



4 QUALITY
EDUCATION



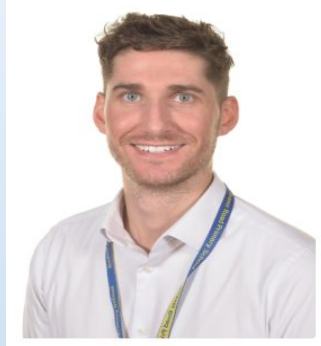
Wednesday 9th September
2026

What we will cover...

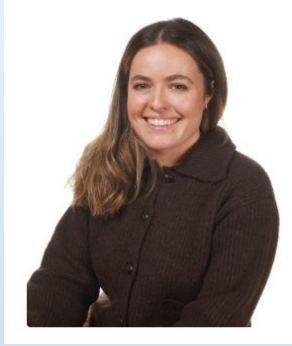
- Who are the Year 5 team?
- How we teach our core subjects
- What our topics are for the year
- The use of Seesaw in class and out of school
- Home learning & support at home
- Any other information



Meet the Year 5 Team



Mr Reed (HoY)
5R



Miss Dyer
5D



Mr Gordon
5G



Miss Winter
5W



Miss Sullivan
5S

We we also be supported by our
wonderful teaching assistants

Miss Edelman

Miss Jones

Miss Akhter (Mon/Tue)

Miss Pang (Wed/Thu/Fri)

An average day in Year 5...



Our mornings focus on the core subjects such as fluency work, English and Maths.

In the afternoon we explore the Guided Reading and the foundation subjects such as: History, Geography, DT, Art, Spanish, Music and PE, RE and PSHE.

Break time:
10.20am-10.35am

Lunch time:
11.40am-12.40pm

Punctuality – please ensure children are on time so they don't miss out on important learning

An average week in Year 5



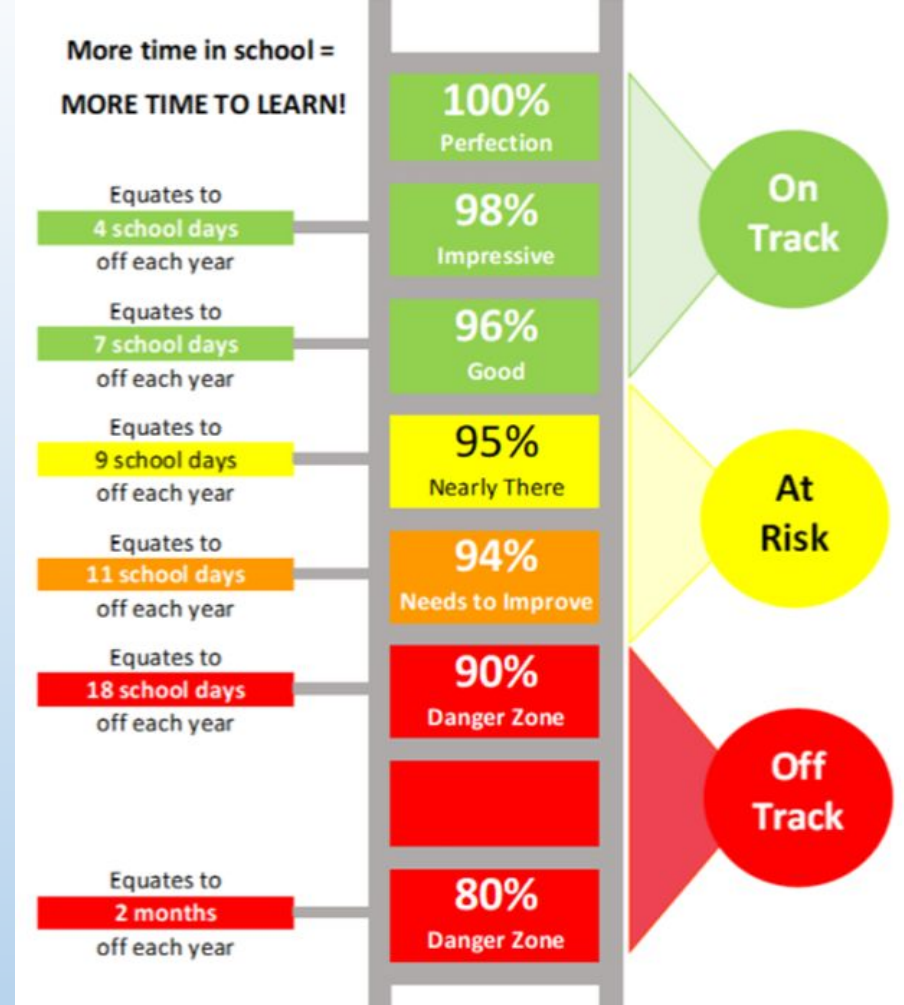
Day/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.50	Fluency Morning Challenge	Fluency Morning Challenge	Fluency Morning Challenge	Fluency Morning Challenge	Fluency Morning Challenge
8.50-9.10	Whole School Assembly	Change for PE (10 mins)	Change for PE (10 mins)	Year group assembly	Whole School Assembly
9.10-10.15	English	English	Science	English	English
10.15-10.30	B	R	E	A	K
10.30-11.40	English	English	Guided Reading Handwriting	English	English
	L	U	N	C	H
12.40-12.50	Reading for pleasure	Reading for pleasure	PPA PE, Spanish	Reading for pleasure	Reading for pleasure
12.50-1.10	Spelling	Guided reading		Guided reading	Spelling Check
12.50-1.30	Guided reading	PE		ICT	Guided Reading
1.30-2.30	Topic (Science / History / DT / Geography)	PSHE/RE		Music	Art
2.50-3.00	Story & Home	Story & Home	Story & Home	Story & Home	Story & Home

Our PE days are
Tuesday and
Wednesday -
Please make sure
your child's kit is in
school!

