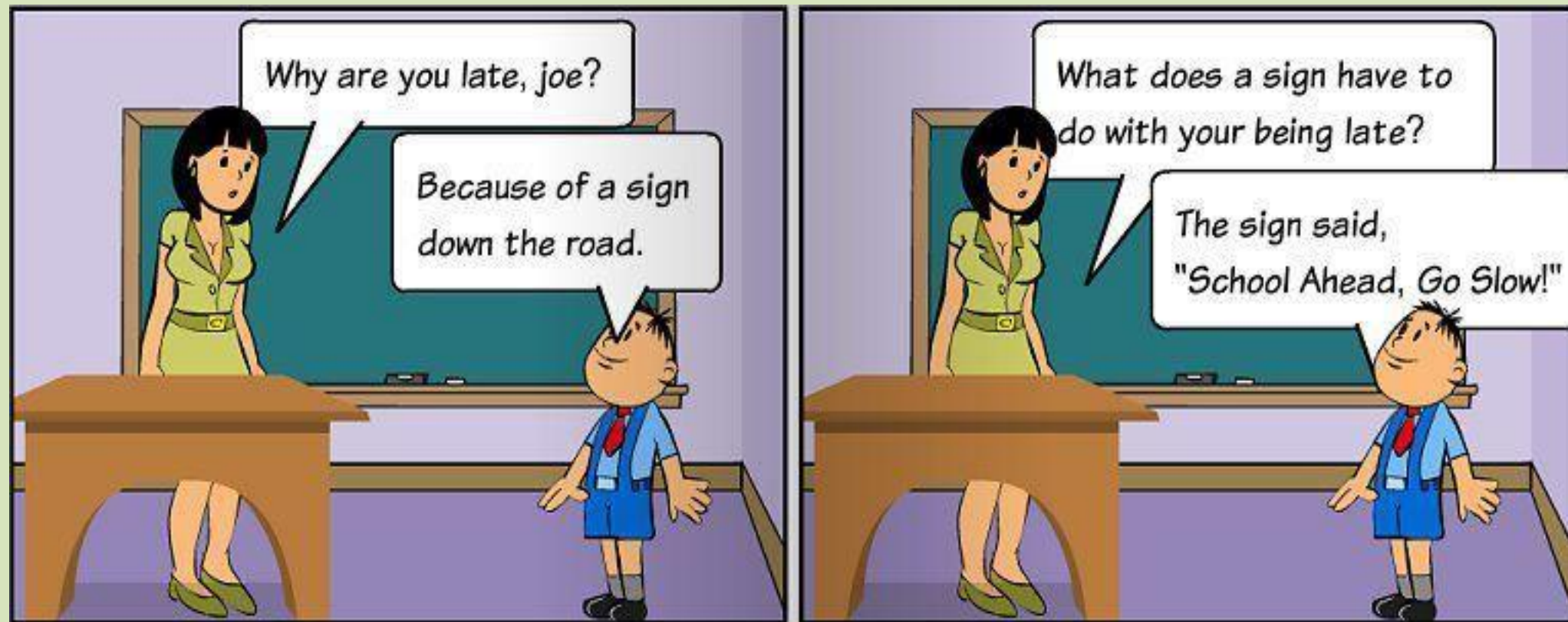


Year 5 Curriculum Evening



Amber- Miss Kerai
Aquamarine- Ms Taylor
Emerald – Mr Went/Mr Jefferson

Other staff members:

