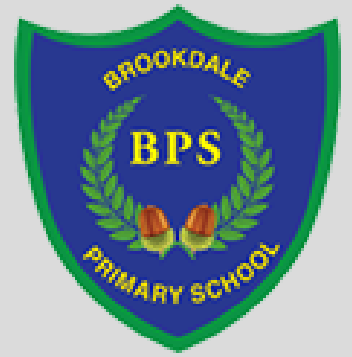




Year 5

Curriculum Morning 2026



Year 5 Staff



Mr. Darbyshire
(Class Teacher)



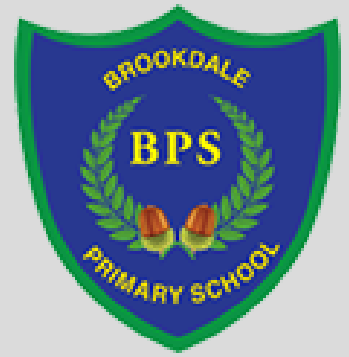
Mrs. Jones
(Class TA)



Mr. Sanderson
(PPA Cover)



Behaviour and Rewards



When a pupil's behaviour meets, or goes above and beyond, the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with such things as:

- Verbal praise
- Dojo Points
- Communicating praise to parents/carers
- Certificates at Celebration Assembly
- Positions of responsibility
- Golden Table



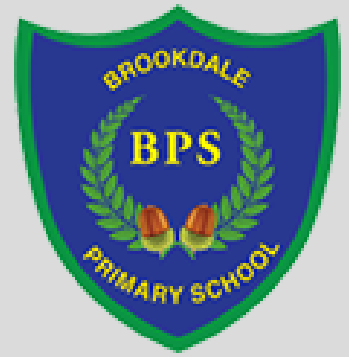
Typical Day



8.35 – 8.50:	PiXL Morning Work: Wellbeing
8.50 – 9.30:	PiXL Morning Work: Securing the Fundamentals
9.30 – 10.30	English (Writing)
10.30 – 10.45	Break
10.45 – 11.15:	Guided Reading
11.15 – 12.15:	Maths
12.15 – 1.15:	Lunch
1.15 – 3.00:	Non-core subjects
3.00 – 3.15:	Class Reader



Important Days



PE is every **Tuesday** afternoon.

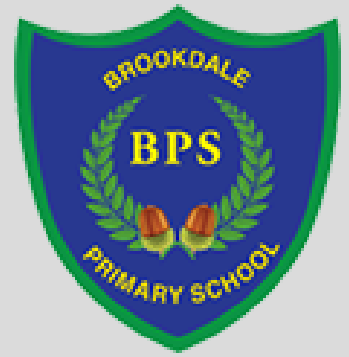
Please make sure the children have a PE kit available in school!

Homework will be set and explained to the children on a **Friday** morning. It is expected to be completed by the following **Thursday**.

Mr Sanderson has the class **every Thursday afternoon** and **every other Tuesday afternoon**.



Home Reading

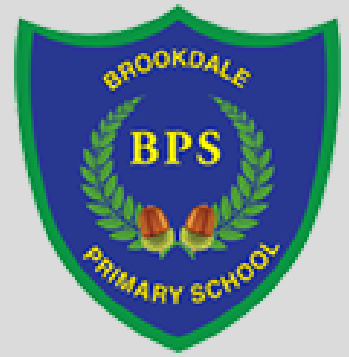


Reading is essential for children's development as it lays the foundation for all future learning. It builds vocabulary, improves comprehension, and enhances critical thinking skills, which are crucial across all subjects. Reading also stimulates imagination, fosters empathy by exposing children to diverse perspectives, and strengthens their ability to focus and concentrate.

Additionally, early reading habits have been shown to lead to better academic performance and a lifelong love of learning. By encouraging reading, parents help their children develop the skills and curiosity needed to succeed in school and beyond.



