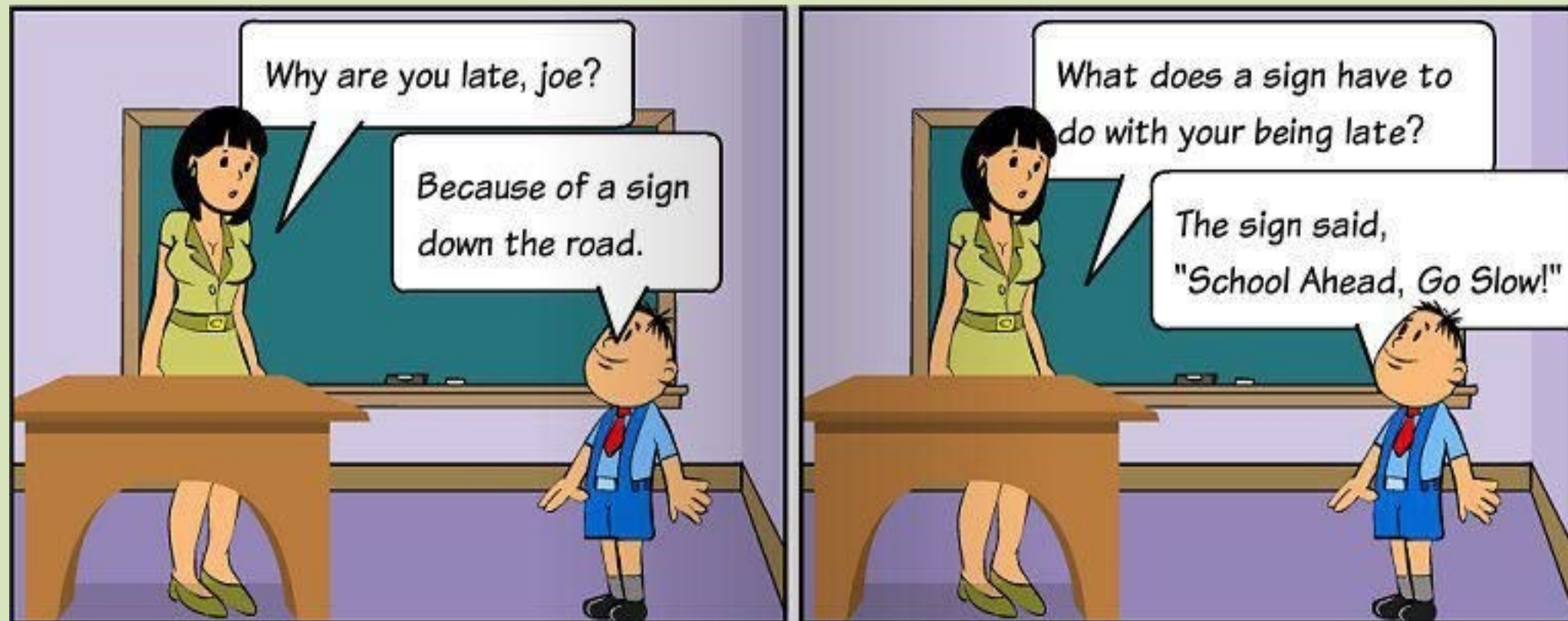


Year 5 Curriculum Evening



Amber- Ms Caydiid
Aquamarine- Ms Taylor
Emerald – Mr Went/Mr Jefferson

Other staff members:

Mr Long

Mrs Dabral

Mrs Sawjani

Mrs Harris

Miss A

Miss Goodliffe

Mr Irwin



Emerald – Mr Went

**Over 20 years experience, mostly in KS2
within 3 schools (including Secondary School)**

Music and Sports Specialist

Phase and Year Group Leader

**Drawn into education to make a difference to
the next generations.**



Aquamarine - Ms Taylor
30 years teaching experience
Creative Arts specialist
Interest in Nature Connectedness



Amber - Miss Caydiid

Passionate about creativity and inclusive education

Interest in Art and Outdoor Learning

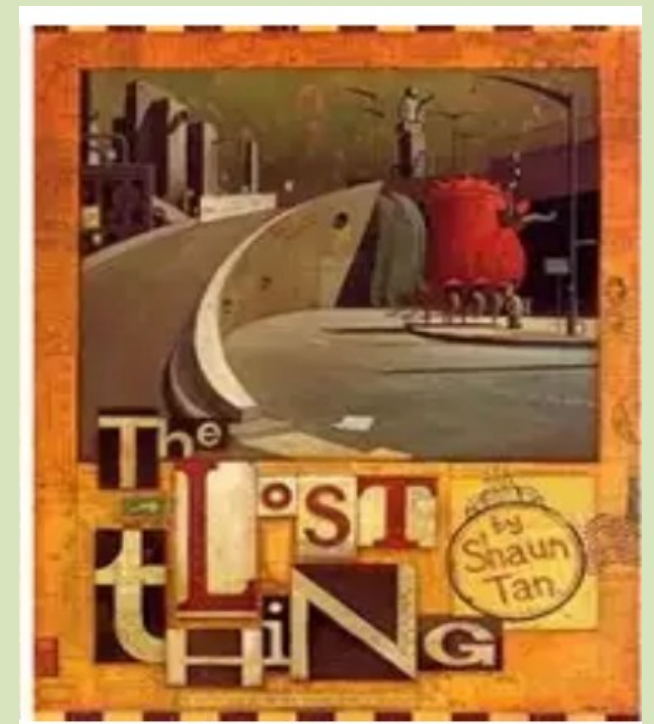
Proud to be part of the West Lodge community



The Year 5 Curriculum

English

- All work centres around a range of high quality fiction and non-fiction texts in Year 5.
- Continue to explore poetry and performance in more detail.
- Greater emphasis on understanding spelling strategies and applying these in writing.
- Wider understanding of grammatical rules and application of these in writing across the curriculum.





