

chinley primary school

Year 5 Open Classroom

July 2025

2.40pm – 3.00pm

Who we are...

- Ms Eyre and Mrs Marshall – class teachers
- Mrs Stead – class teaching assistant
- Mrs Leonard – class teaching assistant

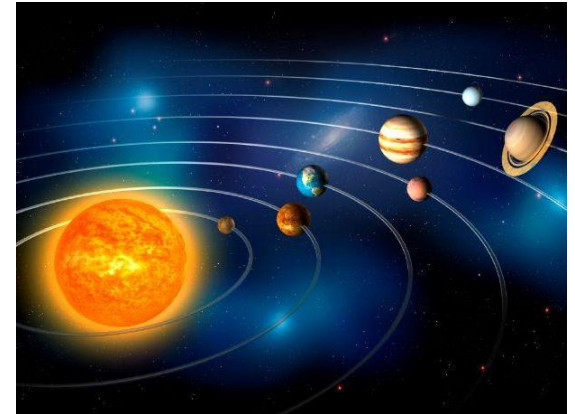
Our Timetable...

Monday Ms Eyre	Maths	Spellings	Reading	PE	Topic
Tuesday Ms Eyre	Spellings Maths	Writing/Topic	Spellings	Reading	Singing (Summer term) Topic
Wednesday Ms Eyre every other Wed AM and Mrs Marshall every Wednesday PM)	Maths	Reading Writing OR German	Swimming	Swimming	Spellings PSHCE
Thursday Mrs Marshall	Reading Maths	Spellings Grammar	ICT/Computing	Science	Science
Friday Mrs Marshall	Reading Maths	Music (Autumn- Spring)	Spellings	Art/DT	Art/DT Star Assembly

Year 5 Topics

Themed, Cross-Curricular Teaching

- Autumn Term: Epic Explorers and Antarctica (Shackleton, Scott, Hillary etc)
- Spring Term: The Anglo-Saxons to 1066 (Anglo Saxons, Vikings and The Battle of Hastings)
- Summer Term: Earth and Space (Our Solar System, Life on Other Planets, the Moon Landing, Chronology of the Earth, Extreme Earth)





Maths:

Place value
Ordering and comparing numbers
Adding and Subtracting
Multiplication and Division
Line graphs and timetable
Time
Length
Mass
Perimeter and Area

Computing:

Programming

History/Geography:

Antarctica, human exploration and
endeavour, the Himalayas

MFL:

German

English:

Non-Fiction - Letter Writing
(Ernest Shackleton)
Fiction - Narrative Description (Diary of Captain Scott)
Non-Fiction - Biography (Edmund Hillary)
Fiction - Descriptive Writing
(A Christmas Carol)

EPIC EXPLORERS

PE:

Outdoor games, fitness, swimming

Science:

Materials
Changing states

Art/Design & Technology:

Sunsets: colour-washing, watercolours and silhouettes
Typography and maps
Artist study:
Christmas biscuit baking

Character Education:

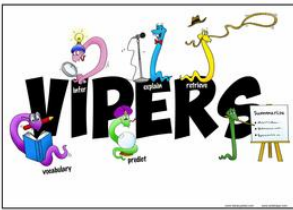
Caring
Helpfulness
Cooperation
Courage
Kindness

RE:

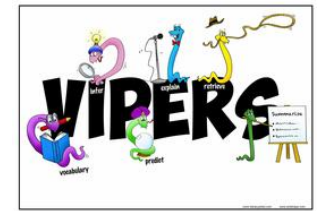
Inspirational people

Nuts and Bolts

- PE kits – Probably Mondays (TBC). Please come to school wearing PE kit, including a house colour T-shirt.
- Swimming kit. All Wednesdays marked in blue on the calendar are swim days. Letters will go out at the beginning of the year. Please have ears pierced as soon as possible if you're planning to – earrings must be removed for swimming, or covered with a tight swimming cap.



Reading



Reading is taught everyday in class. We focus on developing decoding skills (phonics), then fluency and automaticity in reading.

Fluency is developed across school through modelled, echoed and choral reading. We measure fluency development three times a year.

Reading is the easiest thing you can help your child with, and the skill that will have the biggest impact on their success in every other subject through their school life.