Mr Beckwith

Mrs Piggott

Mrs Dabral

Mrs Sawjani

Mrs Nair

Mrs Richardson

Mrs Drury



Emerald – Mr Went

**Over 20 years experience, mostly in KS2
within 3 schools**

Music and Sports Specialist

Phase and Year Group Leader

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



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



Amber - Miss Kerai

9 years teaching experience

Primary Art specialist

Eco lead

Science lead experience

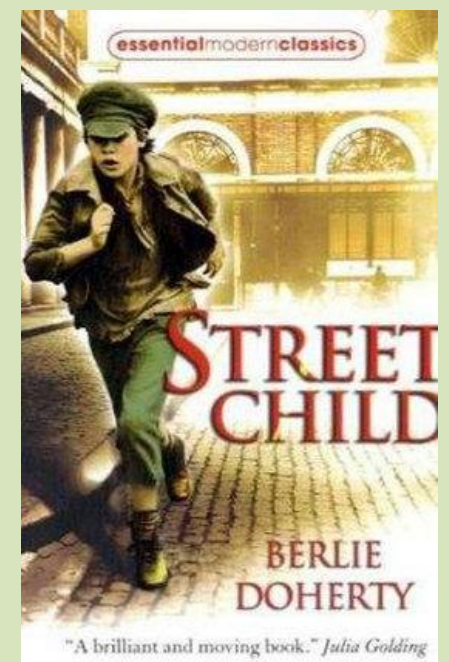
Interest in the outdoors



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 Beckwith

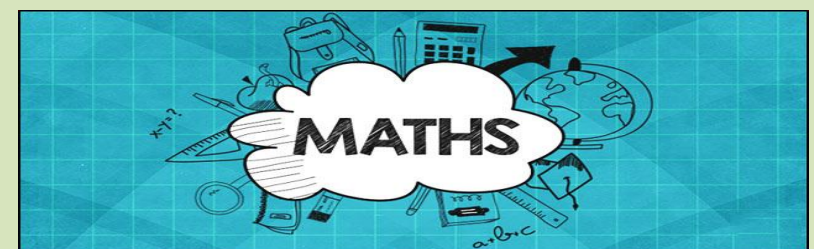
Both these smaller groups are currently working on Year 5 objectives. The pace of learning is slightly slower and there is more support in their classes.

Miss Kerai



Mr Went

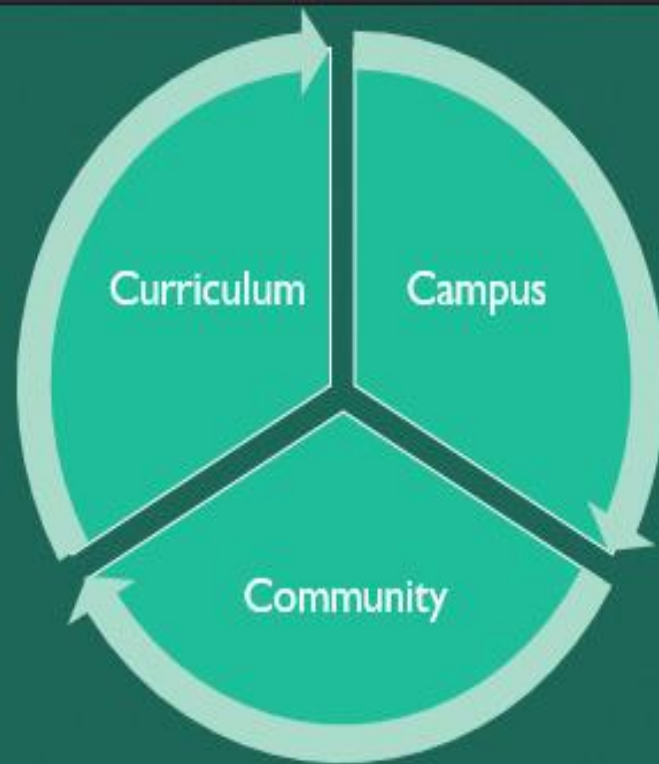
Both these groups are working on mastering band 5 objectives, focusing on stretch and challenge.