English

- English is taught by the class teacher where children explore Year 5 objectives outlined in the curriculum in reading, writing and grammar/punctuation.
- Most weeks we will have a grammar and punctuation focus. We then have a comprehension focus while we carry on with our text that we are focusing on. Spelling is taught through our RWI programme. Writing takes place in a three-week cycle, where children produce two pieces of writing of the same genre.
- Class teachers will provide written feedback for children on their first piece of writing. Children will then work with a peer to assess the second piece of writing against the Year 5 writing standards and non negotiables.

Maths

- Work centres around 5 blocks of work that are based on different strands of Maths (number, shape and space, geometry, using and applying, written calculations).
- Greater emphasis on written arithmetic using the four operations, fractions and decimals as well as reasoning.
- The school is continuing to use bar modelling to help children solve problems in maths.
- Ensure children are confident with their times tables to 12 X 12.
- Greater emphasis on concisely justifying and explaining their thought processes, not just answering the questions.



Maths

Ms Taylor



Mr Long

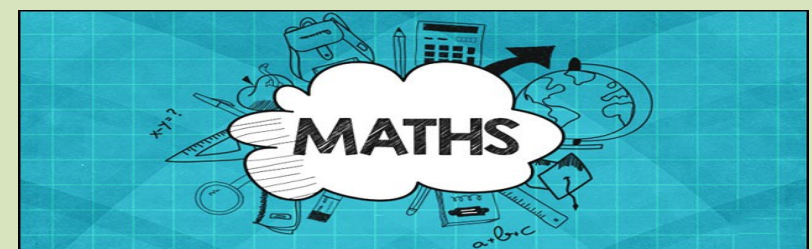
Both these smaller groups are currently working on Year 5 objectives. The pace of learning is slightly slower and there is more support in their classes.

Miss Caydiid



Mr Went

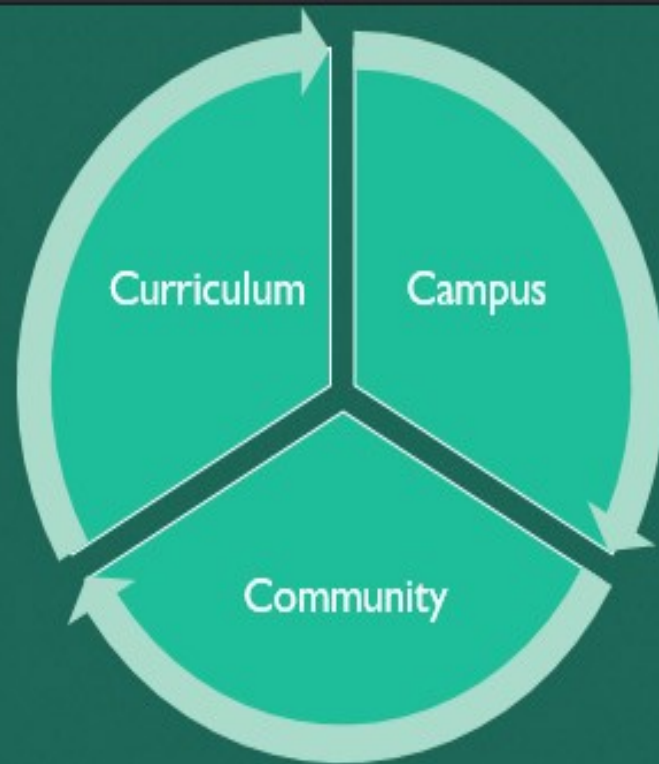
Both these groups are working on mastering band 5 objectives, focusing on stretch and challenge.



