MEET THE TEACHER
Year 5
Monday 7th September

Meet the Year 5 Team

5G Class teacher: Mr Jackson Lewis
5B Class teacher: Mr Tom Dickson
Additional Adults: Mr John Norwood, Ms Lily Azevedo, Ms Penny Themistocleous
SaLT Teaching Assistant: Ms Khalida Begum
SEND: Ms Flora Steafel

Spanish Teacher: Ms Marie Nkhan
Music Teacher: Mr Tom Hewins
PE Coach: Coach Will, Coach Naim and Coach Kevin

Excellence for All – Our Values

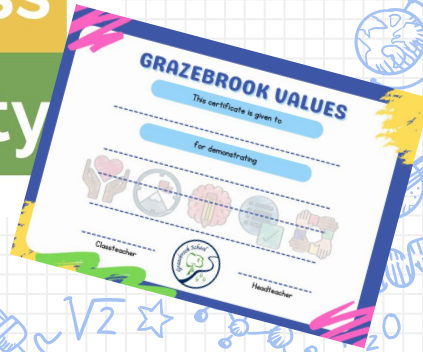
collaboration

creativity

focus

kindness

responsibility

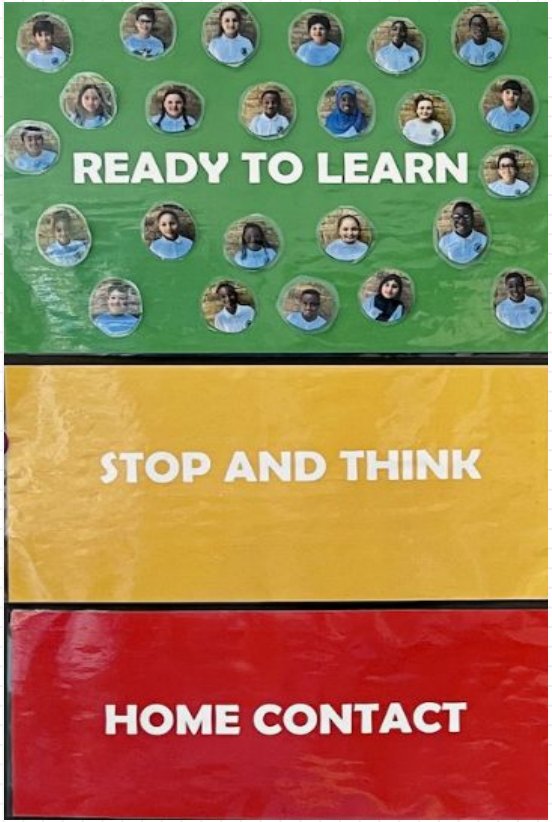


Excellence for All

Green-ready for learning.

Orange -Stop and think. Children are given the opportunity to reflect on their choices and get ready for learning again.

Red – Parent contact. Consequence if undesirable behaviour persists or if a child's actions are considered extreme.



School Uniform

- navy crewneck sweatshirt or cardigan with logo
- light blue polo shirt with logo
- black school trousers, knee-length skirt or shorts, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

PE Uniform

- light blue polo shirt with logo
- plain black PE shorts or tracksuit bottoms
- **plain** black, white or grey socks
- **plain** black (or white) plimsolls or **plain** trainers
- **on Thursday and Friday, children should come to school dressed in PE kit**

Simple ear studs and religious items are the only jewellery permitted.
Please leave all other jewellery at home.
Pre-loved uniform is available through the school office and at PSA events.