The Year 5 Curriculum

West Lodge Primary School Curriculum Overview 2025-2026- Year 5

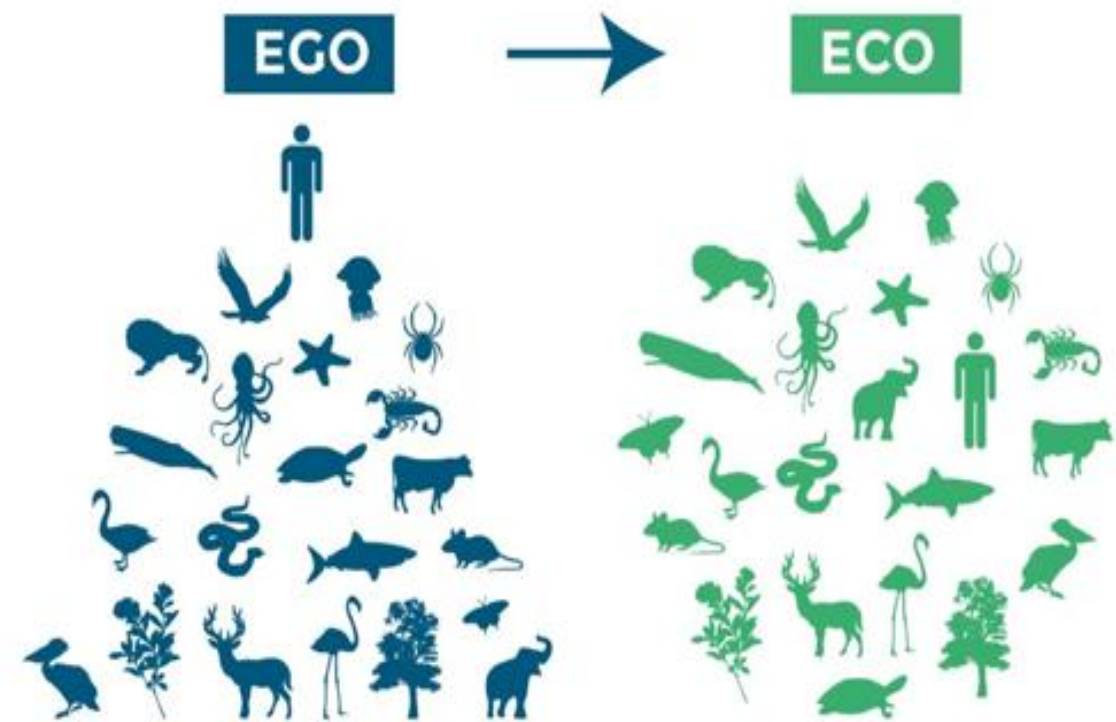
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	The Rise of Metroland		WW2 & Europe		Brazil & Rainforests	
Literacy Links Text Genres/task	Street Child – Fiction Poet's Voices- Charles Causley	Shakespeare Oranges in No Man's Land	Whole School Writing Task Friend or Foe – Fiction	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	Rise of Metroland and Victorian Britain		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 Sikhs? (Hinduism, Sikhism)	What are the 5 pillars of Islam? (Islam)	Am I always <u>right</u> ? (Hinduism, Judaism, Buddhism)	What can we learn from religious texts? (Judaism, 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	SMC/Netball	Gymnastics/Hockey	Indoor Athletics/Flag Football	Dance/Football	Badminton/Cricket	Athletics /Handball
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	Heath Robison – Printing Workshop	Theatre Workshop– Shakespeare	Gunnersbury – Victorian History	Bentley Priory	Zoolab – Rainforest Workshop	Buddhist Centre Visit



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
- Handwriting



Who are the SEND Team?

Hilary Haines: SENDCo

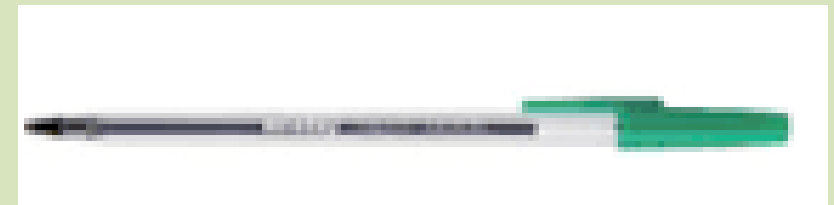
Michelle Richmond: KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader

Caroline Kinsella: Pastoral Lead and
Safeguarding Lead

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.

Reading Bingo

A book by an author from a different country _____	A comic/graphic novel _____	A non-fiction book _____	A poetry collection _____
A book written by a woman _____	A book translated from its original language _____	A book recommended by your teacher _____	A book with a female main character _____
A book with a one word title _____	A biography or autobiography _____	A book that has been made into a movie _____	A book that has won an award _____
A book that is set in the past _____	A book written by an author of colour _____	A book set in a different country _____	A book published in the year you were born _____

Challenge – Can you read books that link to each of our 6 values?
Be Kind, Be Inclusive, Be Sustainable, Be Resilient, Be Curious, Be United

Comment on what they have read in their reading logs
 Children write down the titles of the books they have read in the appropriate box.

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**.



