

St Mary and All Saints Church of England Primary School



# Meet the Teacher

Year 5

Miss Richardson

Miss Geary



# Who's Who



**Miss C  
Richardson**



**Miss L Geary**  
Year 4 Teacher



**Mr J  
O'Driscoll**  
LSA



**Mrs L Carter**  
LSA



# The School Day



8.45am: Soft start

8.55 – 9.10: registration and interventions/ morning activity

9.10 – 9.30 – Assembly

9.30 -10.30 – English/ Maths

10.30am-10.45: 15 minute morning break

10.45 – 12.00 – English/ Maths

12:00pm: Lunchtime

1:00pm: Afternoon lessons start

3.30pm: School finishes

- Pick up arrangements in writing, including Curl around arrangements.



# Our Curriculum

- Daily Maths and English lessons
- Topics for the year:
  - Autumn 1 – World at War
  - Autumn 2 - We'll Meet Again
  - Spring 1 – To infinity and Beyond
  - Spring 2 - Forces in Action
  - Summer 1 – Journeys on Earth
  - Summer 2 – Dragons and Dynasties



# Trips/'wow' experiences



**Autumn Term:** Battle of Britain Bunker, WW2 curriculum day, cooking and tasting days

**Spring Term:** Space Dome visit and Space curriculum day

**Summer Term:** Art day- dragons, river trip



# PE

- PE day = Tuesday
- Taught by: Mr Allison
  
- PE day = Thursday
- Taught by: Mr Allison
  
- PE Kit – yellow shirt, black shorts, black joggers or leggings, jumper, plimsolls and trainers
  
- Tracksuit bottoms in winter



# Home Learning



- Set on Seesaw
- Log in codes sent home
- Maths, Spellings and 1 chosen Buffet activity to be submitted every Monday.
- Reading – every day
- Key number skills–times tables and basic arithmetic (passports) (weekly)



## Year 5 Autumn 1 2025 Home Learning

Each Week

Reading Daily

Maths Weekly

Spelling Weekly

One of the activities below

### English – Word Classes

Make a poster about the main word classes in the English language. You should include all the following:

1. Nouns
2. Verbs
3. Adjectives
4. Adverbs
5. Conjunctions  
(Coordinating and subordinating)



and any other word classes you know of.

Please remember to include examples for each word class.

This homework should be attached to the Seesaw activity and the original should be brought into school.

### Science – Making Glue!

In Science we are going to be making GLUE!

For this activity we would like to find out about the two scientists that invented the post it note (which obviously has a form of glue on it).

The two scientists are Arthur Fry and Spencer Silver. Please use the attached template to compile your research and bring this into our Science lesson in the last week of this half-term.



### History - Fact file



As part of our History work on World War 2, we will be looking at some of the famous leaders of that time. Choose one of the famous leaders and create a fact file about them.

Include

- When did the person live
- Which country were they the leader of
- What was their life like
- What difference did they make to World War 2



You may present this as a booklet, or create a PowerPoint.

This homework should be attached to the Seesaw activity and the original brought into school.



### History/Tech – Artefact Recreation Exhibition

This half-term we will be exploring what it was like in World War 2. We will also have the opportunity to look at some of the artefacts specific to that time: gas masks, ration books, armband, field map etc. Research an artefact finding out:

- Who designed it
- Why was it made
- How was it used in the war and why was it important.

Have a go at making a replica and then present your research on plain paper that can be displayed with your replica in our exhibition

### Art /Technology - Spitfires

Spitfires were mainly used in close-range battles between small groups of aircrafts. The Spitfire was fast and agile, meaning pilots could manoeuvre their aircraft easily when fighting in the sky.

Make a WW2 style spitfire plane. This can be done using any materials you have at home. A guide can be found by searching 'Valence House Spitfire' using google and opening the link below.

 Valence House  
<https://valencehousecollections.co.uk/uploads/1/M...> PDF

Make a Spitfire



Please place a photograph on Seesaw and bring the original in to show.