Timetable

new wave federation

Grazebrook Primary School
Autumn
2026-2027

5G- Jackson Lewis

Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 11.40am	11.40am - 12.00pm	12.00pm - 12.30pm	12.30pm - 1.30pm	1.30pm - 2.30pm		2.30pm - 3.30pm	
Monday	Maths		Assembly /Story Time	Break	Spanish		Reading		Lunch	PE		PSHE/RE	
Tuesday	Maths				Art/DT		Reading			Music	MM	Computing	
Wednesday	Maths		Singing Assembly		Reading		Writing			Humanities		HW & Spelling	
Thursday	PE		Assembly /Story Time		Reading		Writing			Maths		Science	
Friday	Maths				Writing		Humanities			Science		SC	ST

5B- Tom Dickson

Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 11.40am	11.40am - 12.00pm	12.00pm - 12.30pm	12.30pm - 1.30pm	1.30pm - 2.30pm		2.30pm - 3.30pm	
Monday	Maths		Assembly /Story Time	Break	Art/DT		Reading		Lunch	PSHE/RE		PE	
Tuesday	Maths				Spanish		Reading			MM	Music	Humanities	
Wednesday	Maths		Singing Assembly		Reading		Writing			HW & Spelling		Computing	
Thursday	Reading		Assembly /Story Time		PE		Writing			Science		Maths	
Friday	Maths				Writing		Science			Humanities		SC	ST

Year 5 Wider Curriculum Map

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography	Geography: Map It!	History: The Vikings	Geography: Our Natural Planet	History: The Greeks	Geography: Trade	History: Islamic Civilisation
Design Technology /Art and Design	Art: Topography & Maps	DT: Frame Structures	DT: Cams	Art: Fashion Design	DT: Celebrating seasonality	Art: Architecture- Dream Big or Small
Computing	Systems & Searching	Video Production	Selection in Physical Computing	Flat file Database	Vector Drawing	Selection in quizzes
PE: Coach	Football	Netball	Gymnastics Unit 1	Tag Rugby	Athletics	Cricket
PE: Teacher	Handball	Hockey	Dance	Orienteering	Basketball	Rounders
RE/ PSHE	PSHE: My Healthy Self	RE: Islam in Britain	PSHE: Connecting With Others	RE: Celebrations & Festivals / PSHE: Citizenship	RE: Morals and Values	PSHE: Growing Up & Staying Safe
Science	Properties and Changes of Materials	Forces	Earth and Space	Plant and Animal Life Cycles		The Human Life Cycle
Spanish	All About Me	My hobbies	Food	My town	Sports	Recap & Review

Half Termly Curriculum Information

YEAR 5

new wave federation

CURRICULUM LEAFLET

AUTUMN 1

ENGLISH

In English we will:

- Read 'There's a Boy in the Girls' Bathroom';
- Engage with unfamiliar vocabulary and evaluate language used by authors and the effect it has on readers;
- Make and justify inferences using evidence from the text;
- Write a first person narrative and free verse poetry.

MATHS

In maths, we will be learning to:

- Develop our understanding of place value with large integers;
- Compare and order 5 and 6-digit numbers;
- Solve problems with a range of strategies;
- Use a range of mental strategies to add and subtract.

SCIENCE

Our topic is, 'Properties and Changes of Materials'. We will:

- Compare and group everyday materials on the basis of their properties;
- Identify materials that will dissolve in liquid to form a solution;
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated.

PSHE

Our topic is, 'My Healthy Self'. We will:

- Explore how food labels can help in making healthier choices;
- Compare the benefits of different physical activities;
- Recognise and respond to strong and complex feelings;
- Recognise how to look after mental health.

COMPUTING

Our topic is, 'Systems and Searching'. We will:

- Develop our understanding of computer systems and devices;
- Discover how search engines work including how they select and rank results.

GEOGRAPHY

Our topic is 'Map It!': We will be learning to:

- Identify the position of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles;
- Use four and six-figure grid references, symbols and keys to build our knowledge of the United Kingdom and the wider world.

ART & DESIGN

Our topic is, 'Topography and Maps'. We will be:

- Exploring the work of Grayson Perry, Paula Scher and Chris Kenny;
- Using maps to inspire our drawings;
- Combining words with other visual materials to make artwork about a theme;
- Creating personal imagery maps using symbolism.