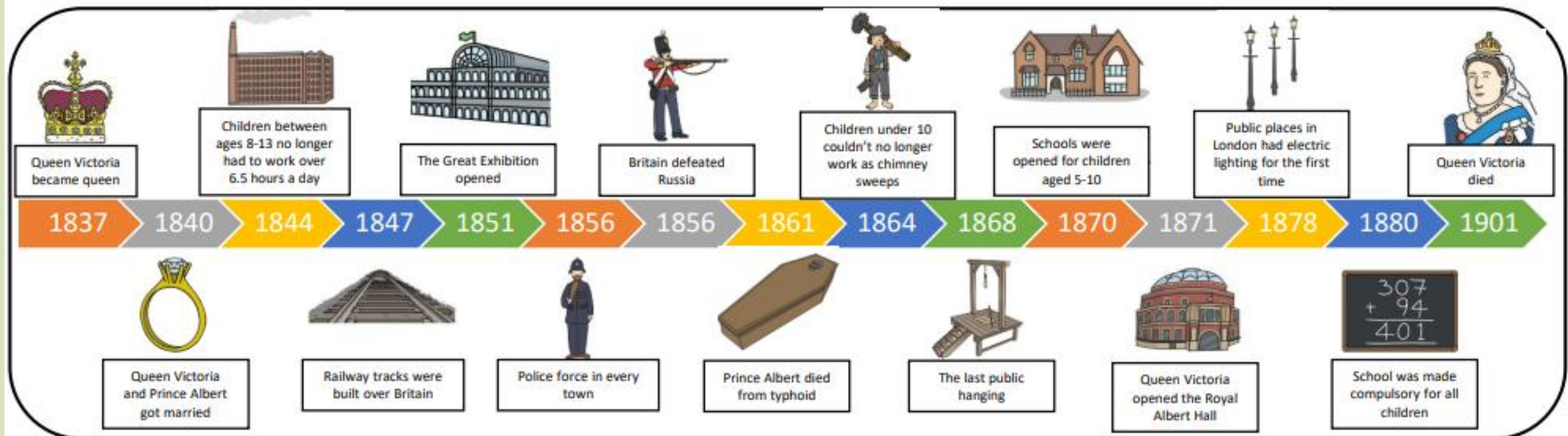
Victorian Schools

- 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.

