



# Welcome to Year 5

Teacher: Miss Howard

Teaching Assistant: Miss Smith

Thursday pm: Mrs Harding



# Catholic Life and Our School Mission Statement

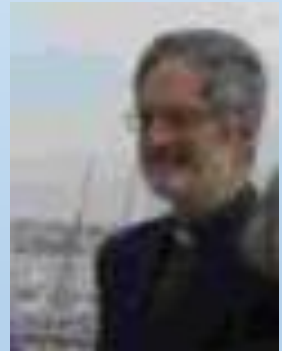
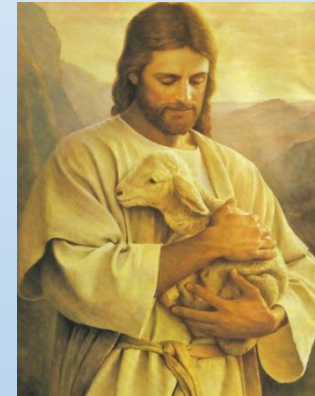


The Catholic Life of our school is at the heart of everything we do.

Our school mission statement is our prayer.



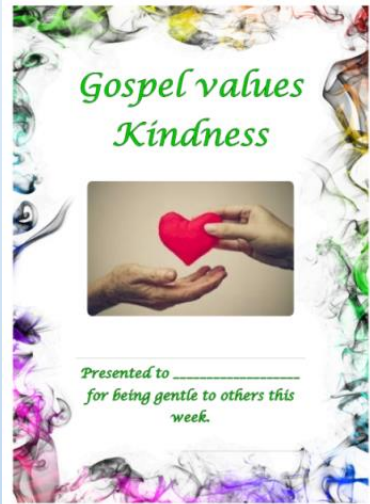
‘Lead us Lord,  
To Act Justly,  
To Love Tenderly,  
To walk humbly.  
Amen.’



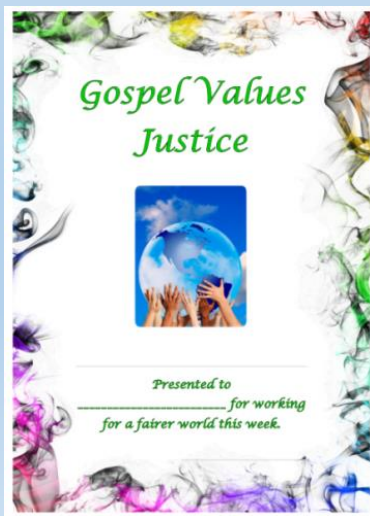
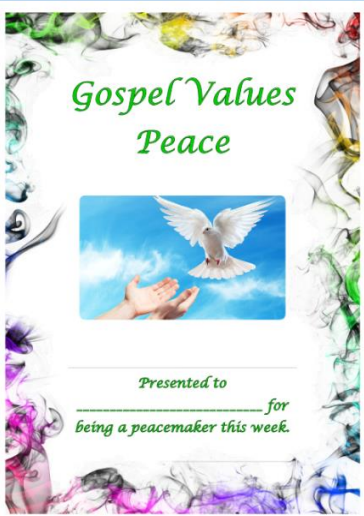
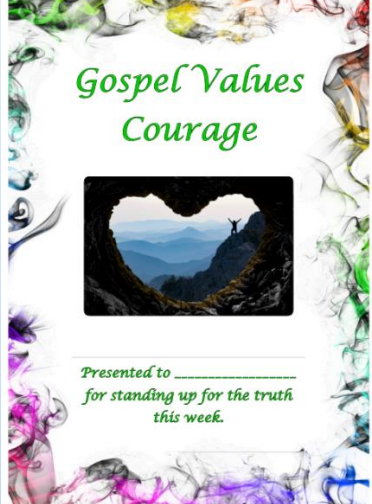
We ask the Lord to lead us in our relationships with one another and in to lead us in all our work at school.  
We are proud to form part of Our Lady Star of the Sea Parish and work closely with Father Anthony and Deacon Geoffrey .  
Our Catholic Life encompasses our work in RE and also the Worship Life of our school.



