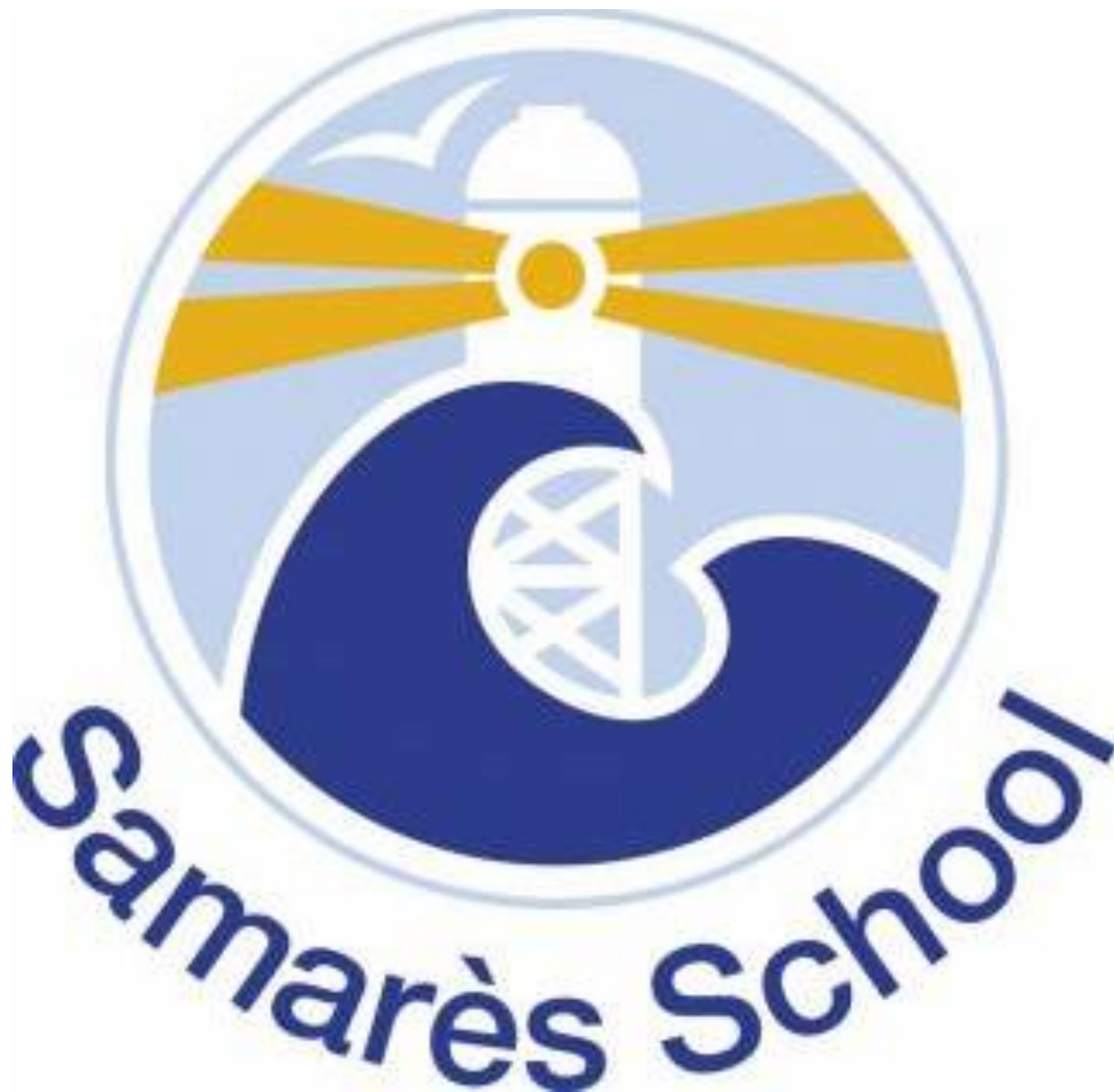




Meet the teacher

Name: Miss Germain and Mr
Dixon

Class: Year 5



Determination

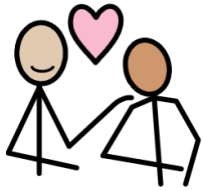
Collaboration

Respect

Engagement



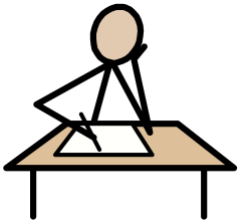
Samarès School Rules



Be Respectful



Be Safe



Be Ready

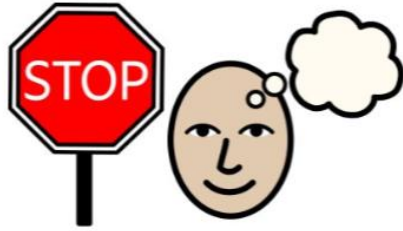
These rules are for everyone, children and adults, so that our school stays a positive place



First Warning



Calm reminder of which rule was broken.
Reminder to stop and think



Time to make a good choice.

Second Warning



Another reminder given.



Told what will happen if it continues

Reflection time



Reflection sheet completed

Parents informed

Time in a quiet space or another classroom.



Teacher and staff intro



Mrs Le Brun will
teach music



Mrs Le Couteur will be
supporting in Year 5



Mrs Boyle will
teach PE



Mrs Fogarty will be
supporting in Year 5



Ms Hansford will be
supporting in Year 5





Organisation - PE days, etc

- **PE days** - Tuesdays and Thursdays (at the moment)
- **Homework** - given out on Monday, to be returned the following Monday
- **Trips** - Festival of Words, La Hougue Bie, Mont Orgueil Castle, Plemont Beach, Swim Safe Havre Des Pas, Safety in Action
- **Residentials** - Thursday 29th April-Friday 30th April 2027
- **End of day pick-ups** - by the bike shed at 3pm
- **Phones** - children can bring in phones, but these are stored in the office in the Year 5 phone box.



Topics/learning over the year

Year 5 Overview 2026-2027

Autumn

Trips/ Visitors	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Languages	Computing	Music
Festival of Words Bikeability	Persuasive speech Narrative	Place value Adding Subtracting	Earth and Space	Ancient Civilisations: Back in Time to the Greeks		Jigsaw - Being me in my world	What does it mean if Christians believe God is holy and loving?		Henry Moore	Throwing and catching		Systems and searching	World Music
