



Parent Information Meeting 2025 Year 5

Welcome!
Meet The Team

5 Willow

Ms Teves

5 Maple

Mrs Ahtti

Teaching Assistant

Ms Pambu

Phase Leader

Qudsia Siddique

Meet The Team

Other adults working in the classrooms:

- Mrs. A Parmar (Learning Mentor)
- Mrs. Solanki (Inclusion)
- Mrs Al Shaheen

Overview of the Curriculum

Core Subjects	5-7	7-11
English	✓	✓
Mathematics	✓	✓
Science	✓	✓

Foundation Subjects	Key Stage 1 (5-7)	Key Stage 2 (7-11)
Art and Design	✓	✓
Citizenship		
Computing	✓	✓
Design and Technology	✓	✓
Modern Foreign Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical Education	✓	✓
PSHE	✓	✓
Religious Education	✓	✓

Maths

<u>Place value</u>	<u>Rounding</u>	<u>Add and Subtract</u>	<u>Perimeter and Fractions</u>	<u>Fractions</u>	<u>Time and factors</u>	<u>Prime and square numbers</u>
<p>To explore Roman Numerals up to 1000</p> <p>To read, write and know the value of each number up to 10000</p> <p>To read, write and know the value of each number up to 1,000,000</p> <p>To read, write and know the value of each number up to 1,000,000</p> <p>To consolidate my learning.</p>	<p>LO: Round to the nearest 10, 100 or 1,000</p> <p>LO: Round within 100,000</p> <p>LO: Round within 1,000,000</p> <p>LO: Compare and order numbers to 100,000</p> <p>LO: Compare and order numbers to 1,000,000</p>	<p>To add two 4-digit number with one exchange</p> <p>To add two 4-digit numbers with more than one exchange</p> <p>To add whole numbers with more than 4-digits</p> <p>To subtract two 4-digit numbers using one exchange</p> <p>To subtract two 4-digit numbers using one exchange</p>	<p>To measure perimeter</p> <p>To measure perimeter on a grid</p> <p>To find fractions equivalent to a unit fraction</p> <p>To find fractions equivalent to a non- unit fraction</p> <p>To recognise equivalent fractions</p>	<p>To convert improper fractions to mixed numbers</p> <p>To convert mixed numbers to improper fractions</p> <p>To tell the time to 5 minutes</p> <p>To tell the time to the minute</p> <p>- To use a.m. and p.m. to describe the time of day</p>	<p>To tell the time on a 24-hour clock</p> <p>To recap our understanding of multiples</p> <p>To recap our understanding of common multiples</p> <p>- To recap our understanding of factors</p> <p>To recap our understanding of common factors</p>	<p>To understand what prime numbers are</p> <p>To consolidate our understanding of square numbers</p> <p>To consolidate our understanding of cube numbers</p> <p>PIRA and PUMA</p>

English

Writing - Daily writing takes place in school

Reading

Daily Reading at home - write a comment in the reading record

Library - once a fortnight

Guided Reading/Destination Reader - daily

Handwriting and Spelling - this is a lesson in school and part of home learning. There will be a weekly spelling test.

The importance of reading with your child at home

Research shows that reading helps to improve:

- Vocabulary - 5 minutes of reading means that we are exposed to around 400,000 words a year
- communication skills
- writing skills

Reading regularly for pleasure also has a link to improved academic achievement. Children who read lots tend to get more GCSEs and A Levels.



This has been stuck
into the yellow
reading record.

Questions to ask your child when reading:

Before reading a new book:

Why did you choose this book?

Who is the author?

Have you read any other books by this author?

Who is the illustrator/publisher?

Is the book fiction or non-fiction? How do you know?

What do you notice on the front cover?

Shall we read the blurb together?

What do you think might happen in this book? Why?

Before continuing the same book:

Where in the book did we get up to?

What's happened in the book so far?

Can you summarise what you've read so far?

What do you think might happen next? Why?

What did the word mean?

Whilst reading:

Who are the main characters?

What sort of character is.....? Are they cruel/kind/sneaky?

What impression do you get of this character? Why?

Where is the story set?

What happened on this page?

Can you summarise what just happened?

How do you think this character feels? Why?

How would you feel if you were this character?

What does the word mean? How do you know?

What do you think might happen on the next page/in the next chapter? Why?

Why is this word written in **bold**/*italics*?

What do you think the author is trying to show us here?

Does this remind you of anyone/anything? Why?

After reading:

Did you enjoy the part we read today? Why?

What happened in the part we read today?

Can you summarise what happened in our reading today?

What was your favourite part of what we just read?

Were there any words/phrases you really liked? Why?

Has your opinion changed of any characters?

Did anything happen that you weren't expecting? Why?