Attendance

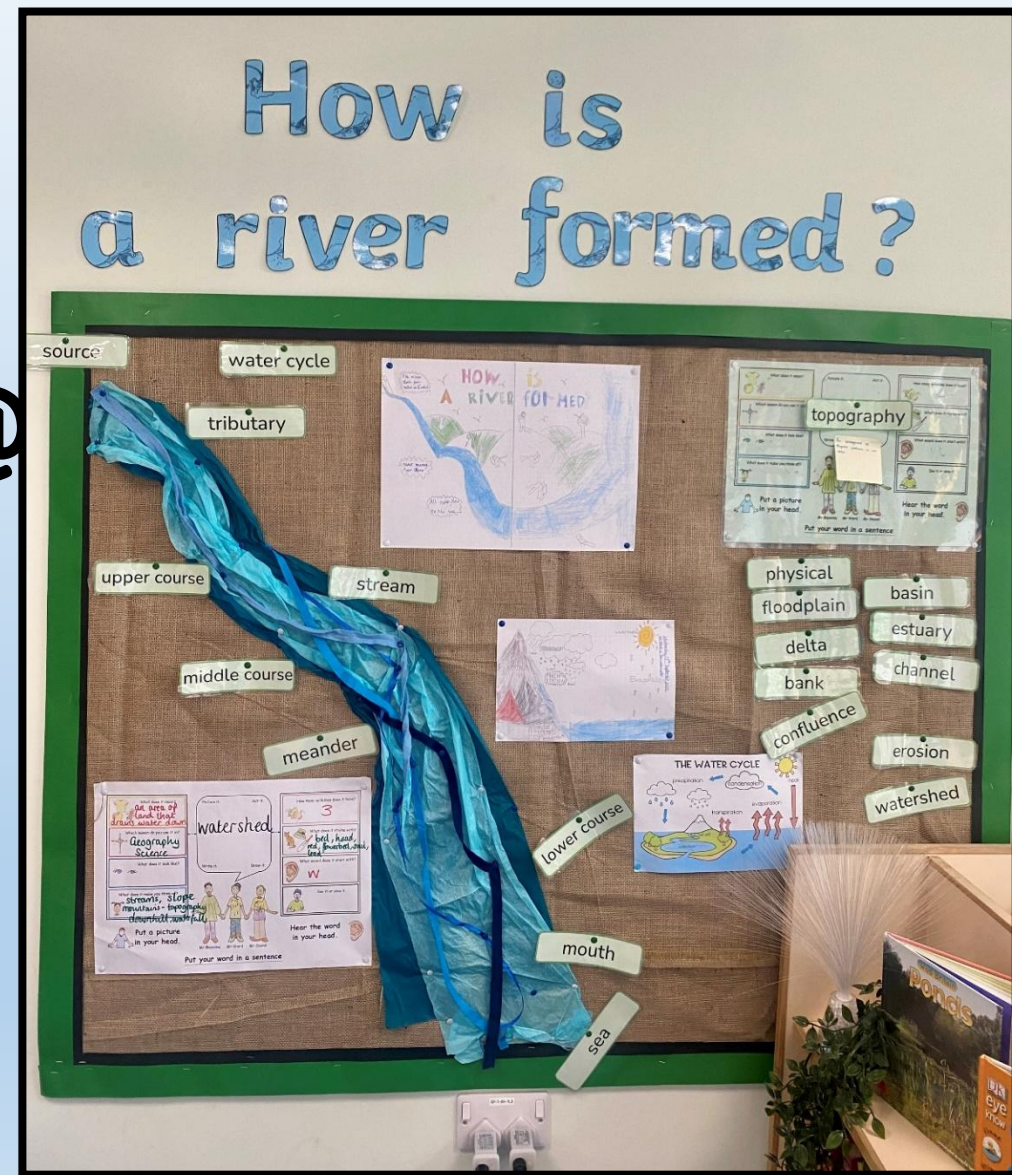
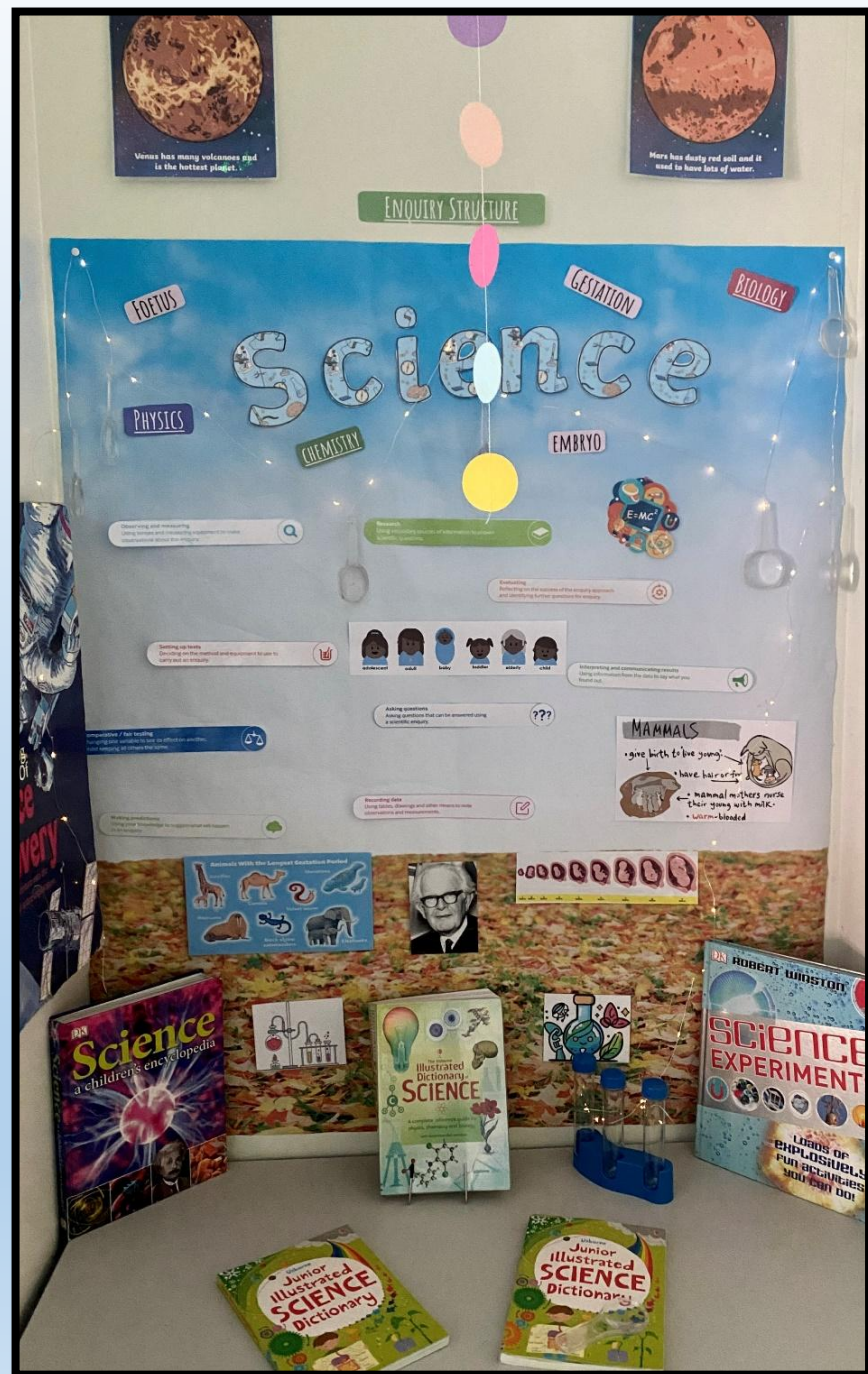
Every day in school counts. It's not just about learning to read and write; it's also about building friendships, developing confidence, and feeling like a real part of our school community.