French experience	Information text Newspaper report	Multiplication & Division Statistics	Properties and changes of materials		Arctic Circle and Ordnance Survey-type maps	Jigsaw - Celebrating difference	What does it mean to be a Muslim in Britain today?	Cam Toys		Attacking and defending	French experience (18 hours)	Video production	Singing



Topics/learning over the year

Spring

Trips/ visitors	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Languages	Computing	Music
La Hogue Bie	Balanced argument Poem	Fractions	Properties and changes of materials	Iron Age and Coin Hoard		Jigsaw - Dreams and goals	Why do Christians believe Jesus was the Messiah?		Textile Art	Gymnasti cs		Sensing movement and microbits	Music Theory - John Williams
States Chamber Plemon Beach	Persuasive speech Diary	Decimals Percentage s	Forces		Coasts	Jigsaw - Healthy me	What do Christians believe Jesus did to 'save' people?	Bridges	Textile art	Athletics		Flat-file databases	Keyboard



Topics/learning over the year

Summer

Trips/ visitors	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Languages	Computing	Music
Mont Orgueil Residential trip Fundraiser	Biography Instruction guide	Angles Shape Position Direction	Living things & their habitats	Inwaders and Settlers		Jigsaw - Relationsh ips	Christians and how to live? What would Jesus do?	Caring Cooks	Watercolo urs	Healthy Living Swimming	French	Photo Editing	Ukulele
Safety in Action Swim Safe Bikeability Visit to Jersey Dairy Speak Up; Speak Out!	Recount Transition text	Conversion s Area and perimeter Volume	Animals, including humans		Differences Portugal and Poland	Jigsaw - Changing me	What matters most to Humanists and Christians?		Watercolo urs	Skills progressio n Swimming		Selection in quizzes	Drummin g



What they should be able to do by the end of
the year - BE, E, GD

Change in Assessment Language:

Greater Depth

Expected

Below Expected



Assessments



- **Reading assessments** = PIRA (progress in reading assessment) one after each half term
- **Maths assessments** = MNP one end of Spring Term, one end of Summer term
- **Writing assessments** = Final Written Outcomes after each book or topic, throughout the year
- Children will be assessed in **Science, Music and PE** at the end of the year.
- **Termly Teacher Assessments**



What children should be able to do by the end of Year 5 in Reading



5 Key Points for Reading

- **Read fluently and accurately** by using a wide range of books and applying phonics and other reading skills automatically.
- **Read with understanding**, using expression and intonation to show meaning and identify themes, ideas and opinions.
- **Use different reading skills**, including inference, prediction, summarising and discussing what has been read.
- **Develop vocabulary** by reading widely and exploring the meaning of unfamiliar words.
- **Read independently and for enjoyment**, choosing appropriate texts and building stamina for longer, more challenging reading



What children should be able to do by the end of Year 5 in Writing



5 Key Points for Writing

- **Write quickly and accurately**, using secure spelling, grammar and punctuation.
- **Adapt writing for different audiences and purposes**, selecting appropriate vocabulary and tone.
- **Use a rich vocabulary**, including subject-specific and age-appropriate language.
- **Improve sentence structure**, consciously controlling how sentences are constructed for effect.
- **Edit and improve work**, using dictionaries, thesauruses and other tools to enhance clarity, accuracy and style.



What children should be able to do by the end of Year 5 in Maths



5 Key Points for Maths

- **Develop strong number sense.** Pupils learn to work confidently with large whole numbers and understand place value.
- **Use estimation and technology.** Pupils check answers using approximation and learn to use technology appropriately to support calculations.
- **Understand different representations of number.** Make links between fractions, decimals, percentages and ratios using concrete, pictorial and abstract methods.
- **Reason and solve problems.** Pupils develop mathematical reasoning skills, tackle increasingly complex problems and begin using algebra to represent and solve problems.
- **Aim to fluent mathematicians by the end of Year 6.**



CATS

- CATs tests (Cognitive Abilities Tests) are standardized school assessments that measure a student's general reasoning ability and academic potential rather than learned subject knowledge.

What CATs Assess

- The test evaluates students across four core reasoning areas:
- **Verbal Reasoning:** Problem-solving and thinking using words.
- **Quantitative Reasoning:** Problem-solving and thinking using numbers.
- **Non-Verbal Reasoning:** Problem-solving using shapes, patterns, and diagrams.
- **Spatial Reasoning:** Visualizing and moving shapes or objects in three dimensions.

How They Are Used

- **Benchmarking:** Schools use the results (often in the first weeks of Year 7 or secondary school) to understand a student's baseline potential.
- **Streaming and Set Placements:** Results help teachers group students or tailor learning paces to best fit their needs.
- **Tracking Progress:** Scores provide a comparison point to help identify hidden potential or underachievement relative to actual exam results like GCSEs.



Oracy



Oracy in Year 5:

This year, your child learned how to...

- ask thoughtful questions to deepen learning during interviews and discussions.
- debate formally in a professional setting, such as the States Chamber.
- use a full range of oracy skills across the framework in high-level tasks.
- speak confidently to unfamiliar audiences, visitors and experts.



Spellings

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Handwriting

Letter-join

- Handwriting is taught from Nursery to Year 6
- Children start to learn to join their letters in Y2
- You can access online handwriting practice on the Letter-join website

Desktop login



Login Desktop Tablet

Username:

dw13831

Password:

home

Tablet login

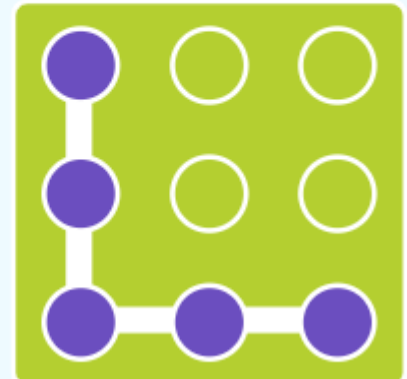


Login Desktop Tablet

Username:

dw13831

Swipecode:





100 things

Year 5

Design and make a moving toy

Take part in the French experience

Visit a local castle

Watch a performance at the Festival of Words

Visit Jersey Dairy and a farm

Stay overnight on a residential trip

Complete a child-led charity event (linked to curriculum)

Attend the safety in action workshop

Plan and hold an online meeting with a school in the UK

Hold an art gallery with pre-recorded voice messages

Prepare and perform a debate at the states chamber

Learn to play Padel tennis

Keeping safe at sea- swim safe





Homework

- Homework is sent out every **Monday** and collected in the following **Monday**.
- Homework consists of a **spelling** and **maths** task.
- Children should be **reading** for a minimum of 15 minutes per night.