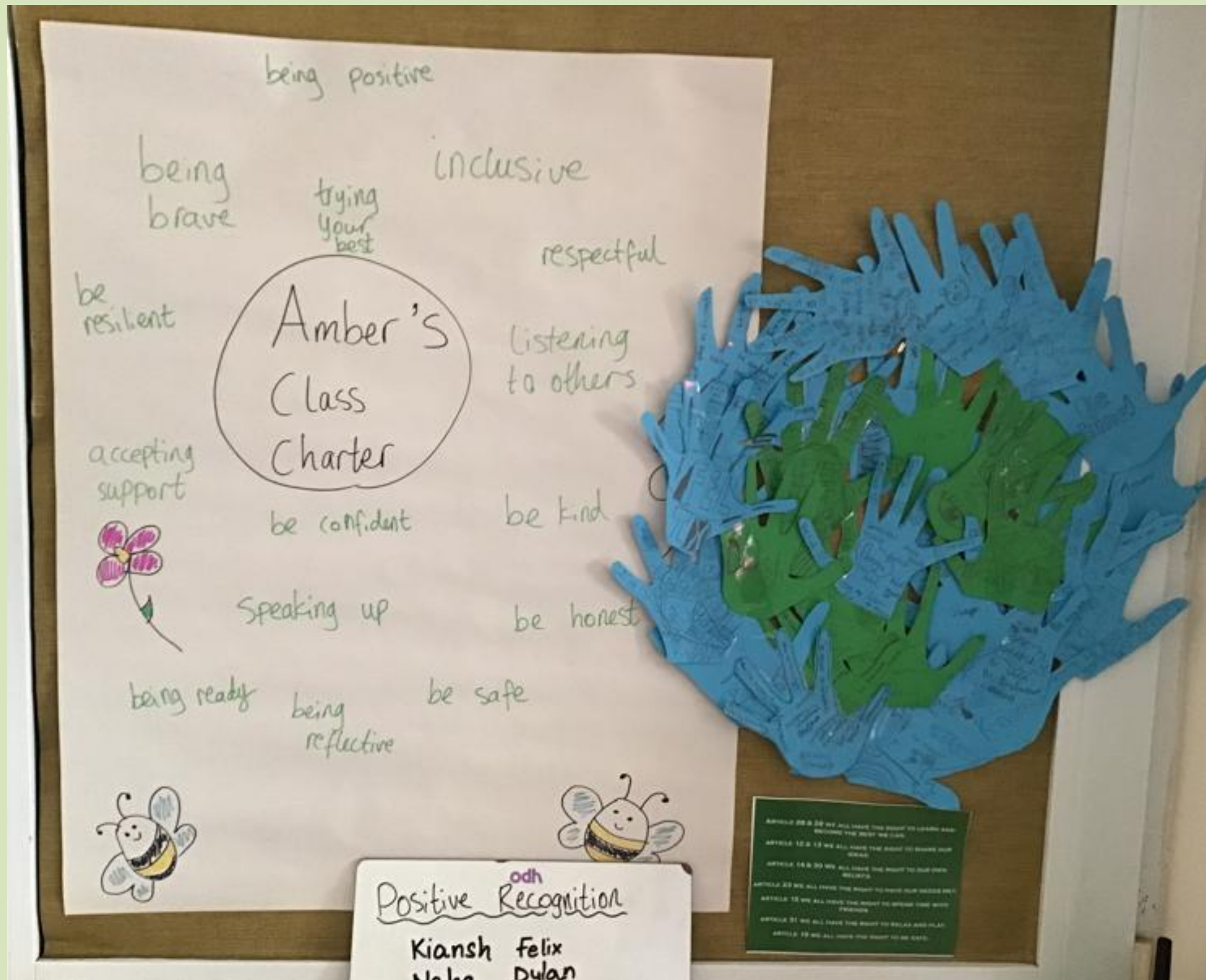
School Values



Class Charters



Class Charters