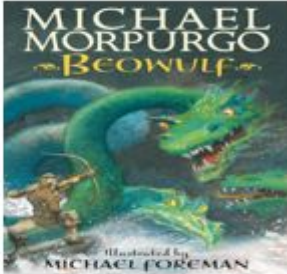
If your child's attendance becomes a concern, we will follow a clear process to help. This will involve meetings with the class teacher, the Head of Year, and eventually a member of our Senior Leadership Team. We want you to know this is a chance for us to collaborate and find solutions together, ensuring your child has every opportunity to thrive.



**Our doors
open at 8:25am**

Curriculum Topics @ Beaver Road



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing fluency: - Sentence structure - Tenses - Clauses - Punctuation Text: Zelda claw and the rain cat (T4W - WAGOLL)  Fiction: Fear story Key Focus: Fronted adverbials, personification, show not tell, hyphenated words and suspense features	Text: Beowulf  Fiction: Beat the monster story Non-Fiction: Explanation Text Key Focus: Possessive apostrophes, varied sentence structure and fronted adverbials	Text: Kidnapped by Pie Corbett  Non-Fiction: Finding Story Non-Fiction: Newspaper Recount Key Focus: Direct speech, parenthesis	Text: Shakespeare writing project (Year 2 link)  (setting description, diary entry) Non-Fiction Non-chronological report Key Focus: Relative clauses and prepositions, figurative language	Text: Varmints  Fiction: Setting and character descriptions Non-Fiction Persuasive letter Key Focus: Parentheses, character description, persuasive and emotive skills/language	Text: Beaver Road Whole School Writing Project  Poetry: The Highwayman Key Focus: All features studied throughout the year
Maths	- Place value - Addition and subtraction - Line Graphs	- Timetables - Multiplication & Division - Perimeter & Area	- Fractions - Decimals - Angles	- Percentages - Transformations - Converting units of measure	- Calculating with whole numbers and decimals 2D & 3D Shape	- Volume - Problem solving

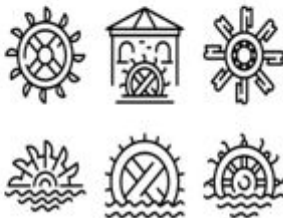
Learning Journey:

History

Geography

Science

D+T

	<u>Learning Journey:</u> How is a river formed? 	<u>Learning Journey:</u> How did Britain change between the end of the Roman occupation and 1066? 	<u>Learning Journey:</u> How can I create a watermill system? 	<u>Learning Journey:</u> What is our place in the solar system? 	<u>Learning Journey:</u> Why should the rainforest be important to us all? 	<u>Learning Journey:</u> Why were the Mayans the envy of the world? 
Computing	Computing Systems and Networks – connecting computers	Creating Media - Video Production	Programming – Selection in physical computing	Data & Information – Flat File Databases	Creating Media – Vector Diagrams	Programming – Selection & quizzes
Science	Animals including humans	Properties & changes of materials	Forces	Will we ever send another human to the moon? Earth and Space	Living things and their habitats	RSE – Science links