### Art – Propoganda Poster

This term we will be studying the effect of Propoganda Posters. During World War II, prop- aganda was like power- ful posters used by gov- ernments to encourage people to support the war and help their country. Create your own propa- ganda poster that could have been used during WW2 or recreate one of these here.



This homework should be photographed and attached to the Seesaw activity and the original should be brought into school.

# Spellings (KS2)

## Spellingframe

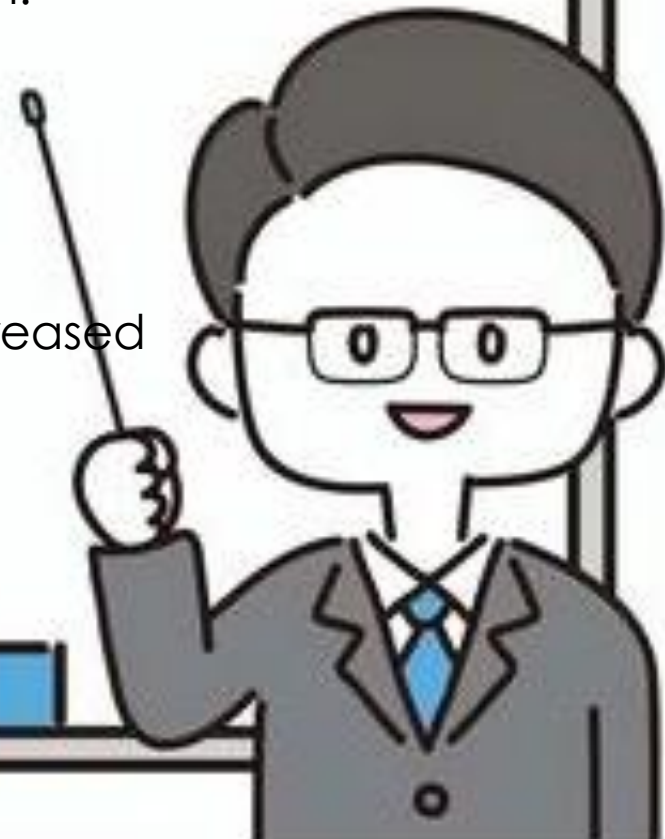


➤ Spellings set on a Monday and tested weekly.

➤ Spellings will be set through a learning platform:  
[www.spellingframe.co.uk](http://www.spellingframe.co.uk)

### WHY?

- Reads the word aloud
- Shows the word in context
- Interactive games to help with practise = increased engagement and fun!



# Recording reading- KS2

UKS2



The children will have opportunities to change their reading books throughout the week, when appropriate.

Reading diary will stay at school. Children will update when they have completed a book.

Please: Promote reading at home and share texts with children. Ask questions about the book, discuss the text, promote a love of reading.



# Equipment



- Essential equipment – writing pens (Pilot Frixion Ball pens are preferred, not biros), sharpener, pencil (at least 2), eraser, ruler, glue stick
- Optional equipment – colouring pencils, scissors
- Tissues!

All equipment must fit into one small pencil case which fits into a school tray.



# Responsibilities



The children will be given classroom monitor jobs or responsibilities throughout the year.

The responsibilities the children will have:

- Sports Leaders,
- School Council,
- JRSOs.
- Fruit Monitors
- Assembly Monitors



# Behaviour/Reward Systems



- House points- whole school
- Shine Scale – Positive reward system
- Whole class incentives/rewards
- Positive reinforcement
- Reflection time – an opportunity to reflect on behaviour and discuss strategies moving forwards.



# How we inform you of the progress your child is making



- Parents Evening Consultations (Autumn & Spring)
- Conversation with class teacher at appropriate times
- Book Look sessions
- Annual Report (Summer Term)



# How we communicate with parents

- Class letters at the start of each term
- Head's Highlights
- Open evening/Parents' evenings
- Book look
- Parent Mail
- Open door policy
- Seesaw (Homework only)
- Appointments with teachers via office



# Home-School Agreement



Our home-school agreement is a statement explaining:

1. The school's aims and values;
2. The school's responsibilities towards its pupils who are of compulsory school age;
3. The responsibility of each pupil's parents; and  what the school expects of its pupils

Please read and sign with your child. Then return to class teacher.