Who would you recommend this book to? Why?

What do you think might happen next?

Ways to encourage reading

Find a quiet place to sit

Read to your child and listen to your child

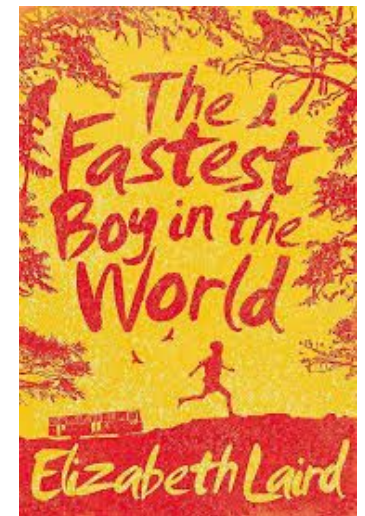
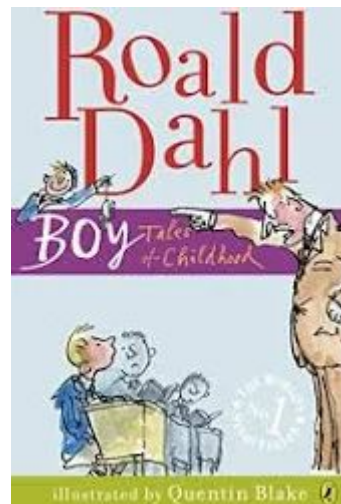
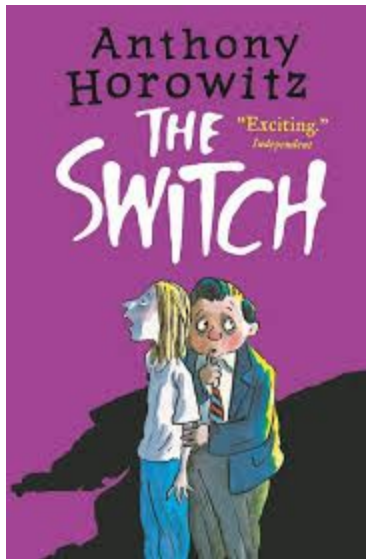
Talk about the story, characters and what they think might happen next

Visit the library

Read different texts : books, newspapers, magazines, blogs, recipes and ingredients

Put the subtitles on the television/tablet

Books we will be using in English this year



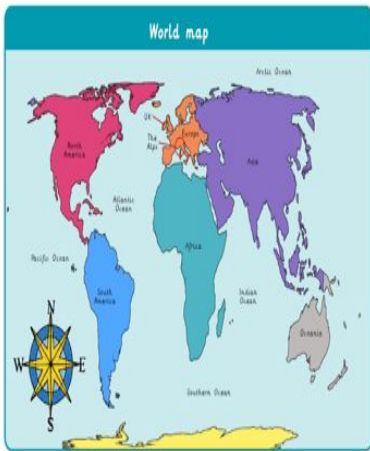
Long Term Plan for Year 5

Long Term Plan Year 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Switch Setting and character description Story writing (adventure) Diary entry	Journey to Jo'Burg Recount Informal letter Debate Formal letter	Macbeth Monologue Play Script writing Newspaper report Narrative poetry	The fastest boy in the world Setting and character description Narrative Recount	Scribbleboy Informal letter Diary entry Narrative	Poetry and Roald Dahl, The Boy, Childhood tales Biography Autobiography Poetry
DR	The Switch Summarise Prediction Questioning	Journey to Jo'Burg Inference Retrieval Making links Evaluate	I was a Rat! Prediction Retrieval Making links Clarifying Retrieval	The fastest boy in the world Questioning Evaluation Summarise Inference	Scribbleboy Prediction Questioning Summarising Evaluating	The Borrowers Inference Prediction Retrieval
Maths	Place value Rounding Add and Subtract Perimeter and Fractions Fractions Time and factors	Prime and square numbers Multiply and divide Add and subtract/inverse Multiplication Division Fractions Multiplication 2/2 digits Area and perimeter	Fractions - add and subtract Fractions Decimals Decimals and percentages Shapes and angles Statistics	Properties of shapes Decimals Percentages and Decimal Decimals Translation	Decimals Position and direction Properties of shape Volume Converting units Statistics and Converting units	Converting units Statistics & Converting units Multiply and divide Fractions equivalent and mixed numbers Area and perimeter Adding and subtracting
Science	Earth and the Solar System	Mammals and Gestation period	Forces	Plants	Properties of materials and changes	Living things and their habitats
Computing	Databases	Coding	Online Safety	Spreadsheets	Game creator	Concept Maps
Art/DT	Drawing I need space	Mechanical Systems Making a pop up book [6 weeks]	Painting and Mixed Media Portraits	Food What could be healthier? [6 weeks]	Sculpture and 3D Interactive installation	Structures Bridges [6 weeks]
History		The life of Henry VIII, the split from Rome, the dissolution of monasteries		The Stuarts		Ancient Greece
Geography	Oil/gas rigs and mining Rio		River Amazon Energy production		Green energy Tropical rainforests	
RE	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
PSHE	KEEPINGS/STAYING SAFE Peer Pressure Adults' Views Children's Views	KEEPINGS/STAYING HEALTHY Smoking Adults' Views Children's Views	RELATIONSHIPS (GROWING & CHANGING) Puberty Adults' Views Children's Views	FEELINGS AND EMOTIONS Anger Adults' Views Children's Views	BEING RESPONSIBLE Looking Out for Others Adults' Views Children's Views	WELLBEING AND GROWTH MINDSET
PE	COMPUTER SAFETY Image Sharing Adults' Views Children's Views	ENTERPRISE (XMAS FAIR)	SRE (2 lessons) Male and Female Changes Puberty and Hygiene	Mindfulness videos (Visualisation & breathing) Flower Breath Magic Cloud Butterfly Meadow Enchanted Forest		
Music	Keeping Healthy	Solar System	At the movies	Celebration	Life Cycles	Our community
MFL (KS2)	Spanish					
Educational Visits	Science Museum National Portrait Gallery		History Museum Church/Mosque		UK Parliament Local Park (Wembley Park)	