Art D+T	<u>DRAWING:</u> Exploring identity	<u>Cooking & Nutrition:</u> Baking Viking and Anglo Saxon bread	<u>Mechanisms:</u> Watermill system	<u>PAINTING:</u> Expressive painting	<u>Textiles:</u> Sewing skills	<u>PRINTING & COLLAGE:</u> Exploring pattern
PSHE RE	How do rights shape our values?	Why do some people believe that God exists? And can we live by the values of Jesus in the 21 st Century.	How can legal and illegal drugs affect my mind and body? How do I respond to dares?	Why do people go to a place of worship?	What difference does it make to believe in Ahimsa, Grace or <u>Ummah</u> ?	What happens during puberty?
Physical Education	Games: Tag Rugby Health Related Fitness (Strength focus)	Games: Handball Dance: Ballet	Games: Basketball Gymnastics: Partner work – Over and under	Games: Athletics Dance: Street Dance	Games: Tennis Gymnastics: Matching, mirroring and contrast	Games: Cricket Health Related Fitness (Endurance Focus)
Music	Songs of the river	Viking music	Blues	Looping and remixing	The sounds of the Rainforest	Samba and carnival sounds
MFL	Me and my friends	Time in the city	At the market	Out of this world	Clothes	Going to the seaside
Educational Visits & Workshops	River Mersey Walk	Viking & Anglo-Saxon Workshop	Science & Industry Museum	Jodrell Bank	PGL Bikeability	Ancient Maya Workshop

Maths @ Beaver Road Year 5

Maths

addition
• add
• more
• plus
• sum
• total
• altogether

subtraction
• subtract
• minus
• leave
• less
• take away
• difference between

multiplication
• lots of
• times
• multiply
• group of
• product
• multiplied by
• multiple of
• repeated addition
• array

division
• divide
• divided by
• divided into
• share
• share equally
• equal groups of

equals
• makes
• total
• same as
• equivalent
• balances

millions 1 000 000
hundred thousands 100 000
ten thousands 10 000
thousands 1 000
hundreds 100
tens 10
ones 1
decimal point
tenths 0.1
hundredths 0.01
thousandths 0.001

Rounding
↓
3526
3530
3500
3000

23,976
20,000 30,000
23,976 has 3 in the thousands column, so we round down to 20,000.

09092
1000's 100's and 10's
Th H T O
3 5 2 6
3000 500 20
3 x 1000 = 3000
5 x 100 = 500
2 x 10 = 20

Visual
1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100

Maths

Key Vocabulary
value digit estimate nearest place value numeral ten thousands ten thousands place value rounded thousands

Visual
8 1 1 3 6 2
811,362

Abstract
811,362

Ascending Order
1 2 3 4 5 6 7 8 9 10

Descending Order
10 9 8 7 6 5 4 3 2 1

Rounding Rhyme
Round the number, round the number,
Look at the next number,
If it's 5 or more, round up,
If it's 4 or less, round down.

Exploring Maths in different ways...



The Story of
64

What else do you know?
If $3 \times 2 = 6$ what else do you know?

Odd One Out

2, 4, 5, 6, 8

Which one is the odd one out?

Why is it the odd one out?

45, 89, 90, 180, 225

Which one is the odd one out?

Why is it the odd one out?

Build it and draw it:

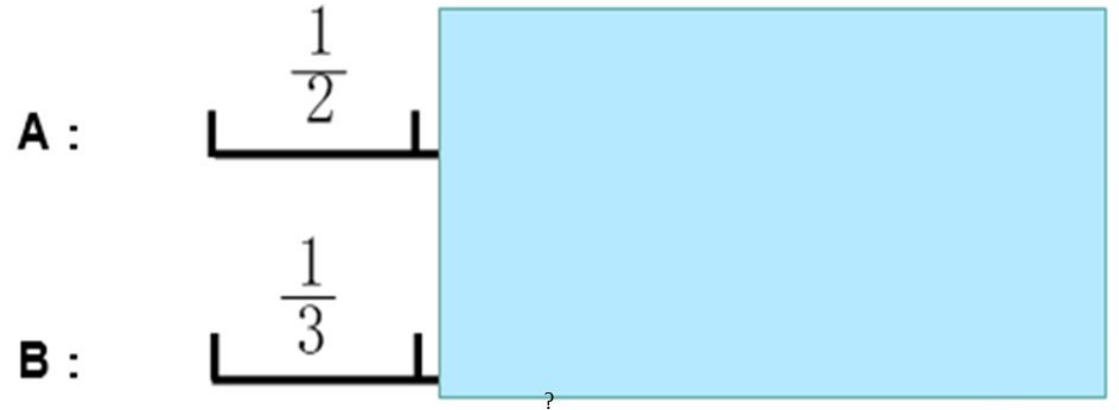
Write in words:

Put it in a part part whole model:

Use it in a story:

A diagram showing three circles arranged in a triangle, with lines connecting each circle to the other two, forming a complete graph.

Which line is going to be longer?



* Please check the Maths Calculation Policy on our website so you can support our methods at home *

How do we teach Maths in Year 5?

Pre and post-learns...

- Gives us a starting point
- Helps to measure progress across a unit
- Target work in class
- Interventions