# St Mary & All Saints CE primary School –Home school agreement

## Head, Hand Heart

*With our heads we learn. With our hands we create and with our hearts we love and care for each other*

### School

The school will:

- actively fulfil our safeguarding duties, ensuring all children have a 'Trusted 5'.
- care for all pupils at SMAS and treat them fairly, including supporting any special educational needs.
- provide all pupils with a balanced curriculum and additional opportunities to enable them to achieve the school's vision.
- implement all school policies fairly and make sure they are readily available on request.
- take any concerns seriously and deal with them as appropriate.
- be open and welcoming to all parents and supporters of children and value their input.
- contact parents if there are any concerns about their child, including problems with attendance, punctuality or resources.
- send home an annual school report.
- arrange Parents' Evenings during which progress will be discussed.
- keep parents informed about school activities through regular letters home, newsletters and the school website.
- Provide appropriate home learning, opportunities for all children to complete, including reading books.

Class Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent

I will:

- see that my child attends school regularly, on time and is properly equipped.
- let the school know about any concerns or problems that might affect my child's work or behaviour.
- support and encourage my child to lead a healthy lifestyle (healthy eating, exercise, personal care and wellbeing).
- support the school's policies and guidelines for behaviour.
- support my child with their home learning and ensure this is completed and submitted on time.
- ensure my child has an appropriate place and time to complete their home learning.
- encourage my child to read at home on a regular basis and record this in their diary.
- attend Parents' Evening and discussions about my child's progress.
- get to know about my child's life at the school by reading newsletters, parent mails etc.
- recognise and support achievement and progress.
- arrange holidays outside school time.
- encourage my child to use their 'Trusted 5' adults if they have any concerns.

Parent/carer: \_\_\_\_\_

Date: \_\_\_\_\_

### Pupil

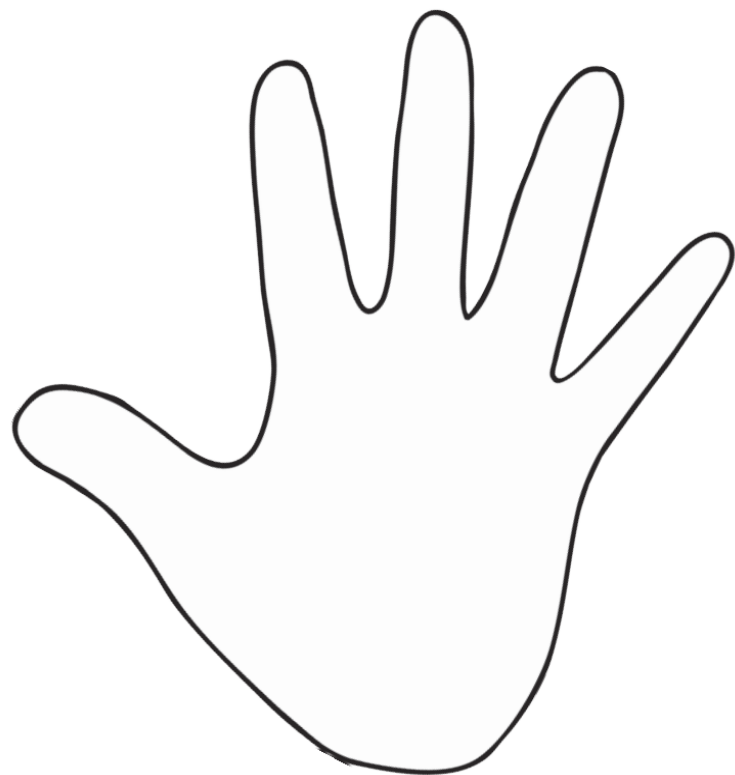
I will:

- try my best and work hard to improve in all I do.
- take pride in my achievements and progress.
- make sure I know, understand and follow the school rules.
- respect other people (children and adults), their property and the school.
- listen to my teacher and other adults at all times.
- attend school on a regular basis and be punctual, polite and organised.
- behave well to maintain the safety of myself and others.
- complete my home learning to the best of my ability and ensure that it is submitted on time.
- read at home on a regular basis.
- talk to one of my 'Trusted 5' adults if I am struggling with anything e.g. school work, friendships etc.
- uphold the school values of Wisdom, Creativity and Love.