Knowledge Organiser

What is life like in the Alps?



Mont Blanc is the highest mountain in the Alps.



Popular activities in the Alps include skiing, hiking and sightseeing.

- The Alps spread through France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia.
- Some physical features found in the Alps include mountains, lakes, rivers and glaciers, or specific places, such as Mont Blanc, Lake Worthersee and Pasterze Glacier.
- Some human features found in the Alps include the Innsbruck Cable Car, Hohensalzburg Fortress and Chamonix ski resort.



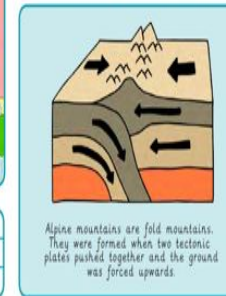
- The impact of glaciers melting are:
- Risk of landslides and flooding; some plant life is under
- Threat of extinction; loose and falling rocks are endangering hikers and climbers.
- To combat climate change- walk or cycle whenever possible; reduce, reuse and recycle; try not to waste food; eat less meat and more plant-based food.



Climate

Most of the Alps have a mountain climate. It is much colder than the surrounding climate due to the height of the mountains. Lower regions of the Alps have a temperate climate.

What is life like in the Alps?



Alpine mountains are fold mountains. They were formed when two tectonic plates pushed together and the ground was forced upwards.

leisure	The use of free time for enjoyment.
tourist	A person who travels to a place for pleasure.
tourism	Travel for pleasure in which people visit places of interest.

- Physical features you can see -Mountains, glaciers, lakes, rivers, deciduous trees and forest on the valley floor, coniferous forest higher up the mountains.
- The climate in the Alps is like-Generally a temperate climate with warm summers and cold winters. However, the climate also depends on the height above sea level — the higher up the mountains, the colder it gets.
- Compare the Alps seasons with the UK
- They have the same seasons because the Alps are located in the same climate zone.
- Biome Where the Alps are located -'temperate forest' – this is deciduous forest on the valley floors, but coniferous forest with less vegetation at higher elevations.



Project for Home Learning

Can you find all about the Alps and what sort of Tourism they have there

- A 3D model of Deserts and the Alps
- A leaflet
- A poster
- Create maps
- Fact file

Home Learning

- Home learning is given out on **Thursday** and should be returned to school completed by the following **Tuesday**.
- Home Learning will be available on Google Classroom. [There will be a printed copy if your child cannot access Google Classroom.]
- Atom Learning in KS2 - **Speak to Natercia if you are not sure**
- Your child will be asked to :
 - **read everyday [sign the reading record]**
 - **have a spelling task**
 - **a Maths task**
 - **an English task**
 - **learn times tables**
 - **may be learning from other curriculum areas too**
- Home learning must be completed. **If it is not completed, your child may need to stay in at lunchtime to complete it.**
- Remember to read the knowledge organiser with your child every term. Also support your child with the half termly home learning project.

Parents Evenings

- These take place in October, March and July
- You will receive targets in Reading, Writing and Maths to support your child
- Discuss learning and learning behaviours
- You can arrange a meeting with the teacher for any concerns you have throughout the year

Educational Visits this year

We are hoping to arrange educational visits every term.

All educational visits are based on the children's learning. We hope to visit museums, attend workshops and exhibitions to enhance their learning.