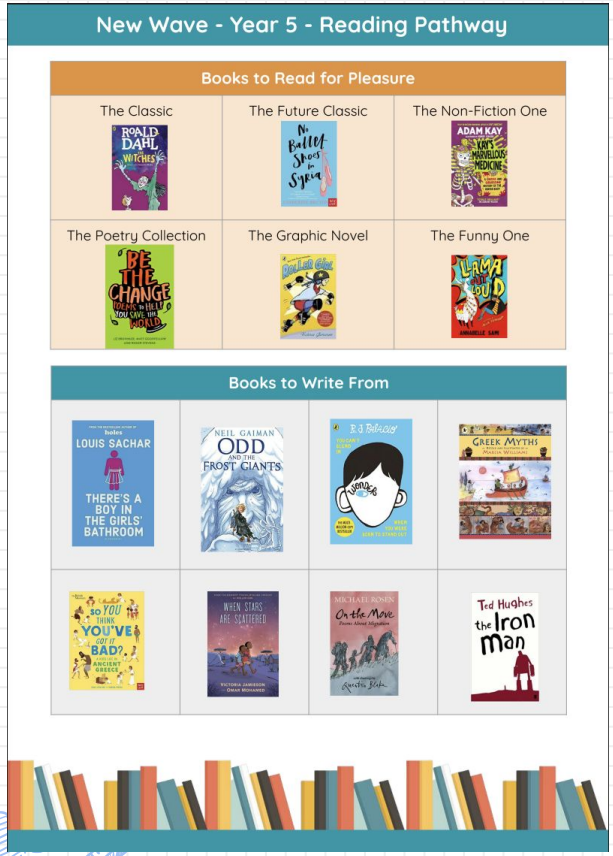
PE

Our topics are, 'Football' and 'Handball'. We will:

- Choose and implement a range of strategies to attack and defend;
- Suggest, plan and lead simple drills for different skills;
- Recognise and describe good performances;
- Use screening to break down offensive play.

Don't forget to wear your PE kit to school on PE days.

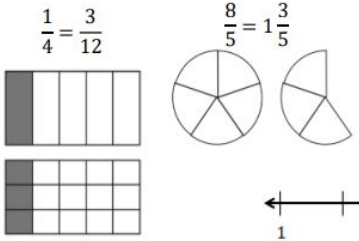
English



We will be reading a selection of fiction, non-fiction and poetry together. We will be writing: an adventure story, instructions, a legend, a newspaper report, diary entries, a persuasive letter, a myth, a non-chronological report, a graphic novel, an explanation, poetry, a science-fiction story and a discussion.

Test w/c 07.09.26	Test w/c 14.09.26	Test w/c 21.09.26	Test w/c 28.09.26	Test w/c 05.10.26	Test w/c 12.10.26	Test w/c 19.10.26
silent letter b	**silent letter b**	**ough words**	**-ible**	**-ible**	**homophones**	**common exception words**
thumb numb crumbly debt doubt limbs climbed tomb	combs lamb bomb subtle plumbing doubtful dumb catacomb	fought nought bought coughing rough tough enough through ought trough	terrible possible sensible visible legible edible reversible credible	responsible irresistible flexible horrible divisible incredible convertible invincible	cereal serial heard herd steal steel stationary stationery father farther	accompany according appreciate attached accommodate aggressive business penniless apparently committee
occupy occur	foreign harass		government parliament	guarantee hindrance		

Maths



Mathematics Mastery Curriculum Map: Year 5

Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reasoning with large whole integers		**Integer addition and subtraction**		**Line graphs and timetables**		**Multiplication and division**			**Perimeter and area**
• Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M		• Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies		• Complete, read and interpret data presented in line graphs • Read and interpret timetables including calculating intervals		• Identify multiples and factors • Investigate prime numbers • Multiply and divide by 10, 100 and 1000 (integers) • Derived facts • Illustrate and explain formal multiplication and division strategies such as short and long • Use a range of mental calculation strategies			• Investigate area and perimeter of rectilinear shapes • Estimate area of non-rectilinear shapes