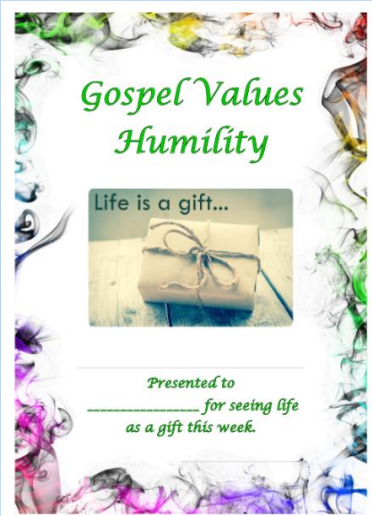
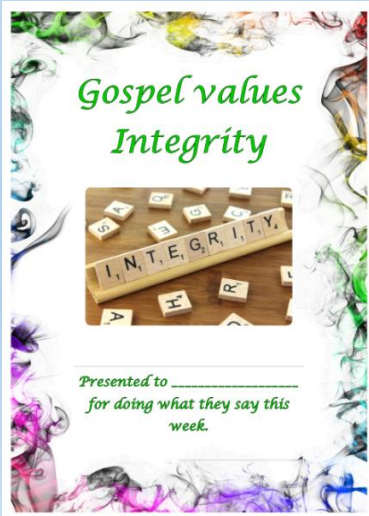
# Our Gospel Values



Our Gospel Values are important to the Catholic Life of our school. They are the qualities that underpin the way we approach our life at school. Here are our Gospel Values displayed on our school certificates.



We start each week with a whole school Liturgy and during this worship time, focus on a gospel value to incorporate into our learning during that week. The children who demonstrate the gospel values are awarded Gospel Value certificates every two weeks and their achievements in relation to the values are rewarded in Celebration assembly.







# Laudato Si' – On Care for our Common Home



## LAUDATO SI'

ON CARE FOR  
OUR COMMON HOME



## POPE FRANCIS



ENCYCLICAL LETTER

*Laudato Si-On Care for the Common Home –  
An Encyclical Letter from Pope Francis on Care for our World*

We find opportunities through our topic teaching and through explicit RE lessons, to learn about, explore and discuss ways to care for one another and how we as caretakers of our world can learn to care for the environment. The children are encouraged to be mindful of the way they use resources responsibly and are careful in the way they consider energy use both at school and in their own homes.

Our curriculum is designed to allow children from Reception to Year 6 to consider how we all have a responsibility to care for our home, our planet, our common home.

