



**Welcome to
the Year 5
curriculum
meeting**

Staff

Year 5 Team



Miss H Rose

Year 5 Teacher
(5R) & History/
RRS Lead



**Miss H Al-
Jaburii**

Year 5 Teacher
(5AJ) & Art Lead

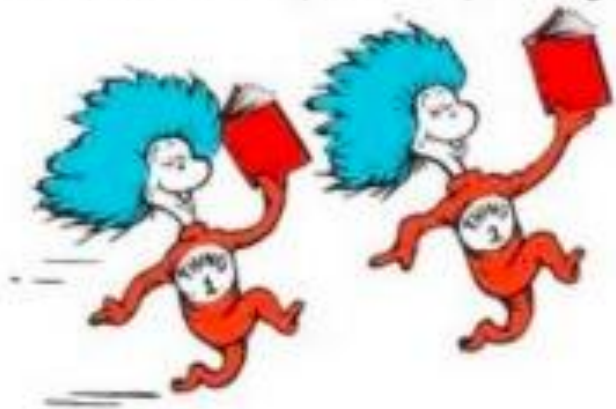


Ms R Manton

Teaching
Assistant

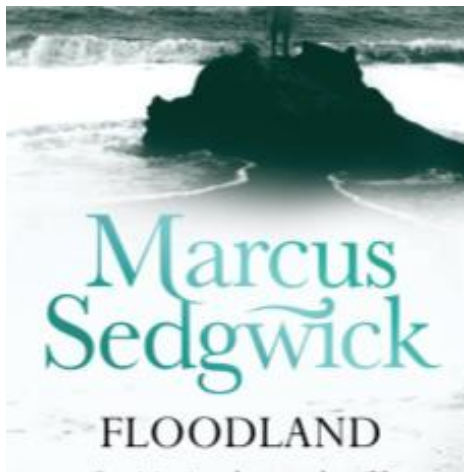
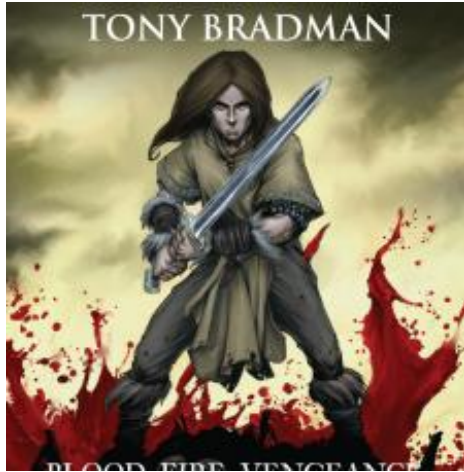
M o n d a y	Re gis tr ati on	Assembly or Whole Class Reading	English	Bre ak	Maths	Lunch	Handwriting/mastering number English/Maths	Art/DT		Ho me
T u e s d a y	Re gis tr ati on	Whole Class Reading	English	Bre ak	Maths	Lunch	Handwriting/mastering number	RE	Music	H o m e
W e d n e s d a y	Re gis tr ati on	Spanish	Science	Bre ak	WCR	Lunch	Spelling/mastering number	PE		H o m e
T h u r s d a y	Re gis tr ati on	Whole Class Reading	English	Bre ak	Maths	Lunch	Handwriting/masterin g number	History/Geography		H o m e
F r i d a y	Re gis tr ati on	Assembly or Whole Class Reading	English	Bre ak	Maths	Lunch	Handwriting/masterin g number	PSHE/ Computing		H o m e

The MORE
that you read,
the MORE things
you will know.
The MORE that you
learn,
the MORE places you'll go.



Reading is a fundamental skill and one of the most essential components in realising an individual's full potential. It stimulates cognitive development, broadens understanding of the world, and supports achievement across all areas of the curriculum. At Abbey, we read independently every day, explore books together in whole-class reading, make use of the school library, and are cultivating a culture of reading for pleasure.