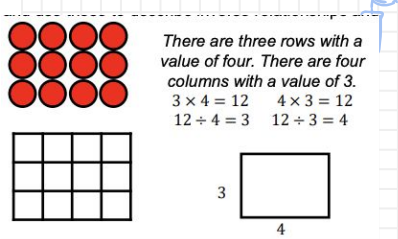
Spring

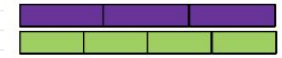
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Fractions and decimals			**Angles**		**Fractions and percentages**			**Transformations**	
• Read, write, order and compare decimals • Round decimals to the nearest whole number • Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) • Calculate fractions of amounts			• Classify, compare and order angles • Measure a draw angles with a protractor • Understand and use angle facts to calculate missing angles		• Add, subtract fractions with denominators that are multiples of the same number • Multiply fractions (and mixed numbers) by a whole number • Explore percentage, decimal, fractions equivalence			• Coordinates in all four quadrants • Translation and reflection • Calculate intervals across zero as a context for negative numbers	

Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Converting units of measure		**Calculating with whole numbers and decimals**			**2-D and 3-D shape**		**Volume**	**Problem solving**	
• Convert between metric units of length, mass and capacity and units of time • Know and use approximate conversion between imperial and metric		• Mental strategies to add and subtract involving decimals • Formal written strategies to add, subtract and multiply involving decimals • Multiply and divide by 10, 100 and 1000 involving decimals • Derive multiplication facts involving decimals			• Classify 2-D shapes and reason about regular and irregular polygons • Properties of diagonals of quadrilaterals • Classify 3-D shapes • 2-D representations of 3-D shapes.		• Use cube numbers and notation • Estimate volume • Convert units of volume	• Negative numbers and calculating intervals across zero • Calculating the mean • Interpret remainders • Investigate numbers: consecutive, palindromic, multiples	

The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.





Three groups of four are equal to 12.
Four groups of three are equal to 12.

Which strategy is most efficient here?

Knowledge Organisers

Knowledge Organiser Booklet
Year 5
Autumn 1
Name
Class
new wave federation

Properties and Changes of Materials - Year 5 - Unit 1

Scientific Enquiry

identifying & classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will explore adding a range of solids like sugar and salt to water and group solids based on observations.

comparative & fair testing

Comparative testing means testing objects to rank them. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will investigate the properties of different materials in order to recommend them for particular functions. We will test and compare dissolving rates and irreversible changes such as rusting.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Taking measurements
Gathering and **recording** results
Presenting results
Interpreting results
Concluding (drawing conclusions)
Predicting
Evaluating an enquiry

Subject Specific Vocabulary

conductor
A **conductor** is a material which electricity, heat or sound can flow through

insulator
An **insulator** is a material that is a poor carrier of heat, electricity or sound.

Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and magnetism.

reversible
When materials can be changed back to their original state or form it is called a **reversible** change. When ice (solid) melts to form water (liquid). It can be frozen back to ice again. This is a **reversible** change.

When a steel paper clip is bent, it changes shape. This is a **reversible** change as it can be bent back to its original shape.

irreversible
Sometimes when materials are cooked, heated, burnt or mixed, a new material is formed. The new material cannot be changed back to how it was before. This is an **irreversible** change. Paper being burnt is an **irreversible** change. It is not possible to get the paper back.

