



Meet the Teacher 2025-2026

Year 5

Maundene Primary School



Our aims for today:

- To provide you with information about the learning that your children will focus on throughout Year 5.
- To communicate the expectations for the next curriculum year.
- To provide you with an opportunity to ask any questions about your child's next curriculum year.

This is not a time to discuss your individual children as teachers will have comprehensive transition meetings with their previous teachers and our SENCo.



Welcome to Year 5



Miss Ellis

Mrs Lovell

Mrs O'Connor

Mrs Eden

At Maundene, we believe in the following values:

Compassion
Integrity
Resilience
Curiosity
Respect
Aspiration

Each classroom has a values display which focuses on one value each term. We encourage the children to show these values throughout the school day inside and outside of the classroom.

Expectations

At Maundene our vision is to create a learning environment built upon the principles of an Attachment and Trauma approach where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others.

We recognise that each individual child is at a different stage of social learning. As a result of this, we treat each child as an individual and if further support needs to be provided for particular children we put this in place.



Positive Rewards:

Star of the Week

Good News Notices

Character Skills Certificates

Headteacher Awards

Uniform

Grey trousers/ tailored shorts (summer only)
Grey pleated skirts/pinafore dress
Red polo shirt with logo
Red cardigan/jumper with or without the logo
Red gingham dress (summer only)
Grey/white/red tights
White/black socks
Black shoes/ankle winter boots/plain black trainers

PLEASE LABEL ALL ITEMS

Hair beyond shoulder length should be tied back

No jewellery please – earrings should be small studs only and removable for PE by the child.

A watch is permitted- no smart watches.

Make-up - including nail varnish - is not permitted.



PE

PE kit:

Red/black PE shorts or black cycling shorts

House colour t-shirt

Grey/black tracksuit with no logos for outdoor PE

Black leggings

Trainers/plimsolls (black)

Tights should not be worn in PE – please keep a pair of socks in school

A letter from home is required should your child not be able to participate

Children should be coming into school wearing their kit.



The School Day

8:35 – Gates Open

8:40-8:55- Early morning
work/interventions

9:00 – Registration

10:45 – 11:00 – KS2 Break time

You can provide your child with a fruit
or vegetable snack)

12:30 – 13:30 – KS2 Lunch

15:20 – School finishes



Curriculum

Autumn

Spring

Summer

Year Five			
Sustainable Development		Identity and Diversity	Human Rights
Focus: Enviro leadership and natural disasters		Focus: Challenging stereotypes	Focus:
Core Texts		Core Texts	Core Texts
<p><u>Global Learning outcome</u></p> <p>PSA video on effects of climate change and shared on social media</p>	<p>Zane and the Hurricane</p>  <p>Running Wild</p> 	<p><u>Global Learning outcome</u></p> <p>Create a class anthology of Greek Myths</p>	<p><u>Global Learning outcome</u></p> <p>Mock criminal trial</p>
		<p>Greek Myths: Meet the Heroes</p>  <p>Who let the Gods out</p> 	<p>Too Much Trouble</p>  <p>Romeo and Juliet</p> 
<p>Science: Autumn 1: Animals including Humans Autumn 2: Living Things and their Habitats</p>		<p>Science: Spring 1: Forces Spring 2: Earth and Space</p>	
<p>Geography: Environmental and geographical change: geography of natural disasters; agriculture: contrast and compare to England</p>		<p>History: Ancient Greece and the Trojan War</p>	
<p>Computing: Autumn 1: Online Safety / Online bullying Technology in our lives Autumn 2: Online Safety / Self image and identity Computing A - Physical computing using Crumble</p>		<p>Computing: Spring 1: Online safety day activities Discrete Digital skills - A Creating media - Vector Graphics Spring 2: Online Safety / Managing online relationships Computing - B - Program a Picho to be a Smart Assistant</p>	
		<p>Computing: Summer 1: Online Safety / Privacy and security Discrete Digital skills - B Advanced Word processing with Google docs /slides Summer 2: Online Safety / Copyright and ownership Computing - C - Using selection in quizzes</p>	

Curriculum

Autumn

DT: Autumn 1: DT- Wind Turbines (Mechanisms)
Art: Autumn 2: Art- Lino/mono print of animals - Sarah Young
RHE: Autumn 1 Family and Relationships Autumn 2 Health and Wellbeing
PE: Multi Skills, Dance, Netball, Badminton
Music: English Model Music Curriculum v2 Autumn 1 Melody and harmony in music Autumn 2 Sing and play in different styles
RE: Autumn 1: Christianity Unit 7: Who was Jesus? – Human and Divine Autumn 2: Christianity Unit 8: Christian festivals
MFL: Autumn 1: Phonetics 1-3 (X) and La date - The Date (I) Autumn 2: As-tu un animal ? - Do You Have a Pet? (I)
Writing: Autumn 1:Non-Chronological Report and Narrative Autumn 2: Recount and Explanation text