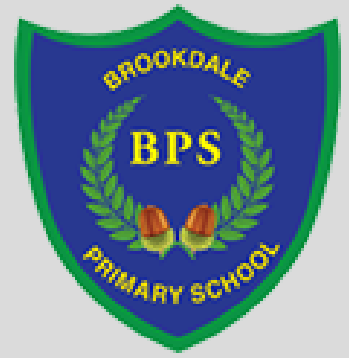
Home Reading



- Your child will bring home a reading book that is suited to their particular reading ability.
- This will be any book that they have chosen from the class library, if they are a free-reader.
- If your child is still working through the book-bands, it will be matched to their current level indicated by their last benchmark assessment.
- Whether your child is a free-reader or accessing book-bands, it is still important that you make the time to listen to them whenever possible. Please sign and date their yellow reading record to indicate this or the occasions when you are certain they have read independently.



Homework

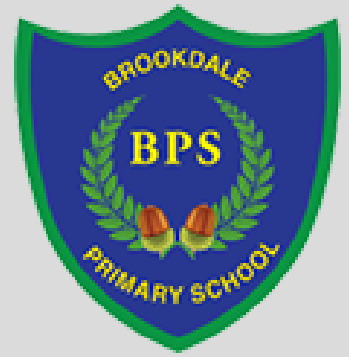


Maths

- A task will be set for the children on their MyMaths account. This will usually be linked to the learning we have been doing that week in school.
- Please use your child's login to allow them to access this and complete it.
- You may wish to supervise to ensure they understand the task before leaving them to finish independently.



Homework

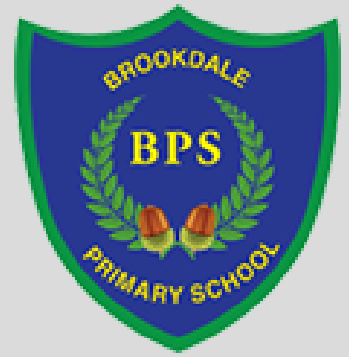


Spellings

- Each week, the children will bring home a list of words that they have been focusing on during their spelling lessons
- Please encourage your child to learn these in whichever way you see fit. [Here](#) is a link to a few ideas that might help but ultimately it is whatever works for them.
- They should then choose 5 of them that they are finding trickier and write a meaningful sentence for each one, using correct punctuation and their best handwriting.



Homework

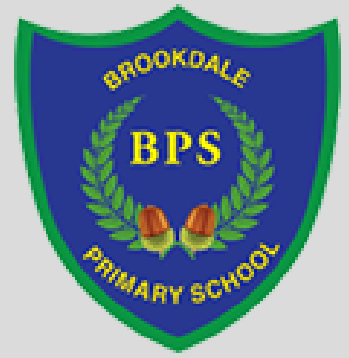


Comprehension (VIPERS)

- A short extract will be stuck into their homework book. These can be any genre, both fiction and non-fiction and we will try to keep them relevant to what the children are learning in school.
- The extract should be read at least twice before attempting the questions.
- You should help your child to understand and answer the questions by working on a range of strategies, which we will talk about when the children arrive shortly...



Homework



Reading

- Your child is expected to read at home on at least 3 separate occasions per week.
- This should definitely include their book-banded book or book they have borrowed from the class library.
- It can also include a range of other sources! eg. Home books, articles on websites, magazines, etc.
- These should be recorded in their yellow reading record with a comment either by a parent **or the child.**



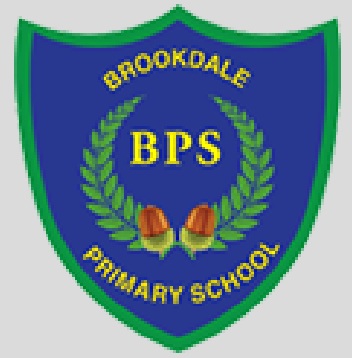
Homework



**Homework is set on a Friday and due by the following Thursday.
If homework is unable to be completed for any reason, please let me
know via ClassDojo.**



Big Questions



Autumn

Can it ever be right to invade?