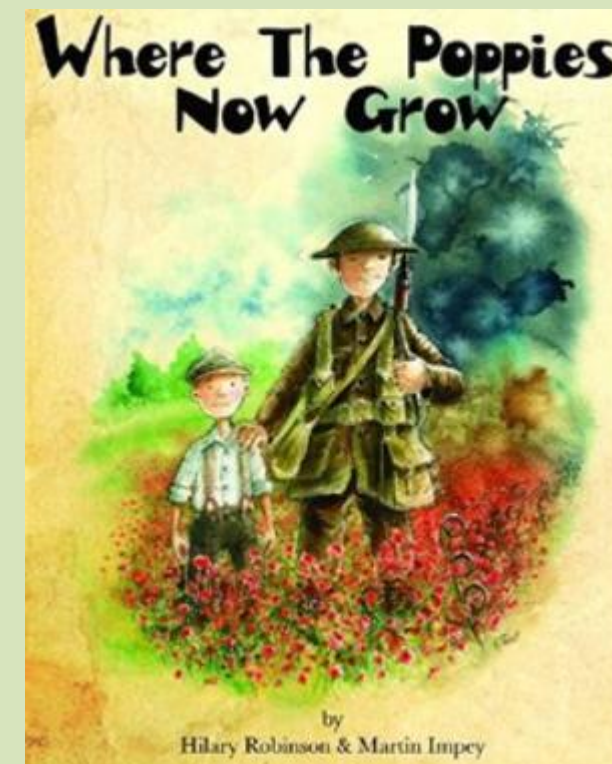
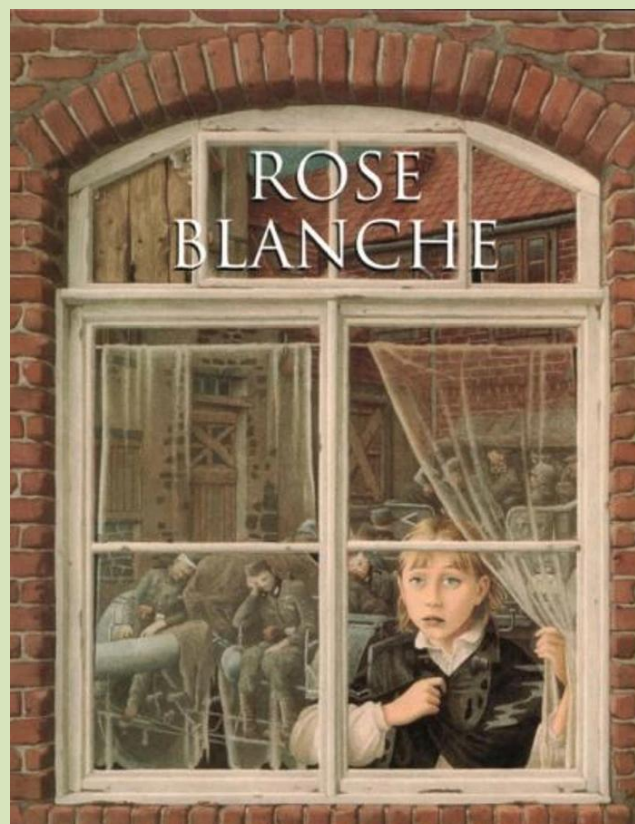
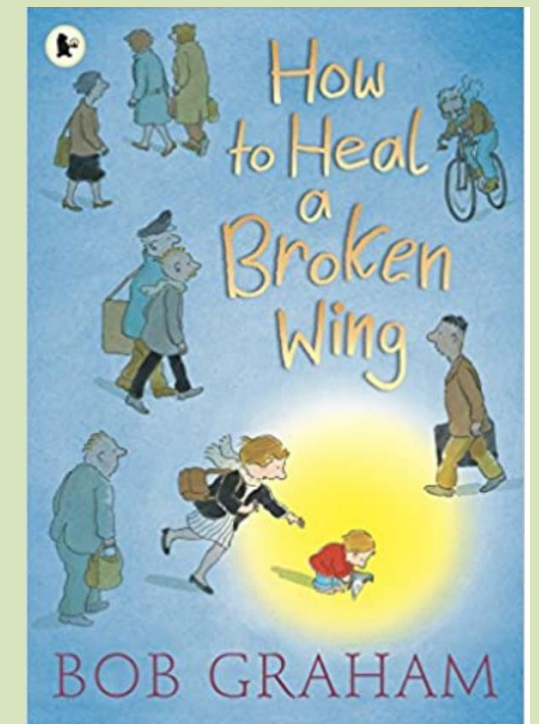