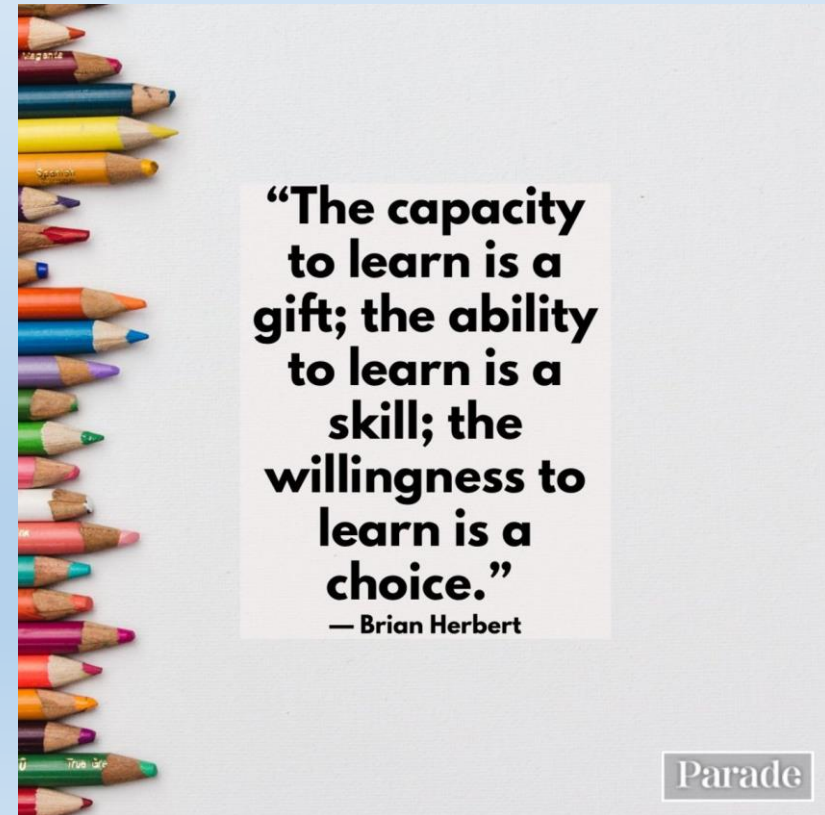




# Expectations



- 'BE THE BEST YOU CAN BE'
  - UKS2
  - Face of St Augustine's
  - Role models for the younger children  
(Behaviour, uniform, manners, conduct around school, time keeping etc)
- Behaviour and sanctions systems the same as Y4 – good to be green  
(yellow card warning, red card sanction)





# Independence



- **Homework**

IXL homework is set on Friday and due in the following Wednesday.

- **Reading books**

Children must remember to bring their reading record in every day (especially on Tuesdays & Thursdays)

- **Mobile phones**

If your child has a valid reason for bringing a mobile phone into school, it must be switched off and placed in the phone box before the morning register. The box is then put away for the day to ensure they are safe.



# Year 5 timetable



The school day starts between 8.40 and 8.55.

## Timetable – Year 5

2022-23

	8.40-9.00	9.00-10.30		10.30 - 10.45	10.45am-12.05pm		12.05 - 1pm	1-2pm	2-3pm		3.10
Mon	Early bird	9.00 Liturgy	Maths	Break	Guided Reading	English	Lunch Time	History/Geography	PE (Julien)		Daily in the news catch up - BBC News or Newsround
Tues	Early bird	Maths	RE		Guided Reading	English		Science	Music	(2.40pm - Alternate weeks Sing and Praise)	
Wed	Early bird	Maths	RE		Guided Reading	English / PE in hall if wet weather		PE (outside) / English	Computing		
Thu	Early bird	Maths	RE		Guided Reading	English		PSHE / RHE	French	Chapel	
Fri	Early bird	Maths	Spelling Test & Spelling Lesson		Guided Reading	English		RE	Art / DT	2.30pm Gospel Reflection Assembly	



PE days – Monday and Wednesday

The school day finishes at 3.15pm.



# Year 5 History/Geography



Term	Topic
Autumn 1	Crime & Punishment
Autumn 2	Investigating World Trade
Spring 1	The Mayans
Spring 2	Investigating Water
Summer 1	Weymouth in WWII
Summer 2	Climate Across the World

Visit from Stuart Hann  
(Safer Schools &  
Community Officer)



Trip on 1<sup>st</sup> November to  
Pavilion- The Children's  
Bookshow



Nothe Fort



PrimeVR workshop





# Relationships and Health Education (RHE)



## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



From September 2020, it has become a statutory requirement that

Children are taught Relationships and Health Education.

Here is some background information for you to read, published by the Department for Education.

For further guidance, please refer to :

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

As a Catholic School, we teach RHE from a faith perspective, using an approved Scheme called 'Life to the Full' which is produced by Ten Ten Resources.

We will inform you of the lesson focus for each week via Class News posts on Google Classroom and you will be given access to a Parent Portal that will provide you with further information.



The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.