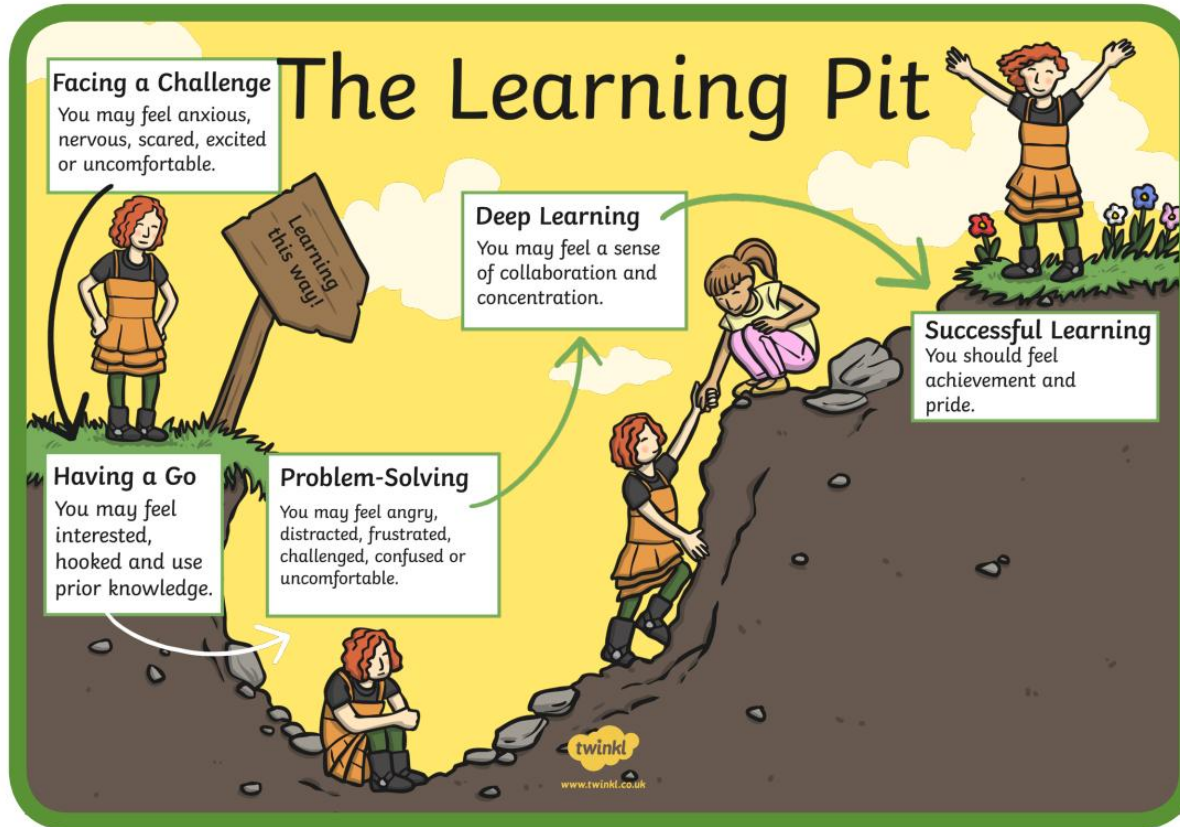
Name of pupil: \_\_\_\_\_

Date: \_\_\_\_\_

Trusted 5



# The Language of Learning



Any Questions?