Spring

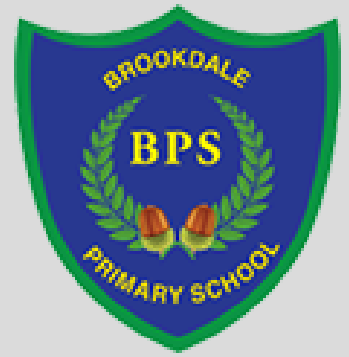
What is beyond the horizon?

Summer

Is the climb worth the effort?

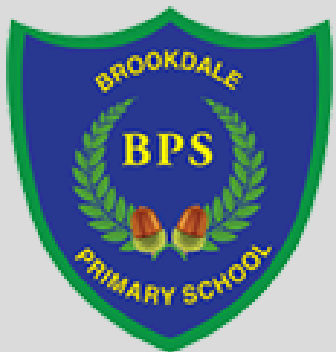


Curriculum Information



Information about what your child is learning in school is available on our school website!

www.brookdaleprimaryschool.co.uk



Adaptations to support your child's learning



Quality first
teaching

Universal
Adaptation

Individual
Adaptation

Learning
Support
Plan

Examples

- TA support
- Use of coloured filters, coloured paper
- Enlargement of print
- Different types of pencil grips
- Sensory aids / fidget toys
- Additional resources/scaffolds
- 1:1/group interventions
- Use of technology (iPads, AI, etc.)
- Alternative activities and differentiated expectations

<https://www.brookdaleprimaryschool.co.uk/Learning/SEND/>



RSE

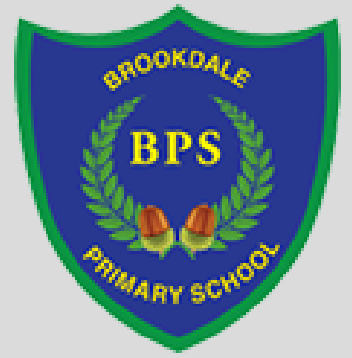


- RSE is delivered through our PSHE scheme – 1Decision. This is an award-winning resource that covers the material sensitively and in an age-appropriate way.
- The RSE teaching during PSHE is also supplemented by the content of the Y5 Science curriculum, which states that children should *'find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.'*

[Video](#)



Fundamental Skills



- PiXL: Securing the fundamentals
- Morning maths and grammar fluency checks
- Retrieval Practice
- Stage, not age!

<https://www.brookdaleprimaryschool.co.uk/English>



Maths

At Brookdale we use the Maths No Problem mastery scheme. Our approach to maths helps the children develop their mathematical Fluency, Reasoning and Problem Solving.

The school website has lots more information about our approach to teaching maths and links to parent videos for you to watch and see the approach in practice.

Our Calculation Policy shows the methods we use across school demonstrating the concrete, pictorial and abstract approaches.

All children need a deep understanding of the mathematics they are learning and should be able to:

- ✓ Describe it in their own words
- ✓ Explain it to someone else
- ✓ Make up their own examples of it
- ✓ Represent it in various ways
- ✓ See connections between it and other facts
- ✓ Use it in various ways

23 In September a baker made 1232 pies. In December Greenway asked him to make 3 times as many pies. How many pies did he make in December?

$$\begin{array}{r} 1232 \\ \times 3 \\ \hline 3696 \end{array}$$

$$\begin{array}{r} 1232 \\ 1232 \\ + 1232 \\ \hline 3696 \end{array}$$

The Baker made 3696 in December.

$$\begin{array}{r} 1000 \times 3 = 3000 \\ 200 \times 3 = 600 \\ 30 \times 3 = 90 \\ 2 \times 3 = 6 \\ \hline 3696 \end{array}$$

1 1 1 0 2 3

How many roof tiles does he need altogether? 3 equals 1500 thousands.

