hand tight - knowing how I felt.

As we stumbled towards dad's plot (our new home) mum pointed to what seemed like a cake bakery with the most delicious cream cakes in the crystal, clear window. Suddenly, my dad pointed to our left and said this was the street of our new home, his voice shaking. Just from walking down the abused, cracked streets I could see Manchester was built up of bunched-up, narrow houses lying under a grey, miserable sky. Where was all the I'd read so often back in Jamaica? As we entered our new home, I wondered why there was multiple people in our house and people using our bathrooms. Until I realised we ^{were} ^{was} living in one room, one mouldy room. My eyebrows went down.

With a jump in my heart, we walked round the corner with my family together for the very first time. I then pointed to our left and announced this was the street of our new home. I was eyeing Leonard while he cautiously looking around. I reached into my dusty, ripped pockets for my rusting keys, my bones knocking. As we entered my house, Leonard started to throw a mini tantrum which made my stomach turn. Out of nowhere, Leonard's ^{angry} ^{swam} ^{down} swam down.

② What I had to say to my wife...

Maths

Autumn Term

Place value	Addition and subtraction	Multiplication and division a	Fractions a
<ul style="list-style-type: none">- Roman numerals- Numbers to 1,000,000- Finding 10, 100, 1000 more or less than- Order and compare	<ul style="list-style-type: none">- Mental strategies- Round to check- Inverse operation- Multi-step questions	<ul style="list-style-type: none">- Multiples- Factors- Prime, square and cube numbers- \times and \div by 10, 100 and 1,000	<p>Improper fractions and mixed numbers</p> <p>Compare and order fractions</p> <p>Add and subtract fractions</p>

Spring Term

Multiplication and division b	Fractions b	Decimals and percentages	Perimeter and area	Statistics
<ul style="list-style-type: none">- Multiplying 4 digits by 2 digits- Short division- Remainders- Problem solving	<ul style="list-style-type: none">- Multiplying fractions by a whole number- Fractions of amounts- Find the whole number	<ul style="list-style-type: none">- Decimals to 3 decimal places- Equivalent decimals, percentages and fractions- Order and compare- Rounding	<ul style="list-style-type: none">- Area and perimeter of rectilinear shapes- Area and perimeter of compound shapes	<ul style="list-style-type: none">- Line graphs- Tables- Two-way tables

Summer Term

Shape	Position and direction	Decimals	Negative numbers	Converting units	Volume
<ul style="list-style-type: none">- Classify angles- Using degrees- Calculate angles- Regular and irregular polygons- 3D shapes	<ul style="list-style-type: none">- Coordinates- Translation- Symmetry	<ul style="list-style-type: none">- Pairs to 1- Add and subtract decimals- \times and \div by 10, 100 and 1,000	<ul style="list-style-type: none">- Understanding negative numbers- Counting through 0- Compare and order- Find the difference	<ul style="list-style-type: none">- Kilograms and kilometres- Millimetres and millilitres- Metric and imperial- Time	<ul style="list-style-type: none">- Cubic centimetres- Compare and estimate volume- Estimate capacity

Foundation Subjects

During Year 5, children will have study the following topics in our Foundation Subjects:

	Autumn	Spring	Summer			
Art	Titanic - Pencil Sketching Colour Blending Ancient Egyptian Art	Ancient Egyptian Art School Buildings – Pencil Sketching	Edwin Butler-Bayliss Study Industrial Revolution: Charcoal & Chalk Henri Rousseau Study Rainforest Art			
Design & Technology	Christmas Tree Decoration	Bridges	Pop-up Book			
French	Food and Drink	Time and Travel	At the Beach and Weather			
Geography	Deserts	Rainforests	Polar Biomes			
History	Ancient Egyptians		History of Wednesfield			
Music	Introduction to Guitars	Guitars: Chasing Cars	Guitars: Budapest			
Physical Education	<p><u>Games activities</u> – Net games: Play in small games to score & defend. Movement around court. Develop co-operation between teammates. (Volleyball / tennis with no racquet skills focus) <u>Gymnastics activities</u> – Flight (5 basic jumps.)</p>	<p><u>Games activities</u> – Invasion principles: Pass & movement with ball. Defend & intercept using hands. Setting up attacks. (Handball / basketball skills focus)</p>	<p><u>Games activities</u> – Invasion principles: Develop passing using stick & feet. Play different positions in mini games. Move & pass ball over longer distances. Perform skills at speed. (Football & hockey skills focus)</p>	<p><u>Games activities</u> – Net games: Learn to perform a variety of shots in isolation & in games. Score & defend skills. Learn tennis rules. (Tennis skills focus with & without racquet) <u>Gymnastics activities</u> – Shapes & linking shapes</p>	<p><u>Games activities</u> – Using techniques for striking & fielding in combination. Develop teamwork skills for successful scoring & defending. Perform skills using increased power. (Rounders / cricket / baseball skills focus)</p>	<p><u>Athletics activities</u> – Sprint & distance running skills. Sustain pace over short & long distances. Try to work at maximum speed in relay events. Increase power & accuracy in throws & jumps. Develop officiating skills.</p>
	<u>Dance activities</u> – Titanic		<u>Dance activities</u> – Narnia			
	<u>Swimming & Water Safety</u> – Swim over increased distances. Learn a range of strokes. Develop safe self-rescue skills. <u>QAA</u> – Problem solving. Communication & collaboration activities. Orienteering activities. Using equipment.					
Religious Education	Rites of Passage	Types of Prayer	Light and Temptation			
Science	Earth & Space Properties & Changes of Materials	Animals including Humans	Forces Living Things and their Habitats			