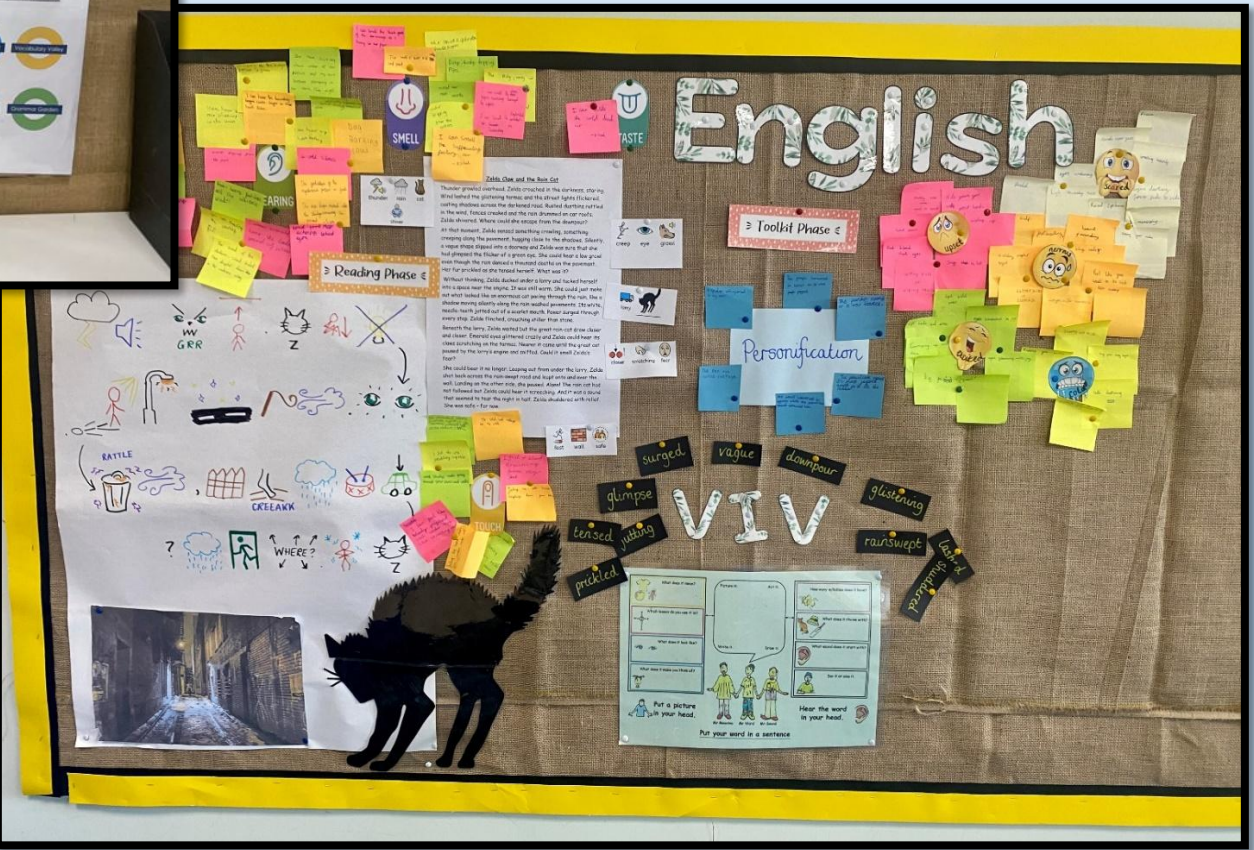
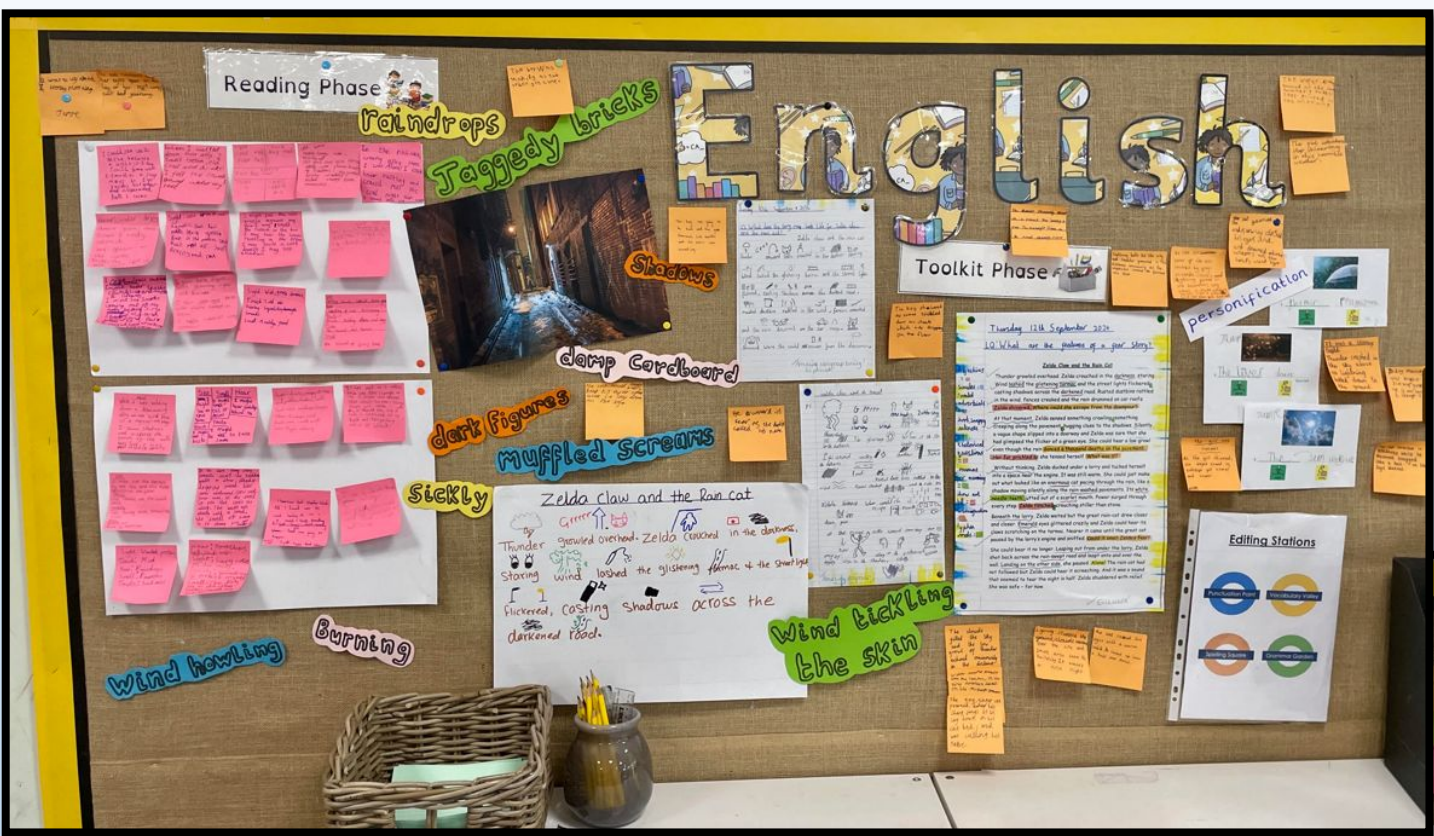
Children should:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- **Solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