Spring

DT: Spring 2: DT- Ancient Greek Parthenon (Construction)
Art: Spring 1: Art- Landscapes (Julia Nikonova- Greek Landscapes
RHE: Spring 1: Safety and the changing body Spring 2: Citizenship
PE: Gymnastics, Handball, Hockey, Football
Music: English Model Music Curriculum v2 Spring 1: Composing and chords Spring 2: Enjoying musical styles
RE: Spring 1: Hinduism: God and Beliefs Spring 2: Islam Unit 4: Hajj – the journey of a lifetime
MFL: Spring 1: Quel temps fait-il ? - Weather (I) Spring 2: Chez moi - My Home (I)
Writing Spring 1: Poetry (Figurative) and Narrative (Greek Myth) Spring 2: Recount - Journal entry from an alternate point of view e.g. Thanatos and Newspaper Article

Summer

DT: Summer 2: DT- Masks for Capulet ball (Textiles) Summer 2: DT- Food Fortnight
Art: Summer 1: Art- Graphic Design - Noma Bar Human Rights inspired - Faviana Rodriguez
RHE: Summer 1: Economic Wellbeing Summer 2: Transition
PE: Athletics, Cricket, Badminton, outdoor & adventurous activities
Music: English Model Music Curriculum Summer 1: Freedom to improvise Summer 2: Battle of the bands
RE: Summer 1: Buddhism Unit 3: Following the Buddha's teaching Summer 2: Peace
MFL: Summer 1: Les habitats - Habitats (I) Summer 2: Les légumes - Vegetables (E)
Writing: Summer 1: Persuasive Speech and Narrative Summer 2: Narrative (different setting and time) and Biography

Reading

Children will participate in daily reading lessons where they will develop their fluency, prosody and comprehension skills.

At the beginning of the year, children will be given their own reading record. Please read with your child daily and ensure your comments are recorded. In order for your child to access the curriculum, they **must** read regularly at home.

Stationery



School equipment is not necessary as we will provide everything the children need in school.

Children should use a school book bag or the Maundene backpack – bags will be kept on their pegs in the cloakrooms.

Children should bring a labelled water bottle into school that they can refill throughout the day. This is to be filled with water, not juice.

Keeping Informed

- If you need to inform your child's class teacher about a brief query, please speak to them after school (Members of SLT are available every mornings and after school on the playground also).
- Appointments can be made via the class teacher or office if you feel a longer meeting is needed.
- Curriculum Newsletters are provided in the form of a website to notify you about your children's termly learning.
- Weekly Newsletters are sent out by email on a Friday. These detail key dates for you to take note of.
- Parent Consultation Evenings take place in Term 2 and Term 4.
- In Term 6, you will receive your child's End of Year report.

Parental Engagement

- Throughout the year you will have various opportunities to engage in your child's learning by attending each of the following:
 - A Class assembly
 - Two Learning with your Child Workshops
 - Reading with your Child
 - A Learning Showcase in Summer 1
- Dates are shared through our weekly newsletter and are always well in advance so that you can attend as many events as possible to support your child.

Lines of Communication

1. Class teacher/Teaching Assistant
2. Phase Leader
Mrs Read EYFS/Year 1
Miss Kasabi Year 2, 3 and 4
Mrs O'Connor Year 5 and 6
3. Mrs Hampton (SENCo) or Miss Rixon (Home School Support Worker)
4. Mrs Jackson (Deputy Headteacher)
5. Miss Capes (Headteacher)



Homework Expectations

In order to embed the learning taking place in school, please support your child to complete the following at home every week:

- Read three times a week - contact book must be signed and returned.
- Times Table Rockstars (online)
- Ed Shed (online)
- One sheet of homework in their homework book - with arithmetic, reasoning, grammar and 10 spellings to learn weekly with a test on Thursday. Homework will be handed out Friday and will need to be returned by Wednesday the following week.
- There will be a point reward system for homework in place for every class. 3 points if homework is handed in early, 2 points if homework is handed in on the day, 1 point if homework is handed in a day late. If the children earn 10 points, they will get a sticker!

How to help your child

- ✓ Support your child in becoming more independent throughout the year – packing own school bag and looking after their belongings, washing hands
- ✓ Let us know if anything happens that might affect your child's well-being.
- ✓ Ensure they attend school every day and are on time
- ✓ Ensure your child reads **daily at home**.
- ✓ Encourage your child to complete their homework which is set every week.

Questions

If you have any questions, please ask them now!

