ST AUGUSTINE'S
CATHOLIC PRIMARY SCHOOL

Welcome to Year 5



Love, Integrity, Peace

Kent Catholic Schools Partnership

St Augustine's Prayer

God Our Father,

Let us pray,
that there will be respect for our world,
peace for its people,
love in our lives,
celebration of the good,
forgiveness for past wrongs,
and, from now on, a new start.

St Augustine, pray for us.

Amen.



Welcome to St Augustine's

Mrs Holden - Headteacher)

Mrs Taylor – Assistant Headteacher

Mrs Liddle - EYFS and KS1 Phase Lead

Mrs Beckett – KS2 Phase Lead

"We can't wait to learn and grow together!"

Meet the Year 5/6 Team

Mrs Beckett - Y6 Class Teacher / KS2 Phase Leader

Mrs McCarthy – Y6 Class Teacher (Thursday)

Miss Hare – Teaching Assistant

Miss Atherton- Y5/6 Class Teacher / PE lead

Mrs Nicholson- Teaching Assistant

Mrs Challa– Teaching Assistant

Mrs Crabb- Y5 Class Teacher / Geography Leader

Mrs Rochefort- Teaching Assistant

Miss Green- Teaching Assistant

Mr Beckett- Teaching Assistant

Mrs Challa– Teaching Assistant

"We can't wait to learn and grow together!"

A typical day in Year 5/6

8.45- 8.50am **drop off** (Breakfast Club available for booking from 7.30am.)
8.50- 9.00am Settling in, register and prayer
9.00- 9.10am Morning starter / sensory circuits
9.10- 9.30 Handwriting
9.30- 10.15 English
10.15-10.30 Whole school worship / phase worship / class worship
10.30-10.45 Breaktime
10.45- 11.10 Reading Skills, SPAG, Spellings
11.10- 12.10pm Maths
12.10- 1.10 Lunchtime
1.10- 2.10 Foundation Subject
2.10- 3.10 Foundation Subject
3.20- 3.25 Tidy and Pack up.

Year 5 St Luke have Mrs Mundy and Mr Beckett on a Wednesday morning.

Year 5 St Patrick have Mrs Mundy and Mr Beckett on a Wednesday afternoon.

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Foundation subjects take place in the afternoon

History / Geography / Science / Art / French
PE / REx2 / DT / PSHE / Library time/ Music

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Our School Behaviour Curriculum

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SCHOOL RULES:

- We are kind and gentle.
- We are helpful.
- We are honest.
- We work hard and try our best.
- We look after property.
- We listen to and respect everyone.

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Our Expectations

Behaviour – In class

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Class Dojo will be used consistently to reinforce positive behaviours. Bronze, Silver, Gold and Platinum awards.

Low-Level Behaviours: Adult strategies include:
- Non-verbal cues
- Positive praise to reaffirm expectations
- Support from other adults in the classroom
- Use of alternative space in the classroom

Yellow Cards: When a yellow card is given, teachers will set an appropriate consequence. Consequences may include, but are not limited to:
- 5 minutes of breaktime or lunchtime lost
- 5 minutes of removal to another classroom
- Moving to another space within the room.

Red Cards: Red cards are issued for serious behaviours.

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Our School Uniform














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uniform-policy-jan-2025-i1.pdf

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Year 5/6 Guidance to Parents
Term 1 and 2

English

English is taught using our whole school writing approach which enables children to read and write independently for a variety of audiences and purposes within different subjects. Skills taught include:

- Planning, drafting, evaluating and editing their Writing;
- Development of characters and describing; Settings;
- Development of non-fiction skills;
- Grammar, punctuation, vocabulary and spelling;
- Handwriting;
- Reading comprehension skills;
- Speaking and listening;
- Poetry

We will be writing a selection of pieces, including narratives, non-chronological reports and persuasive texts this term.

Our focus texts will be:
All about our class Saint
Edison by Torben Kuhlmann
Stay Where You Are Then Leave by John Boyne

Reading:

We will be using VIPERS to reinforce our reading skills, alongside books. We will use a number of smaller texts and extracts daily to ensure children are exposed to a wide variety of different text types.

Mathematics

Year 5/6:
The subject will be taught separately every day to support children to bring their knowledge and understanding of mathematics together and apply it in context.

The main areas covered in Year 5/6 Mathematics will be:

- Place value
- Addition, Subtraction, Multiplication and Division
- Fractions
- Times table tests weekly

All children will be working at mastery level or above in order to develop their reasoning and problem solving skills.

Ways to help at home:

- Complete maths homework each week set every Friday-this includes arithmetic and reasoning questions.
- Practice times tables on TTRS

Religious Education

Religious Education will be taught following our whole school scheme of Lighting the Path. Each topic is referred to as a branch.

Branch one: Creation and Covenant
In this branch, children will explore the belief that adopting a set of rules or code of behaviour helps people find real happiness. It begins by recalling the notion of covenant as a relationship of love between God and people, and the obligations it brings: loyalty, fidelity, compassion. The branch then introduces different sets of 'rules': the Greatest Commandment, the principles of Catholic Social Teaching, and the cardinal virtues.

Prophecy and Promise
In this branch, children will explore the great kings anointed and chosen in the Old Testament. God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. David became a great king and united his people who loved him (see Psalm 21:1-7). For Christians, Jesus fulfils the promises made to David. Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer.

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Science

Light

· Recognise that light appears to travel in straight lines
· Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
· Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
· Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

· Investigate ways in which the brightness of a bulb or speed of a motor is changed
· Recognise and use conventional symbols for circuits.
· Plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb.
· Review and assess understanding of circuits.