Reading Books in Year 5

We want children to love reading because we know that children who do, read more and become better readers.

Choice is a fundamental part of enjoying reading and so we encourage children to choose their own books and to talk about their choices with an adult, and with each other, regularly.

What you can do...

Please read with your child every day and encourage your child to read independently and for pleasure. Talk to them about what they are reading and continue to read to them.

Model reading – talk to your child about what you enjoy reading and show them what great reading sounds like, by reading aloud to them.

Encourage other reading at home alongside school reading book: magazines, comics, newspapers, books from home/library.

Encourage your child to visit the school Library - open at lunchtime twice a week – children can borrow books and return them.

Teach them how to choose a great book! The recommended reads we use through school can be found here:

<https://www.booksfortopics.com/year-5>

<https://www.booksfortopics.com/year-6>

<https://www.booksfortopics.com/upper-ks2-reluctant-readers>

<https://www.booksfortopics.com/dyslexic-readers>

Please take a copy of this year's checklist with the top 50 recommended reads for Y5 children.



Reading Expectations in Y5/6

Reading:

Decoding/Phonics

Use phonic skills to read aloud and work out the meaning of new words.

Reading: Understanding and Discussing

Read a wide range of different sorts of books: fiction (modern, traditional, other cultures, and classic children's books), non fiction, poetry, myths and legends).

Recommend books and explain why they liked them.

Discuss books and summarise the main points of what has happened in a chapter.

Explain why characters do or say certain things (inference) using evidence from the story.

Predict what might happen later in a story by using clues.

Explain why a writer might use a particular word or phrase, including similes and metaphors.

Know the difference between facts and opinions.

Learn poems by heart and perform them.

Writing Expectations in Year 5

Writing: Grammar and Punctuation

Use formal vocabulary and structures.

Use relative clauses starting with which, who, where, when, whose.

Use perfect verb form e.g. "I **have walked...**"

Use synonyms and antonyms.

Use speech in a story, using correct speech punctuation.

Correctly use commas, dashes and brackets.

Use ellipsis.

Use hyphens, semi-colons and colons.

Writing: Spelling and Handwriting

Know whether to choose to use a pen or a pencil and know how to shape letters and when to join them.

Spell some words with silent letters, know which spelling to choose when words sound the same (e.g. steel and steal) and increase their ability to spell tricky words.

Use a dictionary to check spellings. Use a thesaurus for ideas for better vocabulary.

Know some correct prefixes and suffixes (e.g. **unhappy**, **comforting**).

Change nouns/adjectives into verbs (e.g. terror—terrify).

Writing: Skills

Know how to change the style of their writing, depending on who will read it.

Make notes and do research to plan a piece of writing.

Know how to describe a character or a setting or create an atmosphere, when writing a story.

Make good choices of grammar and vocabulary when writing (e.g. expanded descriptions of nouns to give extra information, using modal verbs (might, should etc.), use relative clauses to give extra information).

Use the correct tense across a piece of writing.

Make sure subjects and verbs agree through a piece of writing when using singular and plural.

Make connections between and within paragraphs (e.g. using adverbials of place, time etc.).

Structure writing to make it easier to read (e.g. sub-headings).

Proofread and edit writing for mistakes and to make improvements to vocabulary and grammar/punctuation.

Perform their own writing by reading it aloud.

Weekly Homework

- **Reading:** at least 20 mins a day of reading book. Children will be asked to complete a book review, in school, when they finish a book.
- **Spelling patterns:** (out Monday on ParentHub and paper; tested following Monday)
- **MyMaths.com:** Maths homework to reinforce topics covered during the week (out Friday, deadline of the following Friday)
- **TTRockstars:** Set for any extra practise to consolidate knowledge of multiplication and division facts from memory.

Working together

We know that our parents are our greatest resource and we want to ensure communication between home and school is strong.

- Parents Consultations: these will be in person. Dates to follow. The initial chat will cover how your child is settling into Year 5 and gives you the chance to ask any questions or raise any concerns. The second will be more a discussion of progress and achievement.
- Questions? Email in the first instance, or phone call to the Office if urgent: **year5@chinley.derbyshire.sch.uk**