Class Charters



NO OUTSIDERS

'All different, All welcome'



Growth Mindset and Challenge

This year we are continuing to encourage pupils to challenge themselves. Research shows that having a growth mindset develops memory and ability.

We would like the children to focus on challenging themselves and trying things that put them out of their comfort zones – even if this means that they make mistakes!





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



Library

 Search

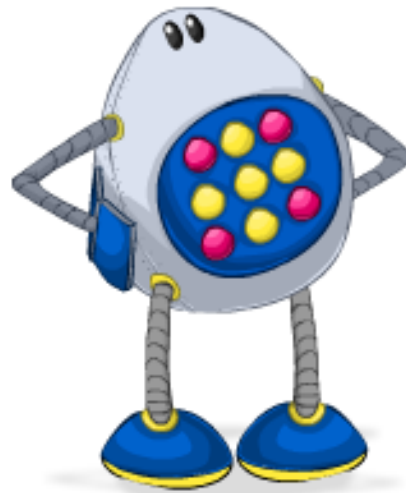
Resources

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

My Portal

**Login****Password**[View](#)

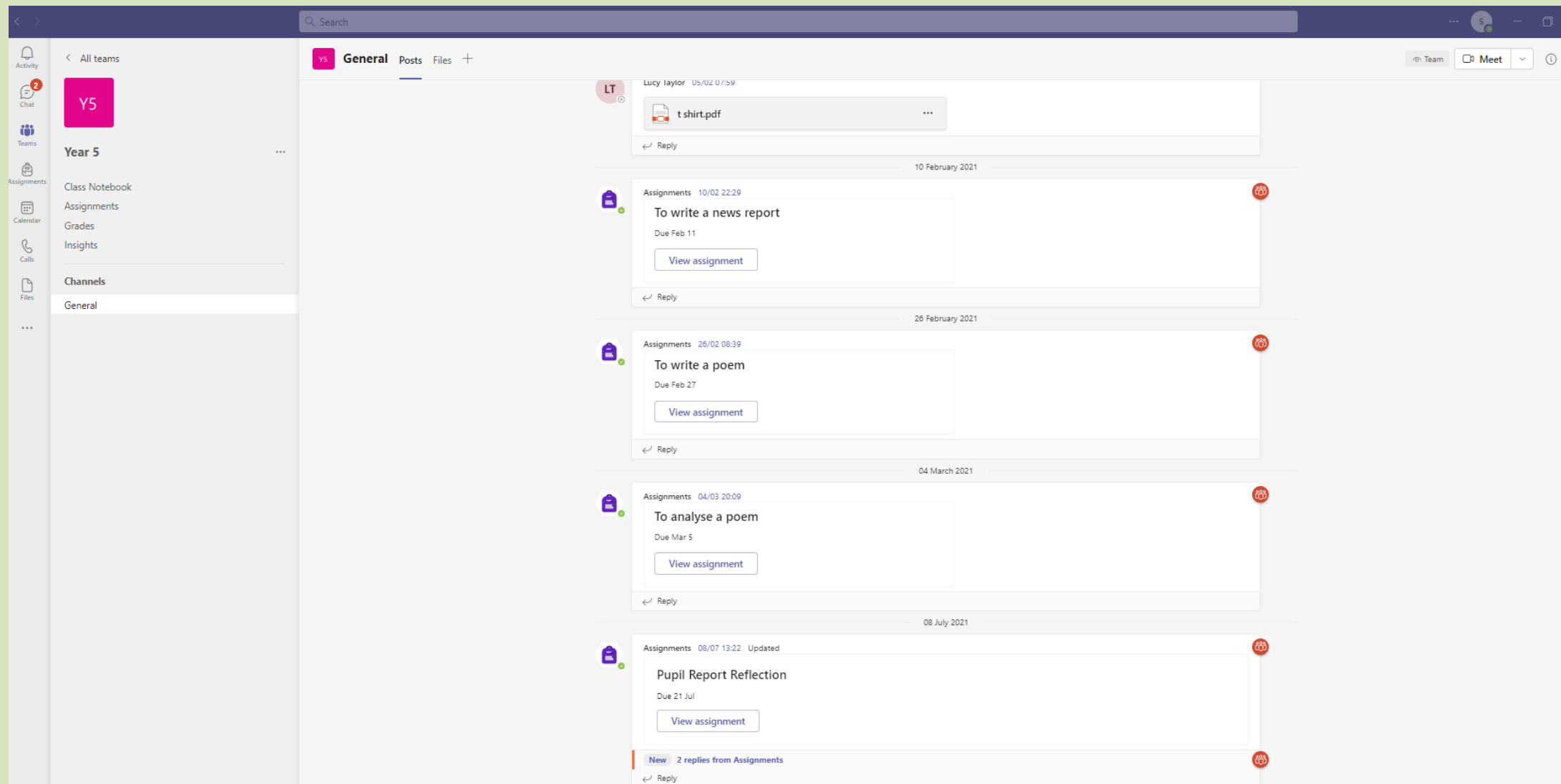
Admin

[Help](#)[Contact](#)[News](#)[Documents](#)[AssessmentManager](#)**Level**[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[7](#)[All](#)

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**
- We would like to remind all families that our **Personal Devices Policy** was introduced in **September 2024**, with a one-year grace period to support families in preparing for this change.
- **From September 2025, pupils will no longer be permitted to bring smartphones onto the school site.**
- 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

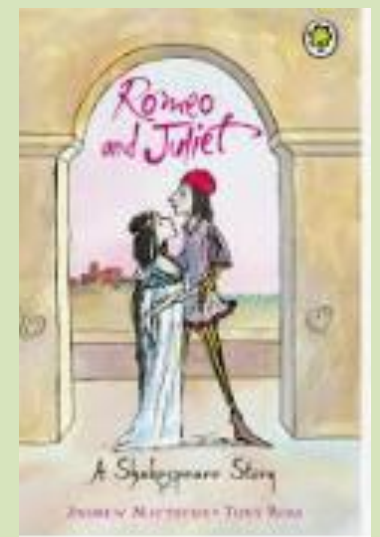
Tinder
Bumble



A

Educational Trips and Workshops

- Gunnersbury Museum – Emerald – 14th October, Amber – 15th October, Aquamarine – 16th October.
- Kingsley Hall – 29th September – Emerald Class
- Heath Robinson Museum Printing Workshop
17th November - Aquamarine & Emerald, and Amber- 20th November
- Romeo and Juliet Workshop – Wednesday 10th December (in school)
- Bentley Prior Museum – Spring Term TBA
- Zoolab – Summer Term – 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

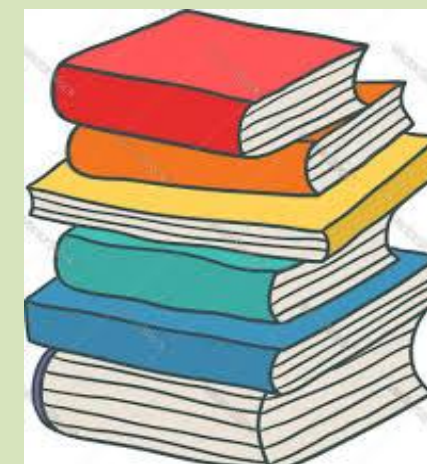


What can I do to support my child in Year 5?

