



# St Mary's Priory Infant and Junior Schools

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## **Year 5 Parents' Meeting**



# Welcome to Year 5!

- In Year 5, we provide a safe, caring and stimulating environment.
- A home away from home 😊
- Adults who work with your children:

# Our Curriculum

- At St Mary's, we strive to make our curriculum an exciting, engaging and enriching place for our children and pride ourselves on providing a broad, innovative and balanced approach to learning.
- The curriculum is designed around the statutory National Curriculum 2014. The links to the right provide parents and carers with concise and useful information about the curriculum, which can be used to support children in their work at home.
- Our curriculum is based around high-quality teaching & learning materials, schemes and resources - from our maths mastery scheme to the *Opening Worlds* humanities curriculum, developed with Christine Counsell and Steve Mastin.



# What your child will learn in Year 5

|                              | Autumn 1                                                                                                                                                                                               | Autumn 2                                                                                                                                | Spring 1                                                                                                                             | Spring 2                                                                                                                                | Summer 1                                                                                                                                | Summer 2                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>RE</b>                    | Creation and Covenant<br>Care of creation                                                                                                                                                              | Prophecy and Promise.<br>Preferential option for the poor                                                                               | Galilee to Jerusalem<br>Solidarity and peace                                                                                         | Desert to Garden.<br>Community and Participation                                                                                        | To the Ends of the Earth<br>Dignity of workers                                                                                          | Dialogue and Encounter<br>Human <u>Dignity</u>                                                                            |
| <b>Reading</b>               | Grim Fairytales<br>Why is California so thirsty?                                                                                                                                                       | African Tales<br>Anglo Saxons Britain                                                                                                   | African tales<br>Migration                                                                                                           | Matilda<br>Norse Culture                                                                                                                | Matilda<br>The Highwayman<br>The Amazon                                                                                                 | The Highwayman<br>Children's own choice<br>The Amazon<br>Early Civilisation in the Americans                              |
| <b>Writing</b>               | Children of Benin Kingdom:<br><ul style="list-style-type: none"> <li>Informal letter, contrasting diary entry, survival guide, eyewitness report, summary, <u>Non-chronological</u> report.</li> </ul> | The Lost Thing by Shaun Tan:<br><ul style="list-style-type: none"> <li>Own- Version narrative, Setting characters and diary.</li> </ul> | Robot Girl by Malorie Blackman:<br><ul style="list-style-type: none"> <li>Persuasive writing and Science Fiction writing.</li> </ul> | High Rise Mystery by Sharma Jackson:<br><ul style="list-style-type: none"> <li>Diary, newspaper article and <u>dialogue</u>.</li> </ul> | High Rise Mystery by Sharma Jackson:<br><ul style="list-style-type: none"> <li><u>Persuasive</u> writing and letter writing.</li> </ul> | Freedom Bird by Jerdine Nolen:<br><ul style="list-style-type: none"> <li>Poetry, Speech- bubbles and recounts.</li> </ul> |
| <b>Maths</b>                 | Numbers to 1000000<br><br>Whole numbers: Addition and Subtraction<br><br>Whole numbers: multiplication and division                                                                                    | Whole numbers: word problems<br><br>Graphs<br><br>Fractions                                                                             | Fractions<br><br>Decimals<br><br>Percentages                                                                                         | Geometry<br><br>Position and Movement                                                                                                   | Measurements<br><br>Area and Perimeter                                                                                                  | Volume<br><br>Roman numerals                                                                                              |
| <b>Science</b>               | Properties of materials                                                                                                                                                                                | Changes of materials                                                                                                                    | Forces (gravity and resistance)                                                                                                      | Earth and Space                                                                                                                         | Living Things and their Habitats (life cycles and reproduction)                                                                         | Animals including humans (human growth)                                                                                   |
| <b>History</b>               | The Round City: Baghdad                                                                                                                                                                                | Anglo-Saxon Britain                                                                                                                     | Lady of The Mercians                                                                                                                 | Norse culture                                                                                                                           | Changing rulers, Changing worlds                                                                                                        | Local history study- school planned <u>uni</u>                                                                            |