The Year 5 Curriculum

West Lodge Primary School Curriculum Overview 2026-2027- Year 5

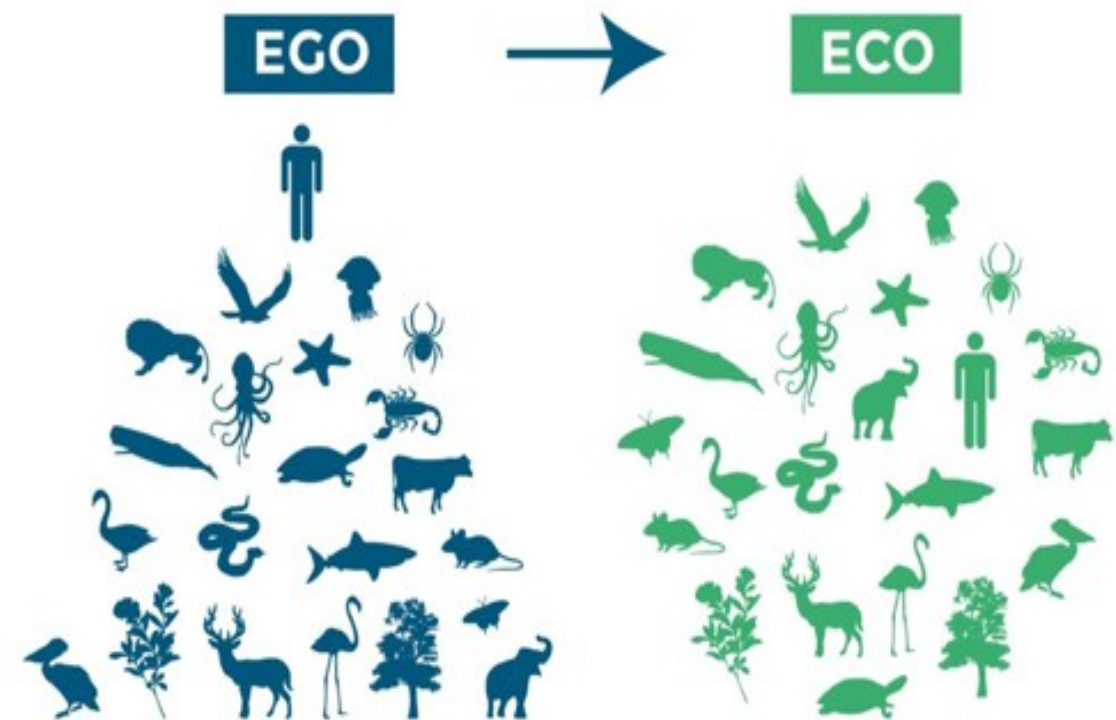
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	The Rise of Metroland		WW2 & Europe		Brazil & Rainforests	
Literacy Links Text Genres/task	The Lost Thing– Fiction Poet's Voices- Charles Causley	Shakespeare - Macbeth	Whole School Writing Task Friend or Foe – Fiction	Tell Me a Story – Michael Rosen - Poetry	Windrush Child	Compare and Perform – Poetry Rainforests at Risk
Science	Forces	Earth & Space Earth, Sun and Moon	Properties and changes of materials (changing state; separating mixtures)		Living Things	Animals including humans: Human Development from birth to old age
History	Victorian Britain and The Rise of Metroland		Life as a child in WW2 A study of the Battle of Britain – a significant turning point in British history		Post WW2 Migration	
Geography	Trade and Tourism		Mapping skills and field work		Brazil & Rainforests & Deforestation	
RE	What do we believe in Pinner?	Why is Diwali celebrated by Hindus and <u>Sikhs</u> ?(Hinduism, Sikhism)	What are the 5 pillars of <u>Islam</u> ?(Islam)	Am I always <u>right</u> ?(Hinduism, Judaism, Buddhism	What can we learn from religious texts? (<u>Judaism</u> , Islam, Christianity)	Do all actions have a consequence? (Buddhism and Jainism)
MFL	Phonetics and Regular Verbs	The Weather	The Weekend	School	Irregular Verbs	Me in the World
Music	Our <u>Community</u>	Space	Space/ Life Cycles	Life Cycles	At the movies/ Shakespeare	Celebration
PE	Dance/Hockey	SMC/Netball	Indoor Athletics/Flag Football	Gymnastics/Football	Dodgeball/Cricket	Athletics/Tennis
Art	Drawing- Portraits		Painting- Landscapes		Craft- Clay Sculptures	
DT		Structures- Hedgehog Hotels		Heath Robison Mechanisms (Cams)		Food Technology
Computing	Graphics Design - Vectors	Programming Selection in quizzes	Blogging	Selection in physical computing	Computer databases	Networking
Mind-up and PSHE	Mind Up – The Brain & Mindful Awareness Brain Breaks Jigsaw – Being Me in My World	Mind Up – Mindful listening & seeing Jigsaw – Celebrating Differences	Mind Up – Mindful smelling & tasting Jigsaw – Dreams and Goals	Mind Up – Mindful balancing & moving Autism Awareness Jigsaw – Healthy Me	Mind Up – Perspective & Optimism Jigsaw – Relationships	Jigsaw – Changing Me
Enrichment Opportunities	Gunnersbury Park Museum	Workshop– Shakespeare		Bentley Priory Museum	<u>Zoolab</u> – Rainforest Workshop <u>Cassiobury Park</u>	



Sustainability at West Lodge is an approach to education and the running of a school that meets the needs of the current community without compromising the ability of future communities to meet their own needs. It leads to the creation of a socially-just, sustainable and equitable community that acts in an ethical way towards the ecosphere. An outward looking community which thinks globally and acts locally.

Sustainability education is an overarching framework that:

- links across all areas of the curriculum;
- affects how we view and maintain our campus;
- influences how we interact and connect with our community.



Interventions/Support

- RWI Spelling
- Shine Intervention
- Times Tables Rock Star
- Quality First Teaching



Who are the SEND Team?