We ARE Preston Manor

A = Ambition

R = Responsibility

E = Excellence

Our School Rules

Be Organised

Our behaviour and resources are ready for learning.

We are on time for learning



Be Kind

Be caring and use kind words towards others

Be Gentle

Keep your hands and feet to yourself

Be Honest

Always tell the truth and encourage others to do the same

Be Responsible

Look after our school environment and our belongings with care

Our Behaviour System



To receive a GOLD Award at the end of the week the pupil needs to have reached Gold once in the week.



To receive a SILVER Award at the end of the week the pupil needs to have reached Silver 2 times in the week.



To receive a BRONZE Award at the end of the week the pupil needs to have reached Bronze 3 times in the week.



All children start the day on green.



Verbal warning



1. Reflection Sheet in class (time out at reflection table).

CT discussion with child about behaviour.

2. If behaviour persists, second reflection sheet (time out in parallel class)

Child sent to phase leader- fills out reflection sheet and



letter sent home to parents. (At phase leaders discretion, children sent to

them for red behaviour may be sent on to the Head, to be recorded in the

book or possible lunchtime detention.

Reminders

- Make sure children arrive at school on time every morning.

The Year 5 start time is : 8.30 Soft Start and begin at 8.40

The Year 5 finish time is : 3.20

- - Please ensure that children bring their reading record to school **every day**. This should be signed and dated by an adult. **Children should be reading for at least 10 minutes every evening.**

- Home Learning is set on Thursday and must be completed in the Google Classroom or in the books, or returned to school by Tuesday.

- Send your child with a water bottle.

- If you would like to discuss anything with the teacher, please speak with them at the end of the day or arrange a meeting through the office.

- P.E is on Monday and Thursday for both year 5's

- The correct school uniform must be worn everyday.

- For safety and hygiene, please make sure that your child has the correct P.E. kit as follows:

Our P.E Uniform

White t-shirt with school logo or plain



Navy blue shorts,
leggings or jogging
bottoms



Black plimsolls

[Uniform Stockists](#)

Rumbles School Uniform Shop

598 High Road, Wembley, HA0 2AF , 0208 902 1393

Mayfair Sports

463 Kingsbury Road, London, NW9 9DY, 02082048117

My Clothing (online)

<https://myclothing.com/ueslink/19444.school>

Healthy Packed Lunches and Playtime Snacks

A child at school should have about a third of their daily nutrient requirements at lunchtime. This means they need food that is going to provide them with enough energy, protein, fibre, vitamins and minerals.

A healthy snack : a piece of fresh fruit, dried fruit, a cereal bar or yogurt pouch
NOT biscuits, sweets or crisps

What is in a healthy lunch?

A good packed lunch contains:

- **A starchy food, such as bread, rolls, pitta bread, naan bread, potatoes, rice, noodles.**
- **These foods are good for children to fill up on.**
- **A good source of protein, iron and zinc such as meat, fish, beans or eggs.**
- **A good source of calcium such as milk, cheese, yoghurt or fromage frais.**
- **And one portion of fruit and one portion of vegetable or salad to provide all the other vitamins and this could include; a piece of fruit or dried fruit. A portion of vegetables could be fresh vegetables such as a carrot stick, salad or a vegetable soup or vegetable dish.**
- **No nuts or chocolate spread**

Attendance

Children should aim for attendance of at least 98%.

All attendance is regularly monitored by Mr. Atkinson and Mrs. Parmar. If there are concerns about your child's attendance, you will receive a letter and print-out of their attendance, with follow up meetings, if necessary.

Children falling below 90% attendance (= 1 day's absence per fortnight) must be referred to the Local Authority Educational Welfare Officer as 'Persistent Absentees'.

Requests for term time leave will be authorised only in the most exceptional circumstances.

All unauthorised leave must be referred to the LA, and may result in a Educational Penalty Notice. The fine for unauthorised attendance is £80 per parent per child, so for one child the fine would be £160 but for 2 children would be £320.

Other Year Group Specific things

Swimming

17th to 28th November - 5 Willow

1st to 12th December - 5 Maple

Ways to help your child:

Read with your child every night and ask questions about the book

Talk to your child about what they have learned and enjoyed during the day. Try not to focus on their behaviour.

Make sure that home learning is completed by your child, if necessary with your help, and please go through it when completed.

Volunteers

If you would like to volunteer in school, email Ms Siddique. She will let you know what to do next.
[q.siddique@preston-manor.com]

You could help to improve the reading skills of children, or support them in small groups.

If you are training to be a TA, you can do your placement here.

Thank you for listening.

Information sheets will be
emailed to you by the end of
the day.

Questions?

If you have a question, please write it in
your child's reading record. Your
teacher will reply in the record.