| <b>Geography</b>             | Why is California so Thirsty?                                                                                                                                                                          | Oceans                                                                                                                                  | Migration                                                                                                                            | North and South America                                                                                                                 | The Amazon                                                                                                                              | Interconnected Amazon                                                                                                     |
| <b>Art and Design</b>        |                                                                                                                                                                                                        | Drawing: I need space                                                                                                                   |                                                                                                                                      | Mechanical systems: Making a pop-up book                                                                                                |                                                                                                                                         | Drawing: Make my voice heard                                                                                              |
| <b>Design and Technology</b> | Electrical systems: Doodlers                                                                                                                                                                           |                                                                                                                                         | Mechanical systems: Making a pop-up book                                                                                             |                                                                                                                                         | Cooking and nutrition: What could be healthier?                                                                                         |                                                                                                                           |
| <b>Computing</b>             | Computer Systems and Networks: Sharing information                                                                                                                                                     | Programming: Selection in quizzes                                                                                                       | Creating media: Vector drawing                                                                                                       | Creating media: Video editing                                                                                                           | Programming: Selection in physical computing                                                                                            | Data and information: Data logging                                                                                        |
| <b>P S H E and R H E</b>     | <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Religious understanding</li> <li>Me, my body and health</li> <li>Life cycles</li> </ul>                                            | <ul style="list-style-type: none"> <li>Emotional wellbeing</li> <li>Life cycles</li> </ul>                                              | <ul style="list-style-type: none"> <li>Religious understanding</li> <li>Personal relationships</li> <li>Life cycles</li> </ul>       | <ul style="list-style-type: none"> <li>Life online</li> <li>Keeping safe</li> <li>Life cycles</li> </ul>                                | <ul style="list-style-type: none"> <li>Religious understanding</li> <li>Life cycles</li> </ul>                                          | <ul style="list-style-type: none"> <li>Living in the wider world</li> <li>Life cycles</li> </ul>                          |
| <b>PE</b>                    | Invasion Games (teachers)<br><br>Football & Hockey                                                                                                                                                     | Gymnastics (Teachers)<br><br>Hockey & TAG Rugby                                                                                         | Dance (Teachers)<br><br>Basketball & Netball                                                                                         | Net/ Wall games<br><br>Cricket                                                                                                          | Swimming (teachers)<br><br>Tennis                                                                                                       | Athletics                                                                                                                 |
| <b>Music</b>                 | Singing                                                                                                                                                                                                | Music Theory with keyboards                                                                                                             | Song writing with <u>Glockenspiels</u> .                                                                                             | Ukeleles                                                                                                                                | Keyboards                                                                                                                               | Class Jam                                                                                                                 |
| <b>French/ Spanish</b>       | Spanish                                                                                                                                                                                                | French                                                                                                                                  | Spanish                                                                                                                              | French                                                                                                                                  | Spanish                                                                                                                                 | French                                                                                                                    |