Heating an egg to make a fried egg creates a new material. This change is **irreversible.**

dissolving
When a solid is **dissolved,** it is mixed into a liquid creating a solution. Some materials do not **dissolve.** They are insoluble and form sediment.

salt solution
sediment in water

evaporation
To recover a substance from a solution we can use different methods such as **evaporation** where a material is turned from its liquid state into a gas.

filtering
One was to separate materials in a mixture is by **filtering.** This involves passing a liquid through a mesh to separate solids.

sieving
Sieving separates solids from liquids or larger solids from smaller solids by passing them through a net.

filtering
sieving

Things you learnt in previous topics

In Year 2, you identified and compared the suitability of a variety of everyday materials for particular uses and found out how the shapes of solid objects made from materials like plastic and rubber could be changed. In Year 3, you identified magnetic materials. In Year 4, you compared and grouped materials according to whether they were solids, liquids or gases and observed changes of state. You learnt about evaporation and condensation and the water cycle.

How this connects with future learning

In KS3, you will learn about chemical reactions as the rearrangement of atoms. You will be able to represent chemical reactions using formulae and equations. You will learn about combustion, thermal decomposition, oxidation and displacement reactions. You will be able to define acids and alkalis in terms of neutralisation reactions. You will be able to use the pH scale for measuring acidity/alkalinity; and indicators.

Topography & Maps - Year 5 - Autumn 1

Art Themes

line
A long mark or stroke that could be straight, curved, thick, thin or any direction

We can make different **lines** using pencil, paint, charcoal and pastels.

We will use a variety of **lines** to draw our own symbolic maps.

shape
A form or outline of something.

We will use a range of **shapes** to create bold designs.

A balance of **shapes** is important within composition.

Tier 2

connections
A relationship in which a person or thing is linked or associated with something else.

We can create **connections** between ideas when we make art.

We will make **connections** between the real world and how we represent it in our work.

Key Vocabulary

visual language
Communicate through visual elements.

We will create our own **visual language** when creating our personal maps.

We can read the **visual language** of art just as we can read words.

symbolism
The use of symbols to represent ideas, emotions or qualities etc.

We can use **symbolism** in art to express our own emotions.

We can use simple **symbolism** to represent big ideas.

mapping
Chart and connect places or even abstract ideas.

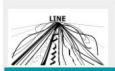
We will be **mapping** our own personal ideas and identities.

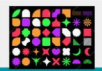
Grayson Perry uses **mapping** in most of his art works.

identity
Who a **person is and the qualities that make them unique**.

We will be expressing different parts of our **identities** with our symbolic maps.

To create **balance** in a composition we make choices such as how far it is symmetrical or asymmetrical.








How this connects with previous learning

In Year 2, you used pattern in printmaking.

In Year 3, you made collages by 'drawing with scissors'.

In Year 4, you made forms using a range of media.

How this connects with future learning

In Year 5, you will explore architecture and create your own designs.

In Year 6, you will explore art and activism.

In Year 6, you will create your own designs based on installation art.

Map It - Year 5 - Autumn 1

Tier 2 Vocabulary

locate
To find the exact place or position of something.

The longitude of a place enables us to **locate** it on a map.

Ordnance Survey grid references help us to **locate** places when orienteering.

I **located** the Amazon rainforest on the map.

contrast
To show the differences between two or more things.

The climate in the topics is a huge **contrast** to the climate in both the Arctic and Antarctic Circles.

The Arctic and Antarctic have **contrasting** minimum temperatures.

I like to ride my bike. In **contrast** my sister likes to play football.

Key Vocabulary

Tropic of Cancer
A significant line of latitude that is located above the equator.

The **Tropic of Cancer** marks the northern edge of the tropics.

The **Tropic of Cancer** lies 23° north of the equator.

Tropic of Capricorn
A significant line of latitude that is located below the equator.

The **Tropic of Capricorn** marks the southern edge of the tropics.

The **Tropic of Capricorn** lies 23° south of the equator.

Arctic Circle
A polar region around the North Pole and the most northerly circle of latitude.

The sub-soil in the **Arctic Circle** is permanently frozen so very few plants can grow here.

In the **Arctic Circle**, the minimum temperature is -43°C.

Antarctic Circle
A polar region around the South Pole and the most southerly circle of latitude.

98% of land in the **Antarctic Circle** is covered in ice.