# Parents in Partnership and Home learning



- Google Classroom- Set on Friday
- Maths (30 minutes IXL – compulsory)
- English (30 minutes IXL - optional)
- Spellings will be on Google Classroom- tests on Fridays.
- Reading expectations – we aim for all children to be reading with an adult at least 3 times a week. Reading Journals to be sent home soon!
- Home Learning Grid – for entire term – 35 points across term minimum
- Times tables – approx. 10 minutes a week on TTRS (optional)

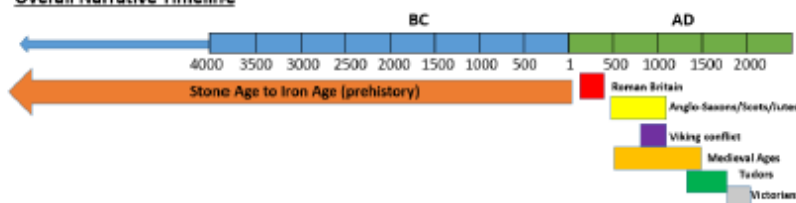




# St Augustine's Catholic Primary School History Knowledge Organiser

History Focus	Crime and Punishment	Year 5	Autumn 1 2022
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## Overall Narrative Timeline



## Prior Knowledge:

In Year 4, children learnt about the Anglo-Saxons and Vikings. They learnt that the Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left. The term 'Anglo-Saxon' now refers more generally to the period of English history from AD 410 to 1066, and includes the history of everyone in England. The Vikings were groups of people from Scandinavia who were most powerful in 9th and 10th centuries.

## Vocabulary

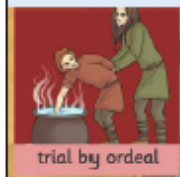
crime	justice	judge	jury	deterrent	sheriff
criminal	court	legend	prosecution	offence	manslaughter
punishment	trial	outlaw	defence	weregild	organised
pillory	poverty	workhouse	lawyer	hue and cry	crime
prison	poor-rate	hard labour	community	titings	pickpocket
stocks	vagrancy	reform	society	fine	smuggling
petty	witchcraft	execution	consequence	medieval	poaching
crime				middle	authorities
				ages	

## Knowledge to be taught this term:

The Anglo-Saxon and Viking system of kept the peace through the use of weregild, trial by cold/hot water, trial by blessed bread, hue and cry, titings and blood feuds.

In the Middle Ages justice depended almost entirely on the community. Most crime was theft of money, food and low-value belongings. Executions and other physical punishments were the most common punishments, along with fines in courts. Punishments were carried out in public to act as a deterrent. Prison was only used to hold people awaiting trial - not as a punishment.

From 1500s to 1750s the authorities very concerned about organised crime in London which was growing massively in size leading to increased poverty. Severe punishments brought in for vagrancy and witchcraft. There were many genuine cases of poverty and changes were made to try and protect the genuine poor leading to the 1601 Great Poor Law Act.



trial by ordeal



ducking stool

A new system was introduced during the 18<sup>th</sup> century which became known as the Bloody Code. Punishments were as harsh and as public as possible to act as a deterrent. Juries were unwilling to send people to their deaths for many of these offences, so the actual number of executions went down in this period.

19<sup>th</sup> century saw a massive population increase, which lead to increased poverty and increased crime. This period saw a great increase in growth of prisons - 90 new prisons were built in the first 40 years of Victoria's reign. The Victorians started to question the purpose of prisons - for punishment, deterrence or reform? It was believed that reform could be achieved through hard work, so many criminals were sentenced to hard labour, including young children. This period also saw the start and growth of the Police force.

## Wergeld / Wergild

Wergild, also spelled Wergeld, or Wergild, (Old English: "man payment") is an ancient Germanic law, the amount of compensation paid by a person committing an offense to the injured party or, in case of death, to his family.