$$2541 = 2500$$

$$\begin{array}{r} 2500 \\ \times 3 \\ \hline 7500 \end{array}$$

estimate

We wrote the estimate to

see if it was close to the real

$$\begin{array}{r} 2541 \\ \times 3 \\ \hline 7623 \end{array}$$

$$\begin{array}{r} 2541 \\ 2541 \\ + 2541 \\ \hline 7623 \end{array}$$

$$\begin{array}{r} 2541 \\ \times 3 \\ \hline 7623 \end{array}$$

$$\begin{array}{r} 2541 \\ 2541 \\ + 2541 \\ \hline 7623 \end{array}$$

Amira's dad needed to order 762 roof tiles altogether

$$\begin{array}{r} 2541 \\ \times 3 \\ \hline 7623 \end{array}$$

$$\begin{array}{r} 2541 \\ \times 3 \\ \hline 7623 \end{array}$$

$$\begin{array}{r} 2541 \\ \times 3 \\ \hline 7623 \end{array}$$

$$\begin{array}{r} 2000 \times 3 = 6000 \\ 500 \times 3 = 1500 \\ 40 \times 3 = 120 \\ \hline 7620 \end{array}$$



Maths

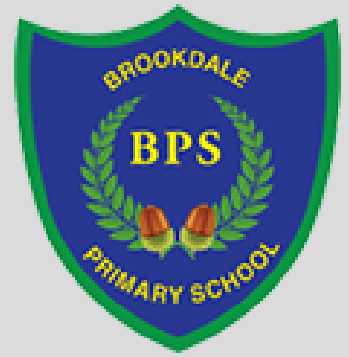


Biggest focuses in Year 5:

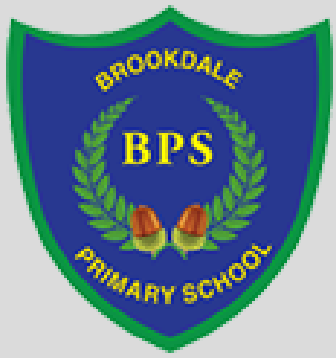
- Understanding the relationship between place value and multiplying/dividing by 10, 100, 1000, 10,000, 100,000
- Simplifying and finding equivalent fractions
- Decimals to 3 decimal places
- Times tables!



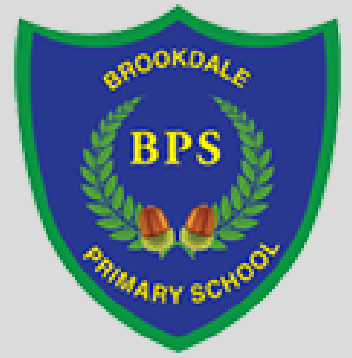
Maths Dictionary



- Maths Dictionary is an approach adopted by many schools as a way of learning key mathematical facts.
- The children learn the words and actions from slides on the board that guide them through their 'performance'.
- The children are only expected to learn one new fact at a time and this is then added to the previous facts to build up a complete repertoire of useful information!



English



English is taught through:

- Writing lessons – analyse → learn → practice → produce
- Guided reading lessons
- Spelling lessons
- Handwriting lessons
- PiXL fundamentals and interventions
- **But also through all other areas of the curriculum!**



Monday 29th April

Job Application

Dear Mr Shackleton,

I am writing to apply for the role of Expedition meteorologist. You will not regret employing me. I will not ^{disappoint} you. I am hard working; I will try my hardest. Do you want unexpected, horrible weather or do you want sunny, expected weather? I will accompany you through the journey.

I have been an expert for over six years (1894-2020) so that means I will never give up. I also know how to know the current weather quickly, that means you wouldn't have to wait. I went to the London University and I also earned a BSc from King's College. I was an archaeologist in the Sudan. I live in Leytonstone, London. I was also in the Royal Air Force so I would be able to protect us.