In the **Antarctic Circle**, the minimum temperature is -62°C.

grid references
Grid references on ordnance survey maps help you to pinpoint the exact location anywhere on a map.

Grid references have at least four digits.

We can use **grid references** to help pinpoint a location when orienteering.




How this connects with previous learning

In Year 3, you learned about the five major lines of latitude.

In Year 3, you learned about the 4 main climate zones.

In Year 3, you were introduced to orienteering.

How this connects with future learning

In Spring 1, you will learn the link between climate zones, biomes and vegetation belts.

In Summer 1 you will learn about trade of natural resources across the world.

In Year 6, you will apply your knowledge when comparing 3 regions across the world.

Systems and Searching - Year 5 - Autumn 1

Tier 2 Vocabulary

connection
The act of joining or being joined to something else.

See how devices are **connected** to servers and systems.

If this train is delayed any longer, we will miss our **connection** to London.

You will learn to understand the physical and electronic **connections**.

Key Vocabulary

search engine
A program that **searches** for and identifies items in a database that correspond to keywords or characters specified by the user.

The **search engine** will link results more closely to the person researching.

You will be introduced to a range of **search engines** to see which presents needed information.

refine
To make minor changes so as to improve or clarify.

Searches, media, content, even data needs to be **refined** in order to have best possible output and information.

You will need to **refine** your searches in order to find the information you need.

World Wide Web
A service provided via the internet that allows access to web pages and other shared files.

The **World Wide Web** has made it easier for people to access information.

You will be using the **World Wide Web** to search and find information.

webpages
A HTML document viewed using a web browser.

Visit a **webpage** to see what products, services and information are being offered.

You will learn how a **webpage's** content can influence where it is in search ranks.

system
A set of things working together as parts of a mechanism or an **interconnecting** network.

Systems are built using a number of parts.

Will understand that digital **systems** use input and outputs to communicate to each other.



How this connects with previous learning

In Year 2, you learnt how information technology is used in your home, how it benefits society in places like shops, libraries and even hospitals.

In Year 3, you began to develop your understanding of digital devices, inputs, processes, and outputs.

In Year 4, you learnt that the **World Wide Web** is part of the internet, and learnt who owns content and what you can access, add, and create.

How this connects with future learning

In Year 6, you will learn how data is transferred over the internet. You will focus on addressing, before moving on to the structure of data packets.

In Year 6 you will also begin to develop an understanding of communication and collaboration whilst completing projects online with others.

In KS3, you will gain a stronger understanding of computer networks such as YouTube, Google and Netflix and how networks are used, the benefits of them and how data is transmitted across networks using protocols.

Swimming

All Year 5 children will complete an intensive swimming programme in Clissold Leisure Centre's. This will allow the children to continue to have two PE lessons each week throughout the year and receive 10 hours of swimming lessons.

Each class will have two weeks of daily swimming lessons this term rather than weekly lessons.

Class 5B

Dates: Monday 28th September to Friday 9th October

Schedule: Children leave school at 1:15 pm and return by 3:45 pm

Class 5G

Dates: Monday 12th October to Friday 23rd October

Schedule: Children leave school at 1:15 pm and return by 3:45 pm

Cycle Confident

In the Spring term, Year 5 children will access Levels 1 (Playground) & Level 2 (On Road) Cycle Training .

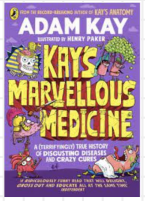
The aim of the course is to give children the skills and knowledge to use their bike safely within the playground and effectively on quiet roads. The children are taught in small groups and will be under the direct supervision of two experienced instructors from Cycle Confident at all times.

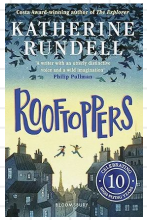
Cycle Confident

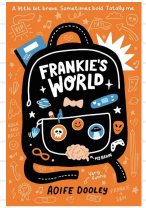
Children on the course will be expected to bring their bike each day, in a road worthy condition. If your child does not have access to a bike, please don't worry, we do have school bikes and helmets available.