Hilary Haines: SENDCo

Grant Beckwith: Safeguarding Leader

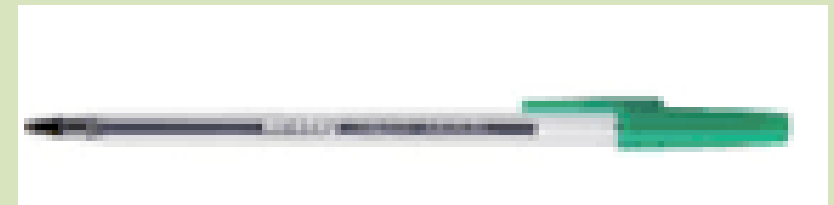
Michelle Richmond: KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader

Kavita Somaiya and Preeti Dabral: Pastoral Leads

Marking & Feedback

The teacher may identify positive aspects of the work by highlighting sections of work in green and sections needed to be improved will be highlighted in pink and linked to the written **EBI** (**Even better if**) at the bottom of the page. We will be continuing to develop the children's ability to peer assess writing together and identify ways forward.



Maths

Children will receive ticks to indicate correct responses and bullet points to indicate errors and corrections to be made. They will be provided with an EBI which is responded to in the next lesson.



Homework

- Homework is given to consolidate learning that takes place within the classroom. It may be marked by the teacher or through peer/self assessment within the next lesson
- English Homework will be in the CGP Books (linked to our weekly Grammar Lesson)
- All Maths homework will be set on Mymaths.
- Some Homework will be set on Teams.



Homework

Monday	CGP Grammar or Reading Comprehension	Due Wednesday
Wednesday	Maths (MyMaths)	Due Friday
Friday	Topic	Due Tuesday

*Holiday homework and special projects may not fit into this schedule, but specific guidance and dates will be given for such tasks.

Knowledge Organisers

WHAT IS A KNOWLEDGE ORGANISER?

A summary of the core knowledge and vocabulary that we expect all children to acquire in long term memory by the end of the unit of work.

HOW IS A KNOWLEDGE ORGANISER USED?

- They are used in lessons and as homework
- They are designed to be easily 'quizzable'
- Children can self-quiz and test each other
- Used to revise a topic taught in previous terms
- Not everything we teach but the key information that children should know
- Knowledge and vocabulary that often has meaning outside the topic
(transferrable vocabulary)



Key Vocabulary

Word	Meaning
British Empire	Lands that Britain controlled all over the world.
Coronation	The formal service of making a person king or queen of a country.
Factory Acts	Laws passed by government to protect people working in dangerous factories.
Mines	Underground areas where people worked digging out minerals.
Paupers	Very poor people who have no way of feeding or supporting themselves
Ragged School	A school to teach poor children .
Workhouse	Places set up by the government where poor people with no money could go and be given a bed, food and work.
Disease	Illnesses for example, cholera, smallpox and typhoid.
Reign	The length of time a king or queen rules a country.

Queen Victoria

- Born in **1819** in Kensington Palace.
- Her uncle, King William IV, who had no children of his own, passed the crown on to Victoria when he died.
- She was **18** years old when she inherited the throne in **1837**.
- She was the first monarch to live in Buckingham Palace.
- Queen Victoria was on the throne for nearly **64** years.
- She died in **1901**.



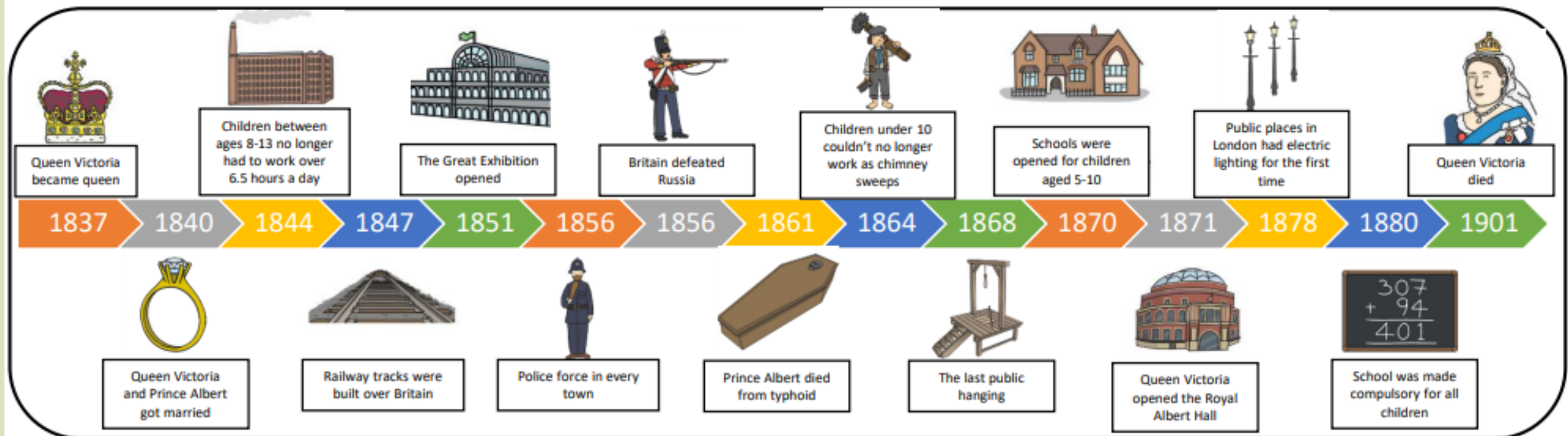
Victorian Schools

- At the start of Victoria's reign, only **wealthy children went to school** or had tutors.
- Education was **not free**.
- **Girls** were taught skills such as **sewing or cooking**.
- **Boys** were taught subjects such as **reading and arithmetic (maths)**.
- **Poorer children** had to **work** and never learnt how to read or write. This changed during Queen Victoria's reign.