# St Augustine's Catholic Primary School

## Science Knowledge Organiser

Science Focus	Separating Solutions	Year 5	Autumn 1 2022
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## Prior Knowledge:

In Year 2, children learnt that all materials are made of a single substance or a mixture of substances. In Year 3, they learnt that each substance in its state of matter is made up of parts that are too small to see without magnification. In Year 4, children learnt that materials are different states at room temperature. They learnt that physical properties include electrical conductivity; melting and boiling points; thermal conductivity; being malleable; windproof; hard/soft; and magnetic.

## Vocabulary

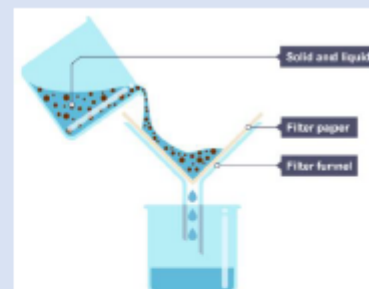
rigid	thermal	filtering
hard	melting	sieving
soft	dissolve	residue
stretchy	solution	reversible
flexible	insoluble	change
waterproof	solute	non-reversible
absorbent	solvent	change
electrical	particle	new material
conductivity	mixture	burning
		rusting

## Knowledge to be taught this term:



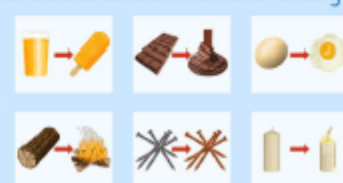
- A pure substance is one that contains only one substance and only type of particle, e.g. oxygen, iron, pure water.
- A mixture is two or more different substances, e.g. air, steel.
- Mixtures can be made of two gases (e.g. air), two solids (e.g. steel), two liquids (e.g. squash and water), or a liquid and a solid (e.g. salt water).

- A solvent is a liquid that is used to dissolve other substances.
- A soluble substance that dissolves in a solvent is called a solute.
- An insoluble substance is one that will not dissolve in a solvent.
- When a solute dissolves in a solvent, a solution is formed. A solution is a mixture.
- When no more solute can dissolve in the solvent, the solution is saturated.
- Solutes dissolve more quickly when the particles have more energy (i.e. when heated or stirred).
- Two solids can be separated by using magnets or filters (e.g. sieve)
- A solid and a liquid can be separated by using filtration (if the solid is insoluble) or evaporation (if the solid is soluble).
- A reversible change is a change that can be undone, where the original substances can be recovered. An irreversible change is a change that cannot be undone, where the original substances cannot be recovered.



Term	Meaning	Example
Solute	The substance that dissolves	Sugar
Solvent	The liquid the substance dissolves in	Water
Solution	The liquid mixture of solute and solvent. Solutions are clear - you can see through them	Sugar water
Soluble	A substance that can be dissolved in a solvent	Salt is soluble in water
Insoluble	A substance that cannot be dissolved in a solvent	Sand is insoluble in water

## Reversible and Irreversible Changes



# St Augustine's Catholic Primary School

## PE Knowledge Organiser

PE Focus	Hockey	Year 5	Autumn 1 2022
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### Prior Knowledge:

In Year 4 hockey lessons, children learnt the knowledge and skills for hockey. This year, children will be developing their fluency in hockey by applying their knowledge and skills to competitive games. In Year 4, the following physical key skills were learnt: passing, dribbling, receiving, intercepting and tackling.

### Vocabulary

Obstruction	Conceding	Block table
Trapping the ball	Possession	Attack
Support consistently	Interception	Job tackle
	Bully off	Defence

### Knowledge to be taught this term:

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.

## Hockey Year 5 and Year 6



### Key Rules

- **Foot:** Players must try not to let the ball hit their feet. If the ball touches a player's foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.
- **Back sticks:** A player can only use one side of their stick (the face of the stick) to hit the ball.
- **High stick:** When a player attempts to play at any high ball (over knee height) with the stick.
- **Obstruction:** When a player uses either their stick or their body to block or keep another player from hitting the ball.

### Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

Dribbling, passing, receiving, tackling, creating and using space, shooting.