# Specialist Teaching

- Weekly P.E lesson with a specialist coach
- PE uniform days: Thursday & Friday
- Weekly Music lesson with a specialist music teacher
- Weekly French/Spanish lesson



# Monitoring your child's progress

- Parents' Evenings
- Parent workshops
- Termly Assessments
- Half termly Parent Curriculum leaflets
- End of Year report
- School website and Twitter
- Talk to class teacher



# Additional support

Children working above or below expectation will have their needs addressed through adapted daily lessons or targeted support. These may include additional adult intervention, focused group work, one-to-one teaching and booster sessions.





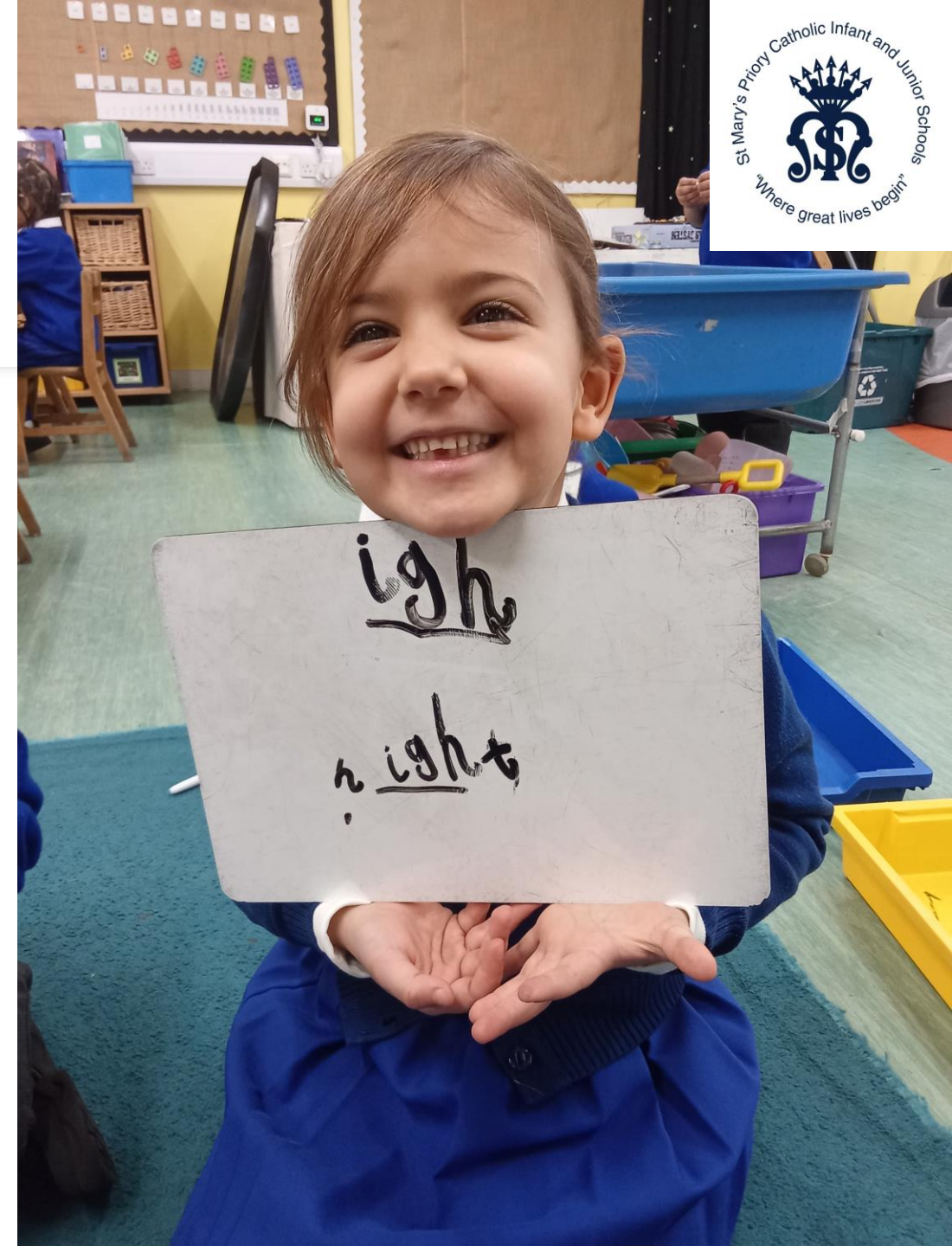
# Working in partnership

- Working in partnership with parents has a positive impact upon children's learning and development.
- We value your involvement in your child's education.



# How can I help at home?

- Reading with your child daily
- Daily shared learning *"What did you learn today?"*
- Providing a quiet place to carry out homework (away from any distractions)
- Good night's sleep!



# Reading



- Bring book bag daily
- Read with your child every day- this is the best way you can support your child in their learning!
- The more practice they have at reading, the better they will become!



- \*Did you know? Some research suggests that watching television with subtitles switched on may support children's reading development by helping them connect spoken and written words. While subtitles are not a substitute for regular reading, they can provide additional exposure to language and print.