Knowledge Organiser

Year 5 ♦ History ♦ Autumn 1: Victorians



Industrial Revolution

- Towns and cities changed.
- Victorians **built** schools, libraries, stations, shops and hospitals.
- Tower Bridge** is an example of Victorian engineering and is now a symbol of London



Tower Bridge

- Opened in June **1894**.
- It took **8-years** to build and the original architect never saw his bridge completed.
- 432 construction workers** build Tower Bridge under the watchful eye of **Sir John Wolfe Barry**.
- It was build as a result of a competition.



Extending your learning:

- Read a book set in the Victorian times
- Make a list of Victorian inventions
- Research a life of a Victorian influencer
- Visit London Bridge and Albert Hall
- Watch Oliver Twist or A Christmas Carol

Ignite ♦ Grow ♦ Inspire



***Treat others as you yourself
would like to be treated!***

Ready, Respectful and Safe.

School Values



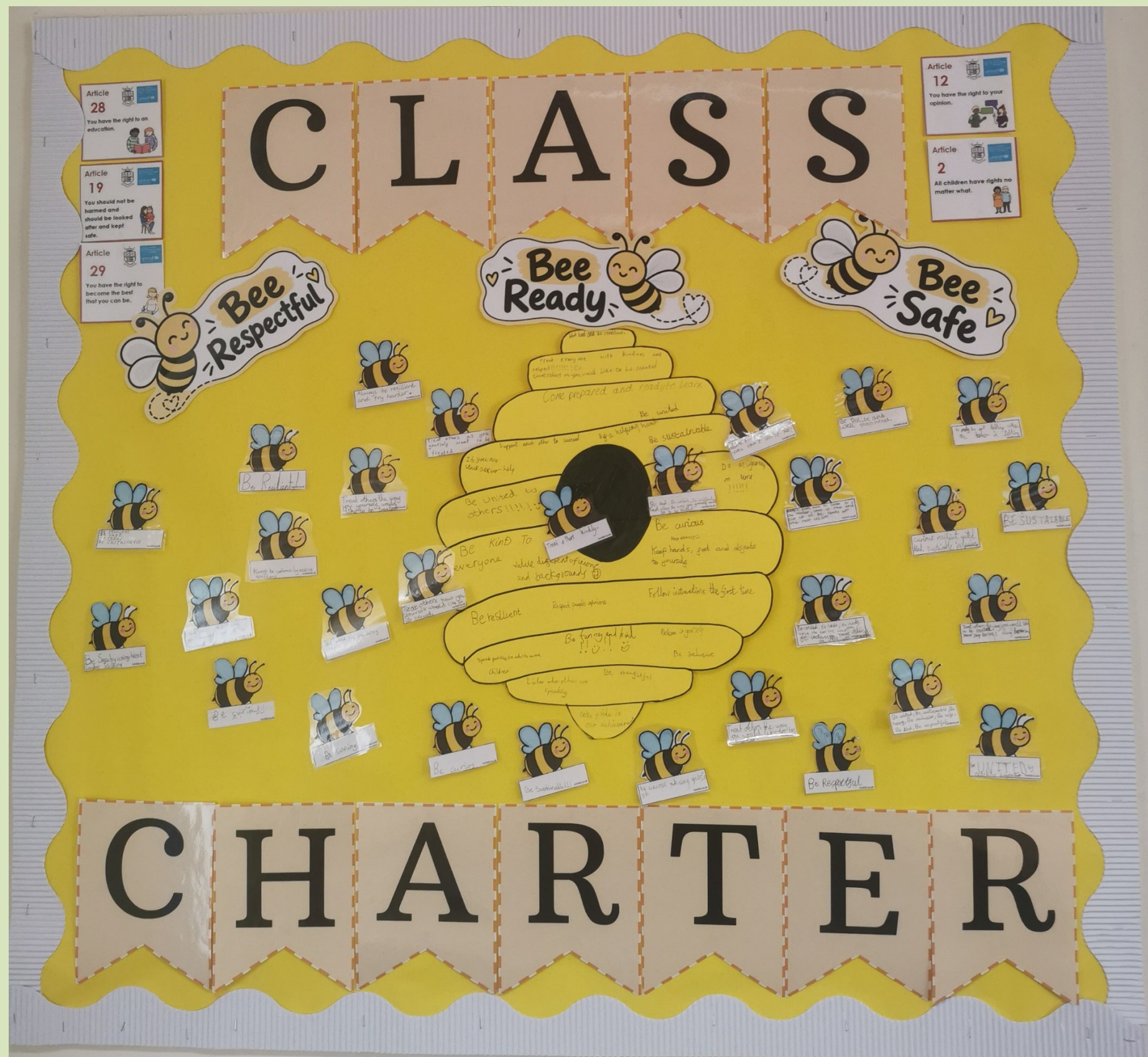
Class Charters

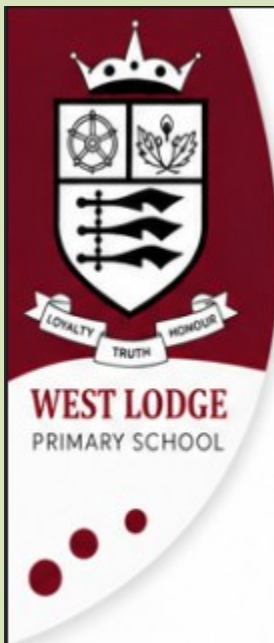


Class Charters



Class Charters





WEST LODGE RIPPLE MISSION

ONE CHOICE. MANY RIPPLES.