# St Augustine's Catholic Primary School

## Music Knowledge Organiser

Music Focus	Our Community: Notation, meter and phrases	Year 5	Autumn 1 2022
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### Prior Knowledge:

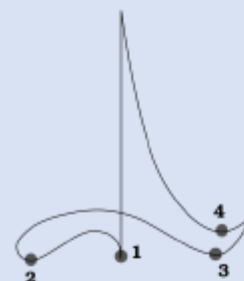
In Year 4, children learnt to read and play pitch notation and to understand texture in terms of layers of sound. They learnt to write more complicated rhythms and play a rhythm written for them. Children were taught to write a melody and play a melody that was written for them.

### Vocabulary

Metre  
Melodic ostinato  
Lyrics  
Improvisation  
Dynamics

### Knowledge to be taught this term:

- To understand and explore how music is communicated (conducting)
- To play and perform, using their voices and playing musical instruments with increasing accuracy and expression
- To develop an understanding of musical composition, and compose and improvise
- To create music on their own and with others



### Melody

The main tune.



### Dynamics

The variation in volume of the sounds or notes in a piece of music.

- Copy rhythms and improvise rhythmic phrases

- Read and write rhythms

- Combine ostinato phrases

- Play from pitch notation - with confidence

- Recognise different meters and identify the meter of pieces of music





## St Augustine's Catholic Primary School

### Personal, Social and Health Education/Relationship and Health Education Knowledge Organiser

PSHE/RHE Focus	PSHE: Health & Wellbeing- Healthy Lifestyle RHE: Gifts & Talents; Our Bodies; Body Image	Year 5	Autumn 1 2022
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#### Prior Knowledge:

The children will know:

- That we are all unique and do not have to be the same
- Key facts about puberty and the changing adolescent body, particularly from age 9-11, including physical and emotional changes.
- Characteristics associated with alcohol abuse and the impact on physical health.
- Some facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking.

#### Vocabulary

##### RHE:

Puberty  
Changes  
Respect  
Body image  
Inferior  
Pressure  
Jealousy  
Breasts

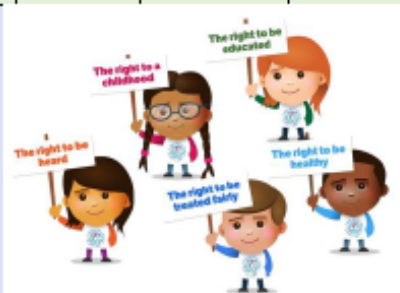
##### PSHE:

Right  
Responsibilities  
Rules  
Smoking  
Pressures  
healthy  
lifestyle  
alcohol  
habits  
addiction  
risk taking  
decision  
making  
bullying  
cyberbullying

#### Knowledge to be taught this term:

##### PSHE Key Skills:

- To understand the rights and responsibilities of a child
- To explain the dangers of smoking
- To understand the importance of healthy diet and lifestyle
- To understand the characteristics associated with alcohol abuse and the impact on physical health.



##### RHE Key Skills:

- Calming the Storm - To understand that God loves us
- To identify their gifts and talents, knowing the difference between the two, and how to use these to support others.
- Girls' Bodies - how they change in puberty
- Boys' Bodies - how they change in puberty



## St Augustine's Catholic Primary School

### Computing Knowledge Organiser

Computing Focus	We are Game Developers	Year 5	Autumn 1 2022
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#### Prior Knowledge:

In Year 4, children learnt to design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. They used logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

#### Vocabulary

algorithm  
debugging  
code  
programming  
sprites  
storyboard

#### Software and tools:

Scratch is free software. Download from <https://scratch.mit.edu/help/videos/> or use online at <http://scratch.mit.edu/projects/editor>.

Snap! is free open source software. Use online at <http://snap.berkeley.edu/snapsource/snap.html>.