Practising times tables at home will greatly benefit your child's learning. 10 minutes a day is excellent.

English @ Beaver Road Year 5



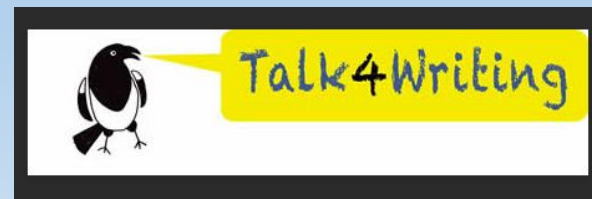
How do we teach our children to write at Beaver Road?

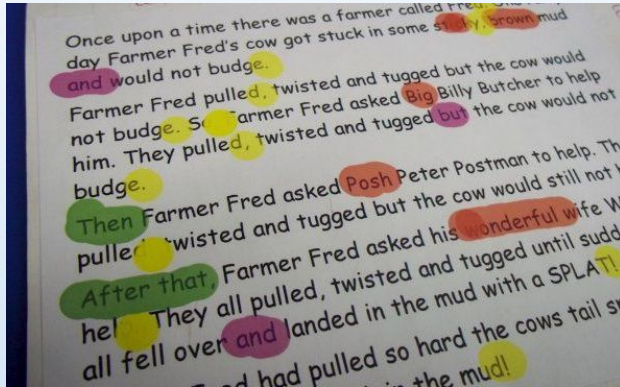
We loosely follow the Talk for Writing approach. Our writing units are separated into three phases.

Immersion phase - Pupils explore texts, identify their main features and structures, and generate key vocabulary.

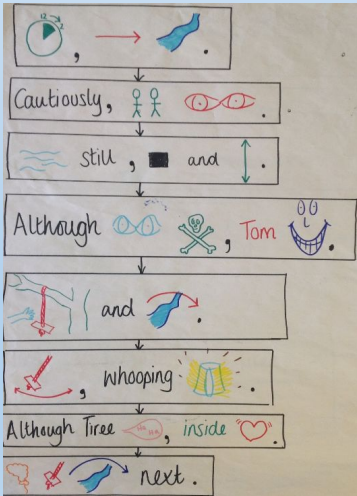
Toolkit phase- Pupils explore grammar features and draft example of sentences structures linked to their year group.

Innovation phase - Pupils use these ideas to create original texts independently

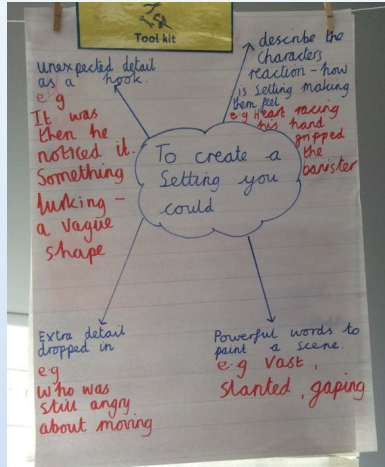




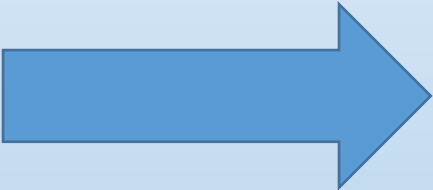
1. Model text – children read, identify key features and explore grammar/punctuation