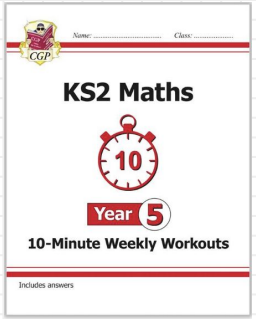
Home learning

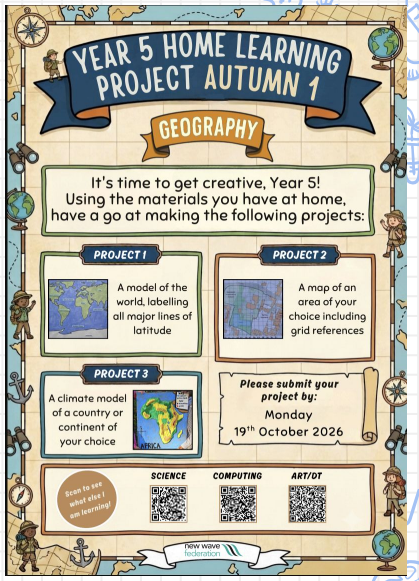
- reading – 20 mins daily (books can be borrowed from school)
- reading journals can be completed at school or at home: 3 entries per week (e.g. a character description, a summary, favourite new words with meanings)
- weekly maths practice including learning key facts related to number and measure
- weekly spelling practice
- geography, history or science home learning projects











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thumb numb crumbly debt doubt limbs climbed tomb	combs lamb bomb subtle plumbing doubtful dumb catacomb	fought nought bought coughing rough tough enough through ought trough	terrible possible sensible visible legible edible reversible credible	responsible irresistible flexible horrible divisible incredible convertible invincible	cereal serial heard herd steal steel stationary stationery father farther	accompany according appreciate attached accommodate aggressive business penniless apparently committee
occupy occur	foreign harass		government parliament	guarantee hindrance		

Start and End of Day Reminders

- the school day begins at 8:55am
- there are two bells in the morning – one at 8.53am where children get ready to learn in their lines and one at 8.55am where children go into their classrooms to complete their morning review tasks whilst the register is taken
- please be punctual to avoid missing the start of lessons, late marks and unauthorised absences
- children should be collected from their classroom at 3.30pm, the KS1 playground from after school clubs and the reception area from Our Space (if someone different is collecting your child, please let the office and/or teacher know)

Absence Reminders

- if your child is unwell, please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am
- holiday during term time will not be authorised
- schools are required to inform parents when attendance goes below 95% and does not improve and will monitor this
- attendance below 90% is classified as persistent and is reported to the school's Education Welfare Office
- Pam Sealy is Grazebrook's Attendance Officer

Communication Reminders

- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists, core books and home learning are saved under the Year 5 tab in the KS1 & KS2 classes section of the website
- you can make appointments to see the class teacher via the office (we can usually offer times before and after school)
- e-mails with messages for class teachers or school leaders should be sent to the school office for the attention of the member of staff you wish to contact

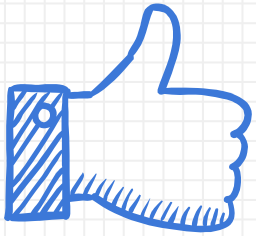
Admin Reminders

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all clubs and wraparound care can be booked and paid for through My Child At School (MCAS)
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- we are a nut and sesame free school
- **ensure your child's clothes and property are named**
- **ensure your child brings in (and takes home) daily a named water bottle**

Key Year 5 Autumn Dates

Family Events:

- Key dates are coming soon and will be displayed clearly in the Year 5 classroom windows.
- Other important material such as spellings lists and home learning project briefs will also be displayed.



THANK YOU

ANY QUESTIONS?