There is no doubt that there will be unexpected weather unless you do not hire me. To say that the mission will be successful without me is simply not true. I will tell you every day about the weather. I will even tell you in the middle of me eating if it changes. I will show you what I am here for. Some may argue that I am not the best person for my job. What they are ignorant of is how I can tell you the weather in seconds. I could also say I am good at playing cards and

How would you feel, if all of the clothes were outside and it started raining? If you want the taste of success you must give me the opportunity to be your Expedition meteorologist. Not hiring me would be disastrous; disastrous as you ^{will not} have any one to tell you about the weather. Some may argue that the weather job ^{is not} isn't important. This is a fair point but would you want to get your clothes wet? I would appreciate if you ^{hire} hired me.

In conclusion I believe that I should be given the job for the following reasons:

- I have the relevant experience
- I work hard
- I want ^{disappoint} to disappoint you.

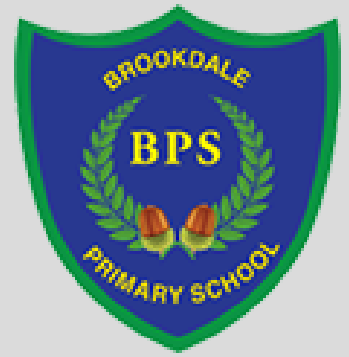
Thank you for this marvellous opportunity. Act now, before Scott employs me.

Yours Sincerely,
Leonard Hussy.

 Write for a range of purposes and audiences, making deliberate choices to suit	 Describe settings, characters and atmosphere in narratives	 Use dialogue effectively to advance the action and convey character in a narrative	 Select vocab and grammar to support the audience and purpose	 Use a range of language devices to build cohesion across paragraphs	 Use verb tenses consistently and correctly throughout most writing	 Use all Y1/2/3/4/5 punctuation correctly	 Spell mostly accurately by applying appropriate knowledge and strategies	 Handwriting is consistently joint whilst being produced legibly, fluently and at faster pace
--	--	--	--	---	--	--	--	--



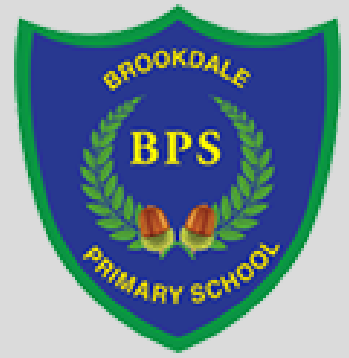
Handwriting



- Children are expected to use both horizontal and diagonal joins between the letters, except when following a break letter **b g j p q x y z s**
- **(for now)**
- Fancy flourishes and 'stylised' writing is discouraged until a child is fully competent
- A 'Pen License' is awarded to children in Year 5/6 who continuously demonstrate exceptional handwriting that follows the rules!



Assessment



We assess the children in all of their learning, mostly through formative assessment that happens lesson-to-lesson, day-to-day.

More formal tests are administered at various points throughout the year as a way of identifying gaps and addressing the needs of the children:

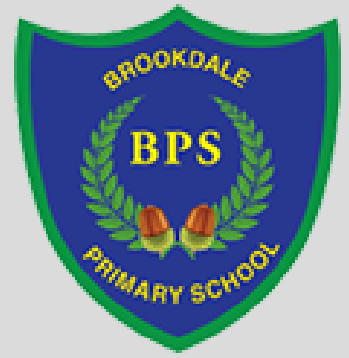
PiXL Termly – measures progress from the current year group learning and identifies gaps

PiXL Fundamentals – identifies gaps in previous year group's learning to inform morning work

NVR and VR Test – verbal and non-verbal reasoning used to determine suitability for 11+