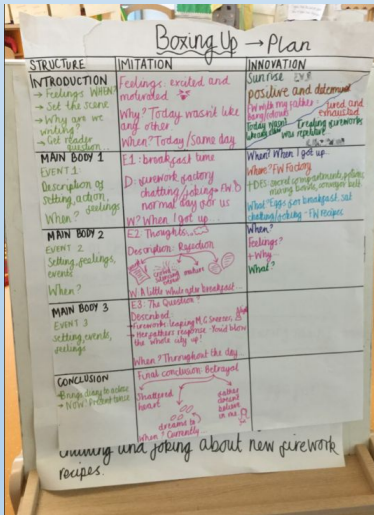
2. Text mapping – draw out the text



3. Toolkit phase – children taught the tools they need for successful writing



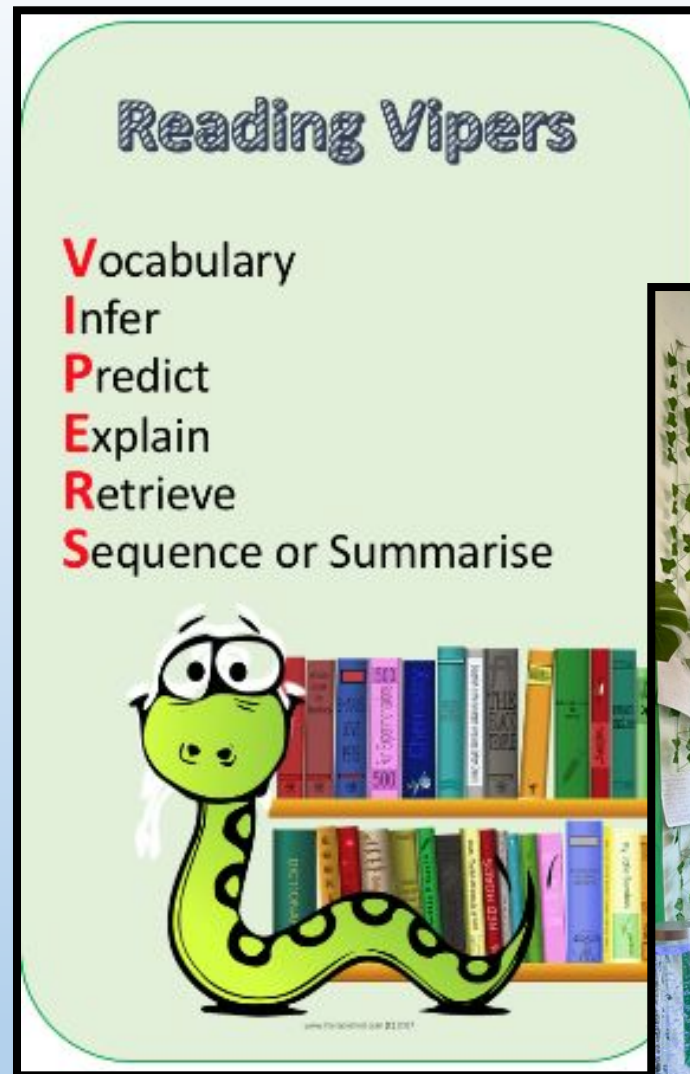
Children then have the knowledge, skills and understanding to produce their own piece of writing!



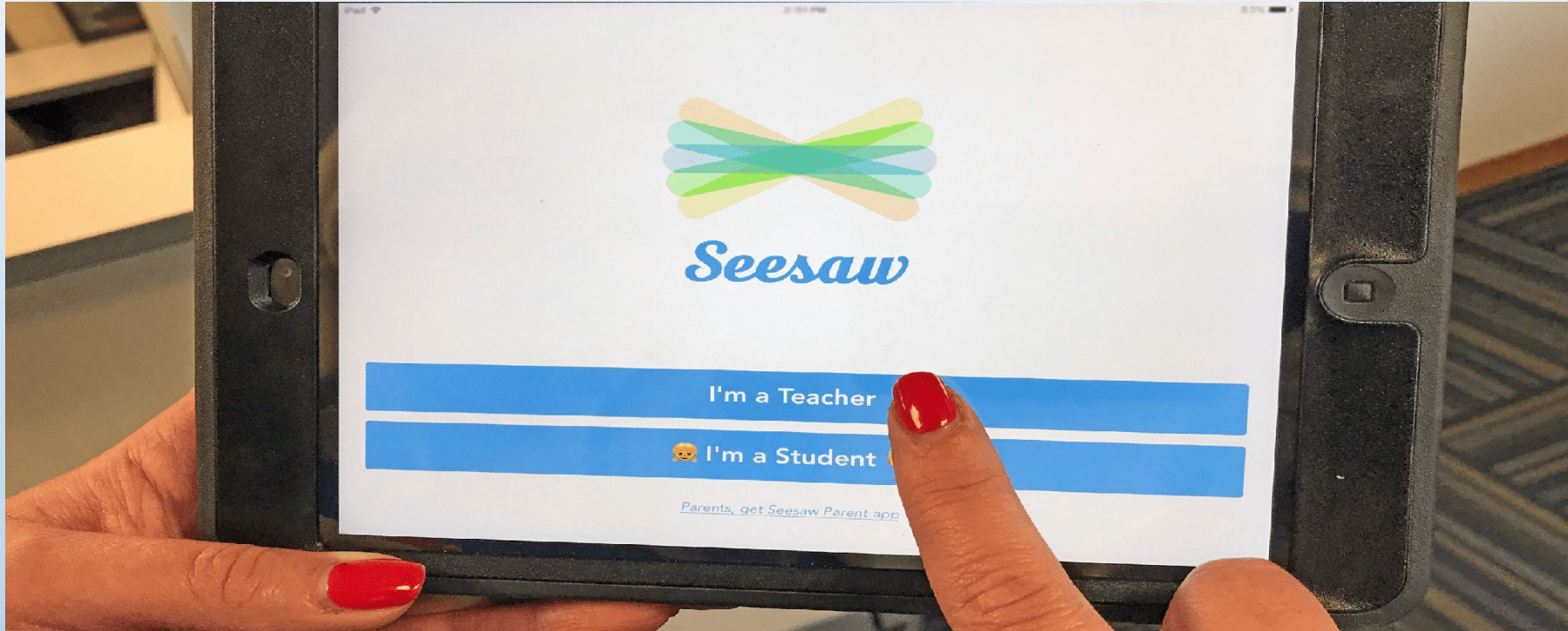
4. 'Boxing up' – a plan for their writing

Teaching Reading in Year 5

- 'VIPERS' used when teaching reading. Addresses 6 key areas to enhance comprehension skills
- Focus on the comprehension aspect of reading rather than mechanics (decoding, fluency)
- Children able to answer variety of question types.



Seesaw



The children in Year 5 update their Seesaw accounts with work they are proud of. They will also post videos of practical activities or drama-based tasks.

Home Learning



Home Learning Grids are uploaded to seesaw each half-term.
Your child can select any activities that peak their curiosity.



How is a river formed?

Here is the homework for this half term. This homework must be completed weekly and will be monitored by your child's class teacher. In the other boxes, there are activities which link to this term's learning. These boxes are optional. We would love to see any work you do on Seesaw. Or, you could bring it into school for our displays.