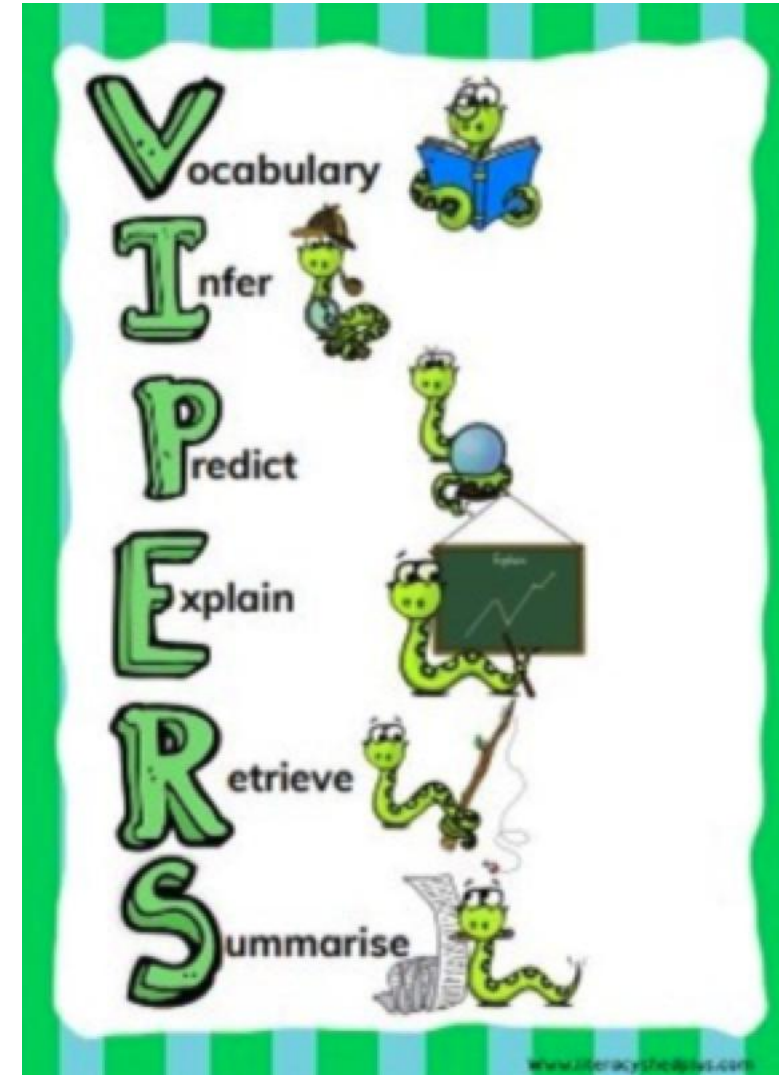
Whole Class Reading



- **Viking Boy** – A Viking boy seeks revenge and discovers his true past.
- **Floodland** – Zoe struggles to survive in a flooded Britain.
- **There's a Boy in the Girls' Bathroom** – Bradley learns friendship and self-worth.
- **Wonder** – Auggie shows the power of kindness and acceptance.
- **The Undeclared** – A tribute to Black history and resilience.
- **The Race to Space** – The story of the space race between nations.
- **Pig Heart Boy** – Cameron faces a life-saving but risky transplant.

Whole Class Reading

In WCR, our scheme builds key skills such as vocabulary, inference, and critical thinking, while also preparing pupils for the reading comprehension tests they will take in Year 6. We teach using using shared questions that promote discussion, choral reading to build fluency and intonation, and the deliberate teaching of ambitious vocabulary.



Writing

At Abbey, we want every child to become a confident and creative writer. By the end of Key Stage 2, pupils are expected to write with accurate spelling and punctuation, use a variety of sentence structures, organise ideas into paragraphs, and choose vocabulary carefully to suit the purpose and audience. They also need to proof-read, edit, and improve their work, showing increasing independence and control. Some children will also demonstrate greater depth by consciously shaping language for effect.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
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Maths

1

CHAPTER 1
Numbers to 1 000 000



2

CHAPTER 2
Whole Numbers: Addition and
Subtraction



3

CHAPTER 3
Whole Numbers: Multiplication and
Division



4

CHAPTER 4
Whole Numbers: Word Problems



5

CHAPTER 5
Graphs



6

CHAPTER 6
Fractions



7

CHAPTER 7
Decimals



8

CHAPTER 8
Percentages



9

CHAPTER 9
Geometry



10

CHAPTER 10
Position and Movement



11

CHAPTER 11
Measurements



12

CHAPTER 12
Area and Perimeter



13

CHAPTER 13
Volume



14

CHAPTER 14
Roman Numerals





Assessment

We assess children's progress in two main ways. Formative assessment takes place every day through marking, feedback, and observations, helping teachers to identify strengths and next steps so learning can move forward. We also use summative assessments, such as NFER tests, to track progress and identify gaps. As children prepare for Year 6, we introduce them to SATs-style papers so they become familiar with the format and receive the support they need to approach their SATs with confidence.