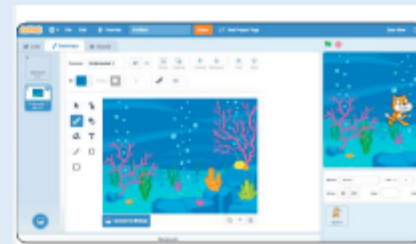
Kodu is free software that can be installed on modern Windows computers: [www.kodugamelab.com](http://www.kodugamelab.com).

#### Knowledge to be taught this term:

- Think about and plan the type of game you want to develop.



- Create backgrounds and sprites, and record sound effects, dialogue (and possibly backing music) for your game.



- Start programming your game.



- Correct the problems (bugs) in your game.
- Test your game and receive feedback on it.
- Write instructions and publish your game.

# St Augustine's Catholic Primary School

## Art Knowledge Organiser

Art Focus	Painting: Self-portraits	Year 5	Autumn 1 2022
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### Prior Knowledge:

In LKS2, children have selected from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, charcoal and with a range of natural materials e.g. sticks, feathers, hands. They have painted symbols, form and compositions when exploring the work of other artists and cultures. Children have experimented with painting onto wet and dry surfaces. They have explored the effect of adding glue, sawdust and use this in their paintings. Children have been taught how paintings can communicate ideas and emotions.

### Vocabulary

pop art proportion colour-blocking underpainting wash tone tint	base coat background detail stippling project stand out shade	contrast complementary colour theory texture cool warm hue
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**Artists:** Andy Warhol, Pablo Picasso, Van Gogh, Leonardo Da Vinci

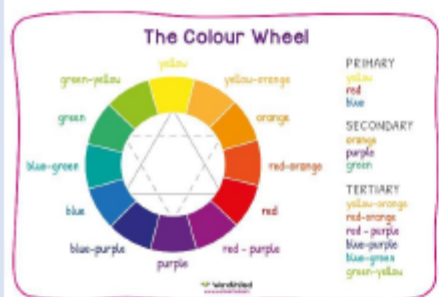
### Knowledge to be taught this term:

- Explore famous portrait artists, discuss different styles and thoughts about artwork.
- Show a deep understanding of colour theory e.g. contrasting & complementary colours, hot & cold colours.



- Use photographs of themselves to create basic line images, focusing on thickness and strokes - composition and form of human form.
- Choosing cool/warm tones, mix and apply colour to reverse side of acetate- mixing different variations of the colour.
- Using the opposite colour cool/warm, mix and apply colour to create a background- applying texture to background (wavy, wiggly etc.) whilst still wet.

- Combine a background and a foreground to create a finished painting in the style of a famous artist.



Teaching Type: Intermediate



Unit: JE ME PRÉSENTE



Unit Objective: To say your name, age, how you are feeling and where you live in French.

### By the end of this unit, we will be able to:

- Count to 20.
- Ask somebody how they are feeling, their age, name and where they live.
- Say how we are feeling, how old we are, what our name is and where we live.
- Apply rules of adjectival agreement when saying our nationality.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as *je suis* (I am), *j'ai* (I have) and *j'habite* (I live).

### Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.

### Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

### Grammar we will learn & revisit:

**Adjectival agreement.** An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.

### Phonics & Pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- IN sound in *cinq*
- I sound in *huit*, *dix*, *Patrick*, *habite*, *Paris* & *suïs*
- Silent letters. 's' is not pronounced in *appelles*, *ans*, *Paris*, *Londres* or *habites*. This often happens when 's' is the final consonant in a word.
- Elision. As seen in *je m'appelle*. Dropping of the last letter of a word (in this case the 'e' in *me*) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

### Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.