Home learning every week

Reading: you should be reading your book **daily** for 10-15 minutes. Please post at least one update a week of your reading at home. This could be a picture of the text you have read with some notes, a voice recording of you reading or a video.
Spellings: Please see the separate spelling document. You will have a spelling check every Friday in class.
Maths: Practise your times tables using TTRockstars each day.



Reading

Log into your Oxford Reading Buddy account and choose a book to read. Your book will have comprehension questions to answer. Additional guidance for reading at home can be found [here](#).



Writing



Predict what will happen next ...
Can you write a short extract which includes adverbs, expanded noun phrases, fronted adverbials and a range of sentence types.

Maths

Make a place value game – this could be a board game, card game etc. Be creative and have fun with it. We'd love to see your game in school so we can have a play with it.



Science

Animals Including Humans

Create your own timeline to show the journey of a human.

Stages of Growth and Development



Home Learning

Home learning non negotiables

- Weekly reading. Children need to read a minimum of 3 times a week, then upload a video or picture to our new reading platform 'Learning with parents'
- TTRockstars. All children need to complete daily times table practice.
- Spelling. children will be given set A or B spellings to learn weekly. The children will complete a spelling test on Friday in school.

Optional additional home learning:

Literacy Shed -

<https://www.literacyshed.com/home.html>

Top Marks -

<https://www.topmarks.co.uk/Search.aspx?Subject=9>

storyline Online - www.storylineonline.net

Once Upon a Picture -

<https://www.onceuponapicture.co.uk/>

General

Mindfulness Activities - www.calm.com

Kids Yoga -

<https://www.youtube.com/watch?v=tWSgNEs4IPg>



Autumn 1 Spelling List

Here are your spellings for Autumn 1. There is an activity to match each list. Every Friday we will have a spelling check in class and you will post your result on Seesaw for your parents and carers to see.

	Week 2 Ambitious Infectious Fictitious Nutritious Repetitious Amphibious Curious Devious Notorious Obvious	Week 3 Delicious Atrocious Conscious Feroocious Gracious Luscious Malicious Precious Spacious Suspicious	Week 4 Official Special Artificial Crucial Judicial Beneficial Facial Glacial Especially Multiracial
Week 5 Potential Essential Substantial Influential Residential Confidential Celestial Preferential Torrential Circumstantial	Week 6 Financial Commercial Provincial Initial Spatial Palatial Controversial Initially Controversially Financially	Week 7 Appreciate Cemetery Conscious Convenience Environment Immediately Language Sufficient Thorough Vegetable	

**Here is the
spelling list for
Autumn 1.**

**We will have a
spelling check
in school
every Friday.**

MY SCHOOL · YOUR SCHOOL · OUR SCHOOL
BR
BEAVER ROAD
PRIMARY SCHOOL



- Put them into sentences
- Look, cover, write
- Find the definition

Emotion Coaching

The restorative practice



Step 1

Recognising the child's feelings and empathising with them

I can see that you're... pacing/you've stopped playing

Step 2

Validating the feelings and labelling them

I wonder if you're feeling... I would feel...if ...It must be hard to feel like that

I can see you're... because I care about you...the rule is...

Step 3

Setting limits on behaviour (if needed)

What could you do? Listen to their suggestions.

List what might happen for each solution.

Is this fair, will this work, is it safe?

Step 4

Problem-solve with the child

How are you likely to feel/ How are others likely to feel?



What trips and activities do we go on?



Ancient Maya Workshop



Walking trip to the River Mersey



Anglo-Saxon Workshop



Residential to PGL



Bikeability Course

School dinners....



Order Meals

Order Meals Log Out

[Full menu](#) [Orders list](#) [Update allergens](#) [Show Fof](#) [Next Week](#)

Thursday, 21 Sep Order placed

- ☐ S/S Fresh From The Deli Week 3 Thursday
- ☒ S/S Chef Specials Thursday (Week 3)
- ☐ Jacket potato with a choice of fillings

Friday, 22 Sep No order

- ☐ S/S Fresh From The Deli Week 2 Tuesday
- ☐ Harvest Menu 23
- ☐ Jacket potato with a choice of fillings
- ☐ Harvest Allergen Specials

10 minutes a day =
50 minutes a week =
Over 3 hours a month of time
not teaching!



portions [-1](#) [+1](#) [+5](#) [+10](#)

[Metric](#) [Imperial](#)

[Linked Recipes \(fillings etc\)](#)

BR Beef Lasagne Verdi	View Recipe
Vegetable Lasagne Verdi	View Recipe
BR Gluten Free Beef Lasagne	View Recipe
BR Gluten Free Vegetable Lasagne	View Recipe
BR Dairy Free Beef Lasagne	View Recipe
BR Dairy Free Vegetable Lasagne	View Recipe

Allergens

There are no allergens in ingredients for this recipe according to information provided by the suppliers.

This information was correct to the best of our knowledge at the time of publishing. It may be subject to change, and should only be used as a guide.

School uniform....



It is important that your child comes to school in the correct school uniform:

- Blue jumper/cardigan
- Grey trousers, shorts, pinafore or skirt
- Plain black shoes or trainers
- There must be no visible logos and soles must also be black

Please speak to your class teacher about this if you have any queries



PE kits....



Gymnastics/Dance - Every Tuesday

New black PE kit



Outdoor games - Every Wednesday

New black PE kit

Leggings

Black tracksuit

Lightweight waterproof jacket

Trainers

No jewellery and hair tied back

PE kits and uniforms
labelled clearly.

Any Questions?

Thank you!

Thank you for your continued support! The children have made an amazing start to the year and we are so proud of how they have settled into Year 5!