Verbal and Non-verbal Reasoning Tests



- Schools often use **Verbal Reasoning (VR)** and **Non-Verbal Reasoning (NVR)** assessments in Years 3 and 5 to give us an additional picture of how children think and learn. They are not tests of what children have been taught in class in the same way as reading or maths assessments.
- **VR assessments** look at how children understand and reason with words and language, while **NVR assessments** look at reasoning using shapes, patterns and visual information. Together, they can help schools identify pupils' relative strengths and areas where they may need additional support.
- We use them alongside everything else we know about a child — their classwork, teacher assessments, reading and maths attainment, progress over time and teachers' professional judgement. T
- Testing at different points, such as Years 3 and 5, can also help us see whether a child's profile is changing as they move through school. For example, the assessments may highlight a child whose reasoning ability is stronger than their current classroom attainment suggests, prompting us to explore whether there are barriers to learning that we can address. Equally, they can help us ensure that children who need additional scaffolding or challenge are being identified.
- For Year 5 pupils in particular, the information can also be useful as part of the wider assessment picture before they move into their final year of primary school and begin preparing for secondary transition.



Trips out and Residentials



There will be several class trips or small excursions this year – walking up Moel Famau in North Wales, visiting the Catalyst Science Museum in Widnes and more local trips to facilities in the local area such as churches, libraries, etc.

Parents will be informed via email/Arbor about larger class trips a few weeks before it is due to happen. This letter will have all the key details you need to know, as well as how to make payment.

Sadly, even just hiring a coach these days costs a considerable amount of money and whilst we do subsidise trips, we also appreciate that they aren't always cheap and thank you for making payments towards them.



Swimming



Swimming is part of the KS2 National Curriculum

We are required to submit data to the government each year confirming how many of our Year 6 pupils left Brookdale having met the KS2 Expected Standard for Swimming:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations



Swimming



We are not swimming coaches so, like most Wirral schools, we use EdSential Schools Swimming Services through West Kirby Concourse with qualified and approved instructors who are fully DBS checked.

One of the class staff from Brookdale completes the ASA Level 1/National Curriculum Teaching Programme qualification as recommended by EdSential so they can support with the instruction.

More information can be found about EdSential and their service here:
<https://edsential.com/health-wellbeing/swimming/>



Swimming



- In Year 4, we take the whole class swimming. They go every afternoon for a full week and are assessed by their group instructors during that week. Class staff accompany the children and ensure they are safe throughout the session while the lessons are taught by EdSential instructors.
- At the end of the term we receive a list of the children who have met the National Curriculum standard and a list of those that have not.
- If your child has not met the standard, as assessed by the EdSential Team, we offer further swimming lessons when they are in Year 5 and Year 6. The year 5 and 6 sessions are reserved for those children who did not meet the standard in Year 4 - like a learning intervention for any other subject at school.
- Please note that it is not US that assess the children but the qualified coaches from EdSential.
- Year 4 parents will receive notification of when the whole class swimming week will take place.
- Year 5 and 6 parents will receive a letter notifying them if their child has been selected to participate in the intervention sessions



Bikeability





Pathways to Spell

Week 1

Mastery focus: Word list – years 5 and 6

Which are the trickiest words?

- achieve
- bruise
- curiosity
- desperate
- disastrous
- embarrass
- especially
- immediately
- marvellous
- muscle
- opportunity
- profession
- queue
- recommend
- sacrifice
- temperature

**Let's say them
together!**

Which are the trickiest words?

- achieve
- bruise
- curiosity
- desperate
- disastrous
- embarrass
- especially
- immediately
- marvellous
- muscle
- opportunity
- profession
- queue
- recommend
- sacrifice
- temperature

**How many syllables
in each?**

Let's clap them out!

Which are the trickiest words?

- achieve
- bruise
- curiosity
- desperate
- disastrous
- embarrass
- especially
- immediately
- marvellous
- muscle
- opportunity
- profession
- queue
- recommend
- sacrifice
- temperature

Where are the tricky bits?

Spelling Swap!

- 1) Choose **one** of the spellings you find the trickiest and write it on your whiteboard.
- 2) Walk around the room and find a partner.
- 3) Keep your word hidden. Say it to your partner and let them try to spell it. Check it together and fix what was wrong.
- 4) Now let your partner do the same for you.
- 5) Keep your new word, and move on to a new partner.