# Reading at Home



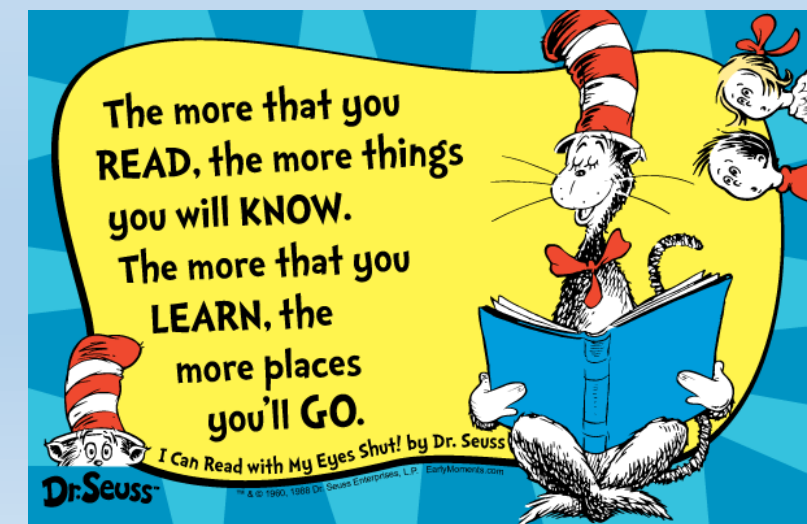
At St Augustine's, we believe that reading is an essential skill for all children and we hope that they enjoy reading for pleasure. Therefore, this year in KS2, we are introducing reading journals to encourage regular reading and a love of reading.

Children's journal entries will be counted in school and they will have the chance to share their entries with their classes and the rest of the school. Your child will bring home their reading journal with some suggested activities stuck in the front but they can also create their own activities.

A journal entry does not have to be completed every day but may be completed after reading an introduction, a chapter, a whole book or as and when it feels appropriate. When your child achieves a certain number of entries they will receive different rewards such as a bookmark, a certificate home and the chance to choose a class book.

1 page = 1 entry

Please use the yellow reading records to record when your child has read at home as these will still be used in school and the reading journal as a resource for your child to independently interact with and respond to what they are reading. Please ensure both the reading record and the reading journal are in school every day.







# Rewards



**House Points** – Each child is allocated a 'House Team' this maybe red, blue, yellow or green. Children can be rewarded for their attitude to learning, behaviour and how they follow our Gospel Values.

**Class Pasta Jar** – children will work together to earn pasta pieces to gain a class reward at the end of each half term.

**Celebration Assembly** - During Friday Celebration Assembly your child may be awarded a certificate for demonstrating the Gospel Value of the week.





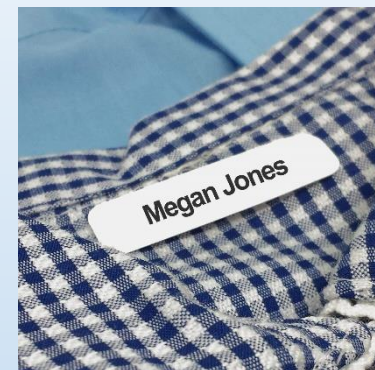


# Uniform



You will see clear guidance on the school website on school uniform.

We ask that when you send your child to school in Autumn, you have every item of School uniform clearly named, including your child's shoes.



As you can appreciate, school uniform is expensive and when we teach the children become warm and need to take off their cardigan or jumper, or when they are dressing for PE, everything needs to be named.



# Communication



As you can appreciate it is extremely important for us to know the arrangements you set up to have your child collected at the end of the day. If you know you will not be collecting your child in person, inform us at the beginning of the day who you have arranged to collect your child. If arrangements change during the day, please ring the school office.



The school phone number is

**01305 782600.**

If your child is absent, please inform us before school, either by Parent Mail or by leaving a telephone message. We need to know the reason for your child's absence every day that they are away. Similarly, it is essential that we know of any medical conditions your child may have as soon as possible please.

Please use our Year 5 Tab on the school website for Home Learning, letters and any other communication.



# Thank you!



- So far so good! Let's keep it up! Thank you for your ongoing support!
- Please feel free to contact us any time if you have any queries or concerns.