History

World War One

Throughout our history topic of World War One the pupils will investigate and discover the events that led to the start of one of the largest wars in history. They will explore what life was like for the soldiers as well as what life was like at home for the women and children who kept Britain running.

PE

Year 5 Swimming

For the first two terms Year 5 will be swimming alongside one other PE lesson.

Handball

Pupils develop their understanding of the attacking and defending principles of invasion games.

Hockey

Pupils will develop their understanding of the importance of fair play and honesty while self-managing games and learning.

Tag Rugby

In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score.

Fitness

Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels.

Computing

Communication and collaboration

In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication.

Web page Creation

Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

PSHE

Preparing to play an active roles as citizens. School rules
School values
School council votes/ debate Responsibilities/ choices
Black history month

Ten:Ten Relationships
Module 1 unit 1&2
1. Calming the storm
1. gifts and talents
2. girls bodies
3. boys bodies
4. spots and sleep

Anti-Bullying Week
Odd Socks Day
UK Parliament Week
Road Safety Week (Brake

Art

Typography & Maps

Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.
Explore how we can create letters in a playful way using cutting and collage.
Explore how we can create letters in a playful way using cutting and collage and reflect upon our choices.
Use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me.

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Geography	French	DT
Natural resources Children will learn: • To identify some of Britain's natural resources and explain how they are used. • To identify some ways in which natural resources are used to produce energy • To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. • To identify parts of the world where wood is produced, and consider some of the problems associated with its production. • To know where and how steel is produced. • To describe where a range of natural resources come from and how they are used.	We use Language Angels for our French lessons. Our first topic will be Je me présente (Presenting myself). In this unit pupils will have the knowledge and skills to present themselves in written form in French. Our second topic will be Chez moi (my home). This unit focuses on using previously taught grammar, using it with new vocabulary and conjunctions to demonstrate a growing ability to create independent responses.	Soldier's Survival Kit Textiles Research, design, plan and evaluate. Select materials appropriate for the purpose of a survival kit. Use needles to sew effectively.
		Music Discovering Grime 1.Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made. Unlocking Vocal Potential 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.

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What the children will need daily

- ✓School bag with reading book and record daily
- ✓Water bottle with water only – No squash or fizzy drinks please
- ✓Fruit snack - No crisps, chocolate, sweets etc please
- ✓Coat/light jacket – every day
- ✓ Spare PE kit (if they participate in a club outside in the winter)

Please ensure all items of clothing and footwear are clearly labelled

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Supporting learning at home

How parents & Carers can help



- **Reading Record**- Your child will bring home a reading record each week. Children should read for 15 minutes daily, independently or to an adult and record it in their book
- **Class Dojo** - We use Class Dojo to share updates, photos and messages between home and school [Link to sign up will be added here]
- **Homework Book**- Children receive homework each week on Friday and it is due on Thursday the following week. It includes maths, reading, spelling and grammar

Encourage children to be independent and responsible for bringing items into school (including books, water bottle, coats, homework, bags etc.)

Key Dates

Year 5 Bough Beech Flow Zone trip – Tuesday 24th November 10am – 2pm

Quality Badge awarded by
Council for Learning Outside the Classroom

Bough Beech Reservoir and Water Treatment Works Itinerary (two groups of pupils)

ses WATER

LEARNING OBJECTIVES:

- To understand the role of SES Water in supplying drinking water
- To understand where our water comes from - water cycle, boreholes, reservoir
- To understand why we need to treat water to make it safe to drink
- To know how the different treatment processes combine to produce safe drinking water
- To understand how rainfall affects the amount of water available to us
- To understand why we need to be more water efficient
- To know how to be water efficient
- To understand the links between water use and energy
- To understand how water abstraction can impact on the natural environment

Tour of the **treatment works** Wash hands **Water saving** - Discover how much water is used for different activities Discuss need to save water and why current use is unsustainable Explore ways of saving water Build a water supply network	**Dam and reservoir** - change shoes if required View reservoir – understand how it is used today, how it is filled and how this impacts on the natural environment Visit valve tower Descend dam Walk through tunnel Return to works, change shoes (if necessary) and wash hands

Homework

Each week we will be sending home the checklist below for homework to be completed in their homework books. If your child misses the homework due to absence a paper copy will always be provided upon the next date of their school return.

Tick	Year 5 Homework – Due Thursday 1st October
	1. Complete this week's Spelling Shed worksheet 2. Write your spellings into sentences, underline each spelling word. Ensure you are keeping your writing as neat as possible.
	1. Complete this week's grammar focus – punctuating speech
	1. Complete 10 arithmetic questions and 2 reasoning questions below
	1. Complete this week's poetry comprehension 'An adaptation of 'An Extract from 'The War of the Worlds' by H.G.Wells and then answer the questions. 2. Read every day and record it in your reading record daily. If you read to an adult, ask them to write a comment.

School Communication Systems

- **Class Dojo** – Weekly curriculum updates, messages and rewards
- **School Newsletter** - Weekly updates sent via email
- **School Website** - Key information and policies
- **ParentPay** - Payments for trips and dinners.
- Please note we will be moving to Arbor. Details to follow.

Key Contacts

- School Office - for general enquiries and absence reporting
- Class Teacher - via Class Dojo or at the classroom door
- SENCO - for any additional needs concerns
- Headteacher - via the school office

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THANK YOU!

Any questions?

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