# Homework



Pupils will receive homework each week on a Friday and return it to school on a Wednesday

## **Expectations:**

- Maths and Literacy activity
- Weekly spellings
- Reading daily (at least 15 minutes) + update reading record book



# School Uniform



School uniform is an important part of a school's identity. It reinforces who we are as a community and helps allow our children to feel pride in their school. It also ensures that our children are not put under any pressure because of the type of clothes they wear and ensures they are treated equally.

## EXPECTATIONS

- It is a St Mary's Priory expectation that each child wears their full school uniform, including a tie (optional in the Infants), every day.

## SUPPLIERS

- Kenzie School wear, The Mall, Wood Green, 28 Mayes Road, N22 6YQ
- **White shirts and grey trousers/shorts can be purchased online or in supermarket chains**
- **Ties can also be found on Amazon at a very competitive rate**

# School uniform



Jumpers/cardigans should be knit and not sweatshirt material (sweatshirts are for our PE uniform only).

Summer uniform- yellow or blue dress and shorts are permitted.



White shirts- no polos

School tie (optional in the infants)



Plain black shoes- no high-top boots or trainers.

# PE Kit



Our PE days are  
Thursdays and Fridays.

# School Lunches

- At lunchtime, your child can have a packed lunch prepared at home and brought into school, or a school dinner (Free from Reception-Year 6).
- You may decide that your child will have a healthy packed lunch which is prepared at home. Please note that our school is a 'nut free' zone which means that all types of nuts are banned. Also note that juice/fizzy drinks/sweets/chocolate are not allowed.
- Children should bring in a labelled water bottle daily.
- At breaktime, Junior children may bring a piece of fruit or vegetable with them from home. No other snacks are permitted. The infants have fruit provided at breaktimes.



# Wrap around care



**You can find this information on our school website**

## **Breakfast Club**

- Breakfast Club is open daily between **7.45am - 8.40am**. Payment should be made via Arbor.
- The pupils enjoy a breakfast, followed by activities. If you are interested, please complete the form on Arbor.

## **After School**

- After School Club is designed to be a place where children enjoy learning in a stimulating, caring atmosphere and develop confidence or gain new skills.
- **After School Club** is available every day between **3.30pm - 5.45pm** for children from Nursery to Year 6. Payment should be made via Arbor.
- Register your child for the After School Club through Arbor.

# Arbor

St Mary's use Arbor as our Management Information System- allowing us to: take registers; keep our parent and children's details safe; collect payments from our parents; monitor our pupils' attendance, and a lot more.

Our parents use Arbor at St Mary's to:

- make payments for lunches, trips, clubs etc
- update contact and permissions
- sign up for our Enrichment Clubs
- check child's attendance
- give permission for school visits

When you join our school, you will receive an email which will connect you to Arbor, where you will see your child's profile. If you are having any issues with your Arbor account, our office team are more than happy to help.

Arbor also have an extensive online-help section on their website which covers any queries parents may have:

[Click here for Arbor help.](#)

# Attendance



- Children are expected to attend school everyday.
- If your child is sick, you must call the office to report this.
- Permission will not be given for holidays in the term time, and you may be fined.
- School starts at 8:40am and finishes at 3:20pm sharp. Please be on time, as it really impacts on learning.

# Good to be green!



- Children begin each day on **green**.
- A **blue**, stop and think card is given to encourage children to recognise what they are feeling and what tools they can use to get back to green.
- Two **yellow** warning card are given so that children have a chance to modify their behaviour.
- Continued misbehaviour leads to name moved to **RED** with 10 minutes consequence with a member of SLT.
- Positive behaviour is rewarded with **golds** to 1-3 pupils per day who show exemplary behaviour throughout the day.

# Educational Visits

There will be educational visits each term to help enrich your child's learning.



We always appreciate parent volunteers, which are chosen on a first come first served basis via the volunteer link.

If you have previously been on a trip this year, we will choose parents who have yet to come on a trip, again based on who signed up first.

We believe this is the best way to ensure fairness.

## Educational Visits

We have two trips coming up:

1. Wednesday 30th of September to SJV
2. Tuesday 20th of October to the National Gallery

Questions?