2022 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 2: spelling

First name				
Surname				
First name				
Date of birth	Day	Month	Year	
Test number				



The wider curriculum

Science

Earth & Space, Forces, Human development, Materials, Life cycles

PSHE

Friendships & relationships

Online & body safety, health & wellbeing

Citizenship, economic wellbeing, identity, secondary transition

Art

Sculpture and 3D, Drawing

RE

Key world religions

Questions of belief, morality, and identity

History

Anglo-Saxons & Scots: how Britain changed

Vikings: invaders, settlers, and rulers

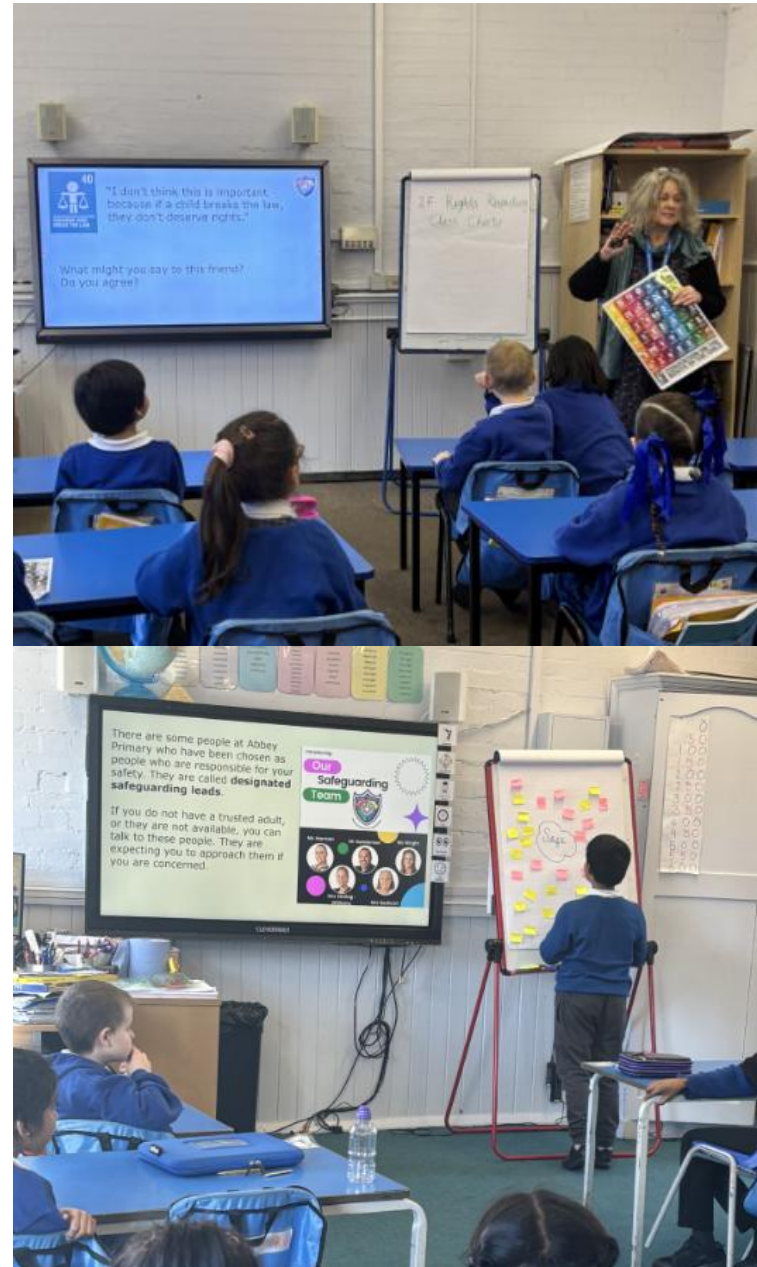
Baghdad: the Golden Age of Islam

Geography

Asia: Mountains, volcanoes, earthquakes

Biomes and global environments

We are proud to share that our school has achieved the **Silver Rights Respecting Schools Award**, recognising the way we place children's rights at the heart of our policies, curriculum, and daily practice. Pupils learn about the United Nations Convention on the Rights of the Child and, more importantly, how to respect and value those rights for themselves and others. Achieving Silver shows that our whole school community is committed to creating a safe, inclusive, and respectful environment where every child's voice is heard and celebrated and we are now working towards our **Gold Award**.