I CHOOSE
TO MAKE A
POSITIVE
DIFFERENCE

TOGETHER, WE CAN
CREATE POSITIVE CHANGE.

Welcome Someone.

Help one person feel that they truly belong this week.



BE UNITED

Build our
community



BE KIND

Strengthen our
community



BE INCLUSIVE

Ensure everyone
belongs



BE CURIOUS

Deepen our
understanding



BE SUSTAINABLE

Care for our
shared future



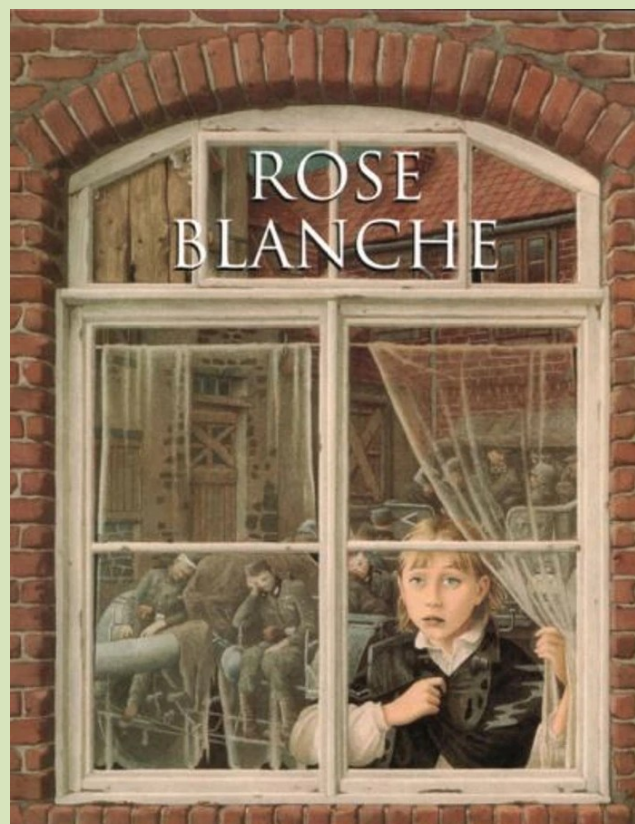
BE RESILIENT

Grow and inspire
others



NO OUTSIDERS

'All different, All welcome'





This year, the children will be continuing their journey on the MindUp curriculum during their PSHE lessons.

The purpose of the 15 lessons is to help children develop a better understanding of self and also further develop their abilities to self-regulate. The children will be continuing to take part in a minimum of 3 brain breaks throughout each school day.

The curriculum is based on four key pillars:



Unit I: Getting Focused
Lesson 1 : How Our Brains Work
Lesson 2 : Mindful Awareness
Lesson 3 : Focused Awareness: The Core Practice
Unit II: Sharpening Your Senses
Lesson 4 : Mindful Listening
Lesson 5 : Mindful Seeing
Lesson 6 : Mindful Smelling
Lesson 7 : Mindful Tasting
Lesson 8 : Mindful Movement I
Lesson 9 : Mindful Movement II
Unit III: It's All About Attitude
Lesson 10 : Perspective Taking
Lesson 11 : Choosing Optimism
Lesson 12 : Appreciating Happy Experiences
Unit IV: Taking Action Mindfully.....
Lesson 13 : Expressing Gratitude
Lesson 14 : Performing Acts of Kindness
Lesson 15 : Taking Mindful Action in the World.....

MyMaths

 **MyMaths.co.uk**
Bringing Maths Alive

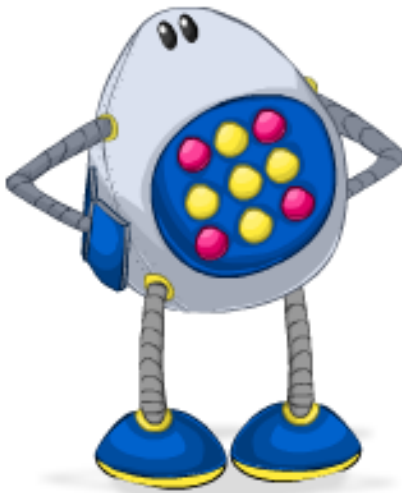
Resources
[Library](#)
[Booster Packs](#)
[Games](#)
[Toolkit](#)

My Portal

Admin
[Help](#)
[Contact](#)
[News](#)
[Documents](#)
[AssessmentManager](#)