Year 5 - Suggested Reading List

- A Little Princess – Frances Hodgson Burnett
- A Series of Unfortunate Events – Lemony Snicket
- Ada’s Violin - Susan Hood and Sally Wern
- Aquila – Andrew Norris
- Artemis Fowl – Eoin Colfer
- Awful End – Philip Ardagh
- Bartali’s Bicycle - Megan Hoyt and Iacopo Bruno
- Bill’s New Frock – Anne Fine
- Boy in the Tower – Polly Ho-Yen
- Carrie’s War – Nina Bawden
- Charlotte’s Web – E.B. White
- Clockwork – Philip Pullman
- Danny Champion of the World – Roald Dahl
- Earth Heroes: Twenty Inspiring Stories of People Saving Our World – Lily Dyu
- Etty Darwin and the Four Pebble Problem - Lauren Soloy
- Goosebumps Series – R.L. Stine
- Hacker – Malorie Blackman
- Harry Potter and the Chamber of Secrets – JK Rowling
- Harry Potter and the Philosophers Stone – JK Rowling
- Heidi – Johanna Spyri
- I know what you did last Wednesday – Anthony Horowitz
- I Talk Like A River - Jordan Scott and Sydney Smith
- King of the Forest Clouds – Michael Morpurgo
- Laughter is an Egg – John Agard
- Moondial – Helen Cresswell
- New Girl - Nicola Davies and Cathy Fisher
- On Wings of Words - Jennifer Berne and Becca Stadtlander
- Stig of the Dump – Clive King
- The Barnabus Project - Eric Fan, Terry Fan and Devin Fan
- The Boy at the Back of the Class – Onjali Rauf
- The Butterfly Lion – Michael Morpurgo

- The Castle of Tangled Magic – Sophie Anderson
- The Crowstarver – Dick King-Smith
- The Demon Headmaster – Gillian Cross
- The Emperor’s New Clothes - Hans Christian Andersen
- Arthur, High King of Britain - Michael Morpurgo
- Once Upon a Starry Night: A Book of Constellations - Jacqueline Mitton and Christina Balit
- The Highwayman - Alfred Noyes
- Robin Hood - Roger Lancelyn Green
- The Giant and the Sea - Trent Jamieson and Rovina Cai
- The Hundred and One Dalmatians by Dodie Smith
- The Ice Bear Miracle - Cerrie Burnell
- The Iron Man – Ted Hughes
- The Nightbus Hero - Onjali Rauf
- The Princess and the Suffragette – Holly Webb
- The Railway Children – E Nesbit
- The Scarecrow and his Servant – Phillip Pullman
- The Sheep-pig – Dick King-Smith
- The Witches – Roald Dahl
- The World’s Poorest President Speaks Out - Yoshima Kasuba and Gaku Nakafawa
- Were I Not A Girl - Lisa Robinson and Lauren Simkin Berke
- Who Let the Gods Out – Maz Evans
- William Still and his Freedom Stories - Don Tate
- Windrush Child – Benjamin Zephaniah
- Wishes - Muon Thi Van and Victo Ngai
- Wonder - R. J. Palacio
- Your Place In The Universe - Jason Chin



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

School Bags

A reminder that we do not have the space to accommodate large bags and rucksacks in school, children should not be bringing such bags into school. Pupils are only permitted to bring one of the following types of bags into school:

- the school book bag
- the small school backpack (dimensions 14"x10.5") or
- a school drawstring bag

This decision has been made due to the increasing number of large backpacks being brought to school, which we have found challenging to accommodate within our available storage facilities. This has led to a number of the doors in our storage cupboards being damaged and in need of replacement. It is costly to replace these doors and we would prefer to spend this money on resources to support the learning of all pupils.

All bags are available from Kevins uniform shop in Pinner. For your reference, we have included images of the approved bags. We kindly ask you to ensure that your child is equipped with one of these bags prior to starting in September.



A word cloud graphic on a dark blue background. The central text reads "ANY QUESTIONS?" in large, white, bold capital letters. Surrounding this central text are numerous instances of question words in various colors (white, yellow, orange, green, light blue) and orientations. The words include "WHEN?", "WHERE?", "WHO?", "WHAT?", "HOW?", and "Why?". Some words are repeated multiple times, such as "WHEN?", "WHERE?", and "WHAT?". The arrangement creates a circular or radial pattern around the central phrase.