Educational Visits

Some of our visits this year will include:

- Harry Potter World
- Sutton Synagogue
- The National Art Gallery

We will provide full details and any requirements for the trips closer to the time.



All homework will be set on Teams: Spellings and English are given on Monday and due Wednesday, while Maths is set on Wednesday and due Friday. Children should read daily, work independently, and take responsibility for their own learning. Homework helps consolidate classwork, raise achievement, prepare for future lessons, and develop organisation and time-management skills.





Our Behaviour Ethos: Ready, Respectful & Safe

At Abbey, our ethos is for our children will be Ready, Respectful & Safe.

At Abbey we are...

Be on time 

Have correct uniform 

Ready

Have your resources 

Show your positive attitude 

Toilet at break time 



At Abbey we are...

Be kind 

listen 

Be polite 

Respectful

give people time 

look after each other 

accept 



At Abbey we are...

Have a go! 

Try new things 

Safe

Make mistakes 

Walk in corridors 

Sit Safely 



House Points



Bronze 100 points
Silver 200 points
Gold 300 points
Platinum 500 points

Reflection

Community

**Teaching
&
Learning**



Vision 2030

Curriculum

Wellbeing



Oracy at Abbey

Why teach it?

- Build on ideas
- Question others' thinking
- Acquire more vocab
- Boost confidence
- Participate more

Find out more about ...

- Talk rules
- Talk moves
- Talk groups
- Talk roles

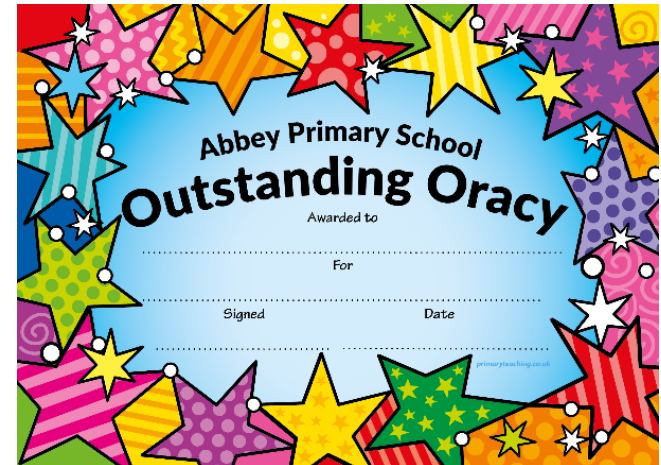
Friday 19th September
8:30 – 9:30
Library



What is Oracy?

"The ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication."

Oracy Education Commission, 2024.



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Why does it matter?



- Children who attend regularly, keep up with lessons
- Regular attendance is linked to higher achievement
- Helps build and maintain friendships
- Boosts self-esteem and a sense of belonging
- Teaches the importance of punctuality and commitment
- Helps teachers plan to meet the needs of your child
- Helps us identify and address learning needs or emotional challenges
- Legally responsibility
- Poor attendance can lead to warnings, fines and other legal consequences
- We are all ready, respectful and safe



0 days off in a year 0 lessons missed	100%
2 days off in a year 10 lessons missed	99%
5 days off in a year 25 lessons missed	97%
10 days off in a year 50 lessons missed	95%
14 days off in a year 70 lessons missed	93%
20 days off in a year 100 lessons missed	90%

Your child's attendance available on:

- Arbor App
- Newsletters
- Parents' evening
- End of year report

How can you help?



- Make sure your child is on time.
- Ring/email the office if your child is unwell.
- Dentist/doctors - bring your child back.
- Below 92% (Arbor) you must provide medical evidence.
- Ask for help.
- Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances*.

Poor attendance

- absent 5 days = £160 fixed penalty fine per parent, per child.
- irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- if repeat within 3 years = £160 fine with no reduction for early payment.
- if further repeat within 3 years = prosecution, magistrate court, £2500 fine.








How can we help?

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
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Our attendance in = %



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Name: _____ Class: _____

Weekly Attendance Tracker



Monday Tuesday Wednesday Thursday Friday



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