Library

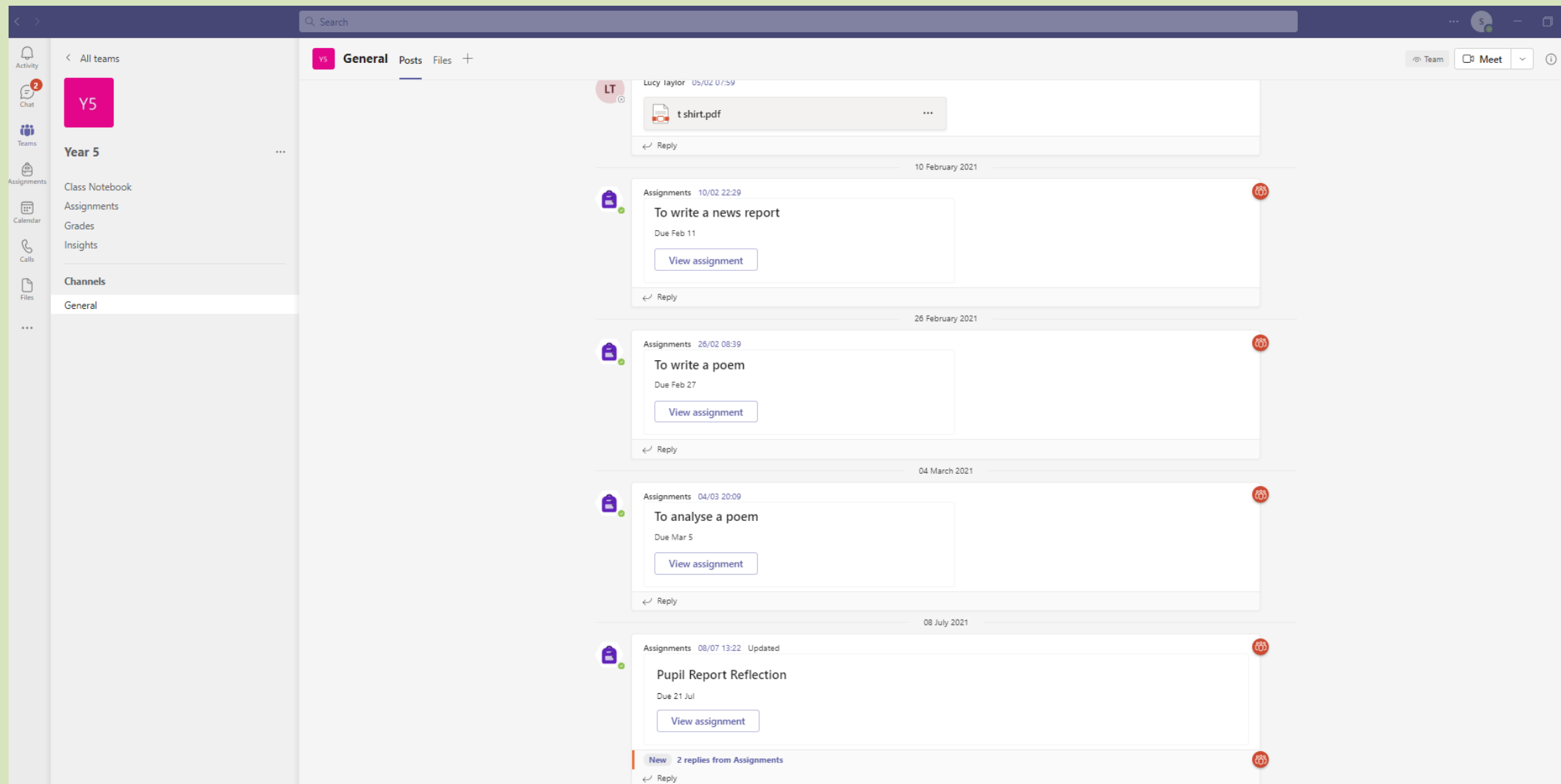
Level



Which level are you working at?

- School login: westlodge
- School password: addition

Microsoft Teams



Nrich

NRICH enriching mathematics

Primary

Secondary

Topics

Search NRICH

Go

[translate](#)



Home

Students

Teachers



STEM

Latest



Approaching Midnight

This feature focuses on a strategy game for you to explore in depth.



[Past features](#)

Collections

School Maths Topics

Be a Mathematician!

Games and Interactives

Current



Trial and Improvement

Simply 'having a go' is a great way to make a start on a mathematical problem. Whatever happens, you will have learnt more about the situation and can then tweak your approach. These activities all lend themselves to this 'trial and improvement' way of working.

Related

1 2 3
4 5 6
7 8 9

Four-digit Targets live ★

You have two sets of the digits 0 – 9. Can you arrange these in the five boxes to make four-digit numbers as

Trending

Open for solutions!

Live

Upper Primary
Live Problems

Recently solved

Solved
✓

Your Solutions!



ON HOLD

SMARTPHONES CAN WAIT



- **Reminder: Personal Devices Policy**
- Currently, only **Year 5 and Year 6 pupils who walk home alone** are permitted to bring a phone to school—and this must be handed in to the class teacher upon arrival.
- Our stance remains clear: **pupils of primary school age should not be given smartphones.** This reflects our commitment to supporting children's wellbeing, focus, and healthy social development during their formative years.