Year 5 Project Challenge

During the Spring Term of Year 5, children are expected to complete an individual project on a topic of their choice. Children normally have at least 10 weeks to complete their project and are given an information guide to help them get started. Help from home is welcomed, but we stress that this project should be completed by the child. We encourage children to use a variety of resources to research their topic such as: the school library, the local library, books at home and the internet. We do stress that information found on the internet should not be copied and pasted onto pages.

Projects can be presented in a variety of forms such as handwritten, printed or handed in electronically as a Powerpoint document, for example.

Previous topics have included: World War II, Titanic, Singers, Actors, Sports, Famous People, Rainforest, Animé, Pets, Animals, Historical Civilisations, The Solar System, First Aid etc.

Interventions in Year 5

- We aim to run a range of interventions in Year 5 to provide opportunities for children to catch-up and keep up. We also identify children who are working at or have the potential to achieve greater depth and build in additional opportunities for these pupils to be challenged. These will primarily be focussed on Maths and English.
- These sometimes include children having to miss other aspects of the curriculum (but we aim to keep this balanced). Examples include:
 - Echo reading (to support fluent reading and comprehension)
 - Arithmetic
 - Greater depth writing
 - Small group sessions for children who may need more support

Home-learning

Reading	Spellings	Homework
<p>The expectation is to read out loud to someone else at home for 5 minutes, at least twice a week. This can be recorded and signed in their reading record.</p>	<p>Spelling sheets have been given out and sent via MME. Spelling tests take place during the English lesson on Wednesday.</p>	<p>There will be homework set on Mathletics and EducationCity every Monday, to be completed by the following Monday. There is a homework club on Tuesday lunchtime so it can be done at school if it is difficult to do at home. Login details have been given out, teachers have access to them if the children need reminding.</p>

How can you support your child? Ways you can make a difference.

- Support with homework
 - Provide an appropriate space for home-learning (if possible)
- Reading at home
 - Talk about what they are reading/have read
- Provide time for Athletics and mental Maths
- Spend 5 minutes every day to practise spellings
- Encouraging independence
 - Build their resilience and strategies for working through challenges
- Links to games on websites (see [school website](#))

Enrichment (educational visits, clubs)

Clubs available to Year 5 Children:

Art
Animation
Basketball
Board Games
Crochet
Cheerleading
Dance
Football
Gymnastics
Handball
Hockey
Mathletics
Tag Rugby
Tennis

Educational Visits

Planetarium (In-School)
Rainforest Roadshow (In-School)
Heath Park Drama Performance Visit
Pendeford Mill Nature Reserve Visit

New this year - Swimming onsite

- After half term, from Monday 6th November, children in year 3 to 6 will have their swimming sessions here.
- They will swim more than once per week. Once we have a schedule from our provider, we will share this with you.
- Children will swim in groups of 10 with two trained swimming instructors with lessons being 45 minutes in duration.



📷 Speedo Swim United ambassadors (back L-R) Anna Hopkin, Adam Peaty, Michael Gunning, Ellie Simmonds and Matt Richards launching the pop-up pool programme with children at Shireland Hall

Assessment Weeks

	Who?	What?	When?
Autumn	Reception	Baseline Baseline visit	First 6 weeks of term
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 25/9/23
	FS & KS1	CEW Phonics/RWI	
Teacher Assessments to be uploaded by 1/12/23			

	Who?	What?	When?
Spring	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 19/2/24
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 19/2/24
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 19/2/24
Teacher Assessments to be uploaded by 15/3/24			

	Who?	What?	When?
Summer	Y6	SATs	w/c 13/5/24
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 20/5/24
	Y1	Phonics	TBC
	Y2	Own assessments	June 2024
	Teacher Assessments to be uploaded by 21st June 2024		

Mental Health and Wellbeing

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- We know that in order for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with your child's class teacher and teaching assistants, Miss Jamieson is also available to offer pastoral support.
- Mrs Walker is the school's Mental Health and Wellbeing lead.
- [Parenting Smart: mental health advice for parents](#) : Mentally Healthy Schools



Every Day at Wodensfield Matters Attend to Achieve



School starts at
8.40am
The register closes
at 8.50am.
Learning starts at
8.50am

Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

Communication is key

- Ways to get in touch;
- Email: Classteacher Y5teacher@wodensfield.org
- Telephone: 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team
- Attendance: 01902 556350- select attendance option
- Email: office@wodensfield.org

Any questions?