Healthy Digital Habits



Setting Boundaries with Technology

- Create screen-free zones: bedrooms, mealtimes.
- Set time limits for device use (e.g., 30 minutes of entertainment time).
- Use a shared family calendar to track online activities.
- Create a family charter



Fostering Real-World Engagement

- Prioritise outdoor play, reading, and creative activities over screen time.
- Enrol children in sports, art classes, or community activities.
- Model smartphone-free behaviours as parents.
- Set up screen free challenges



Guide Children on Responsible Technology Use

- Teach digital literacy and online safety.
- Help them understand the importance of balance: technology as a tool, not a distraction.
- Encourage the use of educational apps over mindless scrolling or games.



How Social Media Affects Young Minds

- Mental Health & Self-Esteem
- Social Development
- Cyberbullying & Safety
- Distraction from Learning
- Addiction & Sleep Issues



What are the age restrictions on social media?



13

Facebook
Twitter
Instagram
Snapchat
TikTok
Kik
Ask.fm
Houseparty
Periscope
Tumblr
Reddit
Pinterest



13+

Whatsapp
YouTube
WeChat
Whisper
Yubo



(13+ means with parental consent)

16

LinkedIn



18

Tinder
Bumble



A

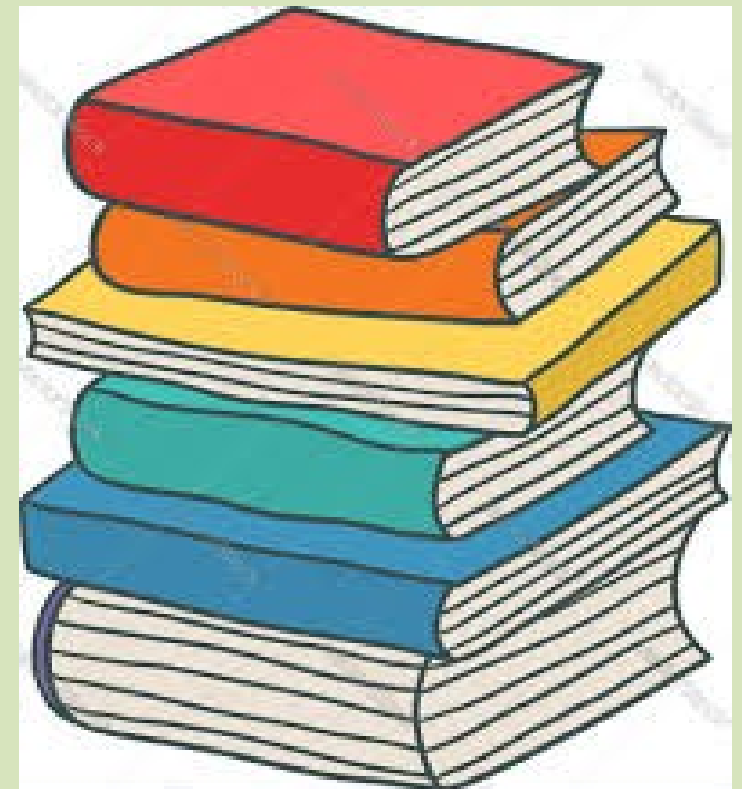
Educational Trips and Workshops

- Kingsley Hall – 12th October– Emerald Class
- Gunnersbury Museum – Amber – 14th October, Aquamarine – 15th October, Emerald – 16th October.
- Heath Robinson Museum Printing Workshop
- Cassiobury Park – Geography Field Trip TBA
- Bentley Prior Museum – Spring Term TBA
- Zoolab – Summer Term – TBA



What can I do to support my child in Year 5?

- Read with your child and encourage independent reading time on a regular basis. Keep us updated via your child's reading record (Signed and handed in each Monday)
- Consult the diary and keep up to date with homework
- Ensure your child avoids time off school
- Ensure your child is on time each day for registration, prepared and ready with all relevant equipment



What can I do to support my child in Year 5?

FANTASTIC FORTY

YEAR 5



English Lesson Texts



You will love these...



Class Novels

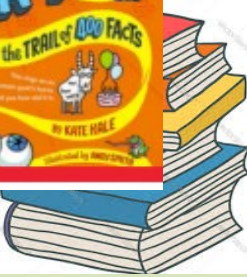


Make You Laugh



Poetry & Non Fiction





A few final reminders

Full Uniform

PE – School tracksuit only or shorts and house t-shirt

Both Homework Diaries and a reading book are brought into class daily.

Ensure that Homework Diaries are signed and handed in each Monday morning.

Small bags only to be brought into school.

Snacks should be fruit

5@westlodge.harrow.sch.uk

Using year group emails

A quick route for routine questions and updates



PLEASE USE THE YEAR GROUP EMAIL FOR

- ✓ Questions about homework, spellings or reading books
- ✓ Non-urgent changes to collection arrangements
- ✓ Clarification about class information or routines

PLEASE CONTACT THE SCHOOL OFFICE FOR

- Concerns or complaints
- Individual pupil progress
- Sensitive or confidential matters

The office will direct your enquiry to the appropriate member of staff so it receives the care and attention it needs.

RESPONSE TIMES

Year group inboxes are not monitored continuously.

Teachers aim to respond to appropriate emails within 3 working days.

For urgent matters or anything needing a quicker response, please telephone the school office.

[illegible]