Homework

Children should be using Doodlemaths at least 4 times per week.

Independent.

Only takes 5-10 minutes to complete Daily Doodles.

If you need Log-in details, please ask.





Stage 5 - Lesson 3: Words ending in '-al'

official
beneficial

special
facial

artificial
glacial

crucial
especially

judicial
multiracial

Which words should complete these sentences?

An _____ inquiry has
been launched into the
cause of the accident.

_____ fabrics like
polyester are used to make
many of our clothes.

They were excited to try
the new _____ cream.

It holds a _____
place in my heart.

Put this week's words in
alphabetical order.

Sort this week's words

Starts with a Vowel

Starts with a Consonant

Write the meaning of the highlighted morpheme.

torrential

essential

impartial

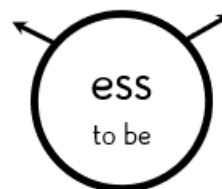
preferential

potential

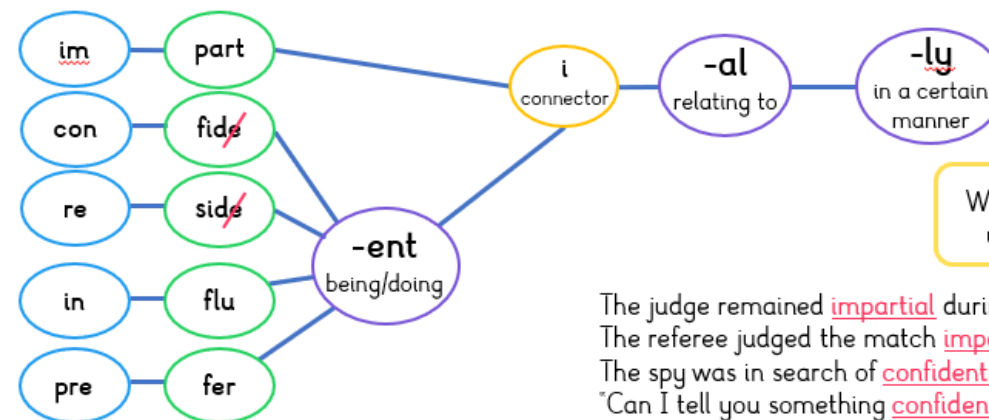
The base **ess** is from Latin, meaning to be.

essence
the most important feature or quality of something

essentially
in a way that talks about the essence of something



These words all have the suffix '-al' meaning 'relating to'.



The judge remained **impartial** during the
The referee judged the match **impartially**.
The spy was in search of **confidential** info.
"Can I tell you something **confidentially**?"

relating to (favouring) one side

im + part + i + al → impartial
'not' 'a piece, share or a division' connecting vowel 'relating to'

relating to not favouring one side



Uniform

- There is an expectation that all pupils wear school uniform and look smart at all times.
- All logoed items can be bought from Lyndale Sports (www.lyndalesports.com).
- Other generic items can be purchased from a number of high street shops.
- The Friends of Samarès also stock good quality pre-loved uniform which is for sale.



Uniform:

- Navy shorts, trousers, skirt, pinafore or white/blue checked dress.
- School Logo dark blue Sweatshirt
- School Logo light blue Polo Shirt
- Navy or white socks/tights
- Black school shoes (not trainers)



PE expectations

1. Trainers are to be worn on P.E days.
2. Long hair must be tied back.
3. No jewellery is to be worn for P.E (small stud earrings are allowed).
4. Always have a full water bottle for P.E.
5. When entering the hall, we are safe, respectful and ready to learn.
6. We sit and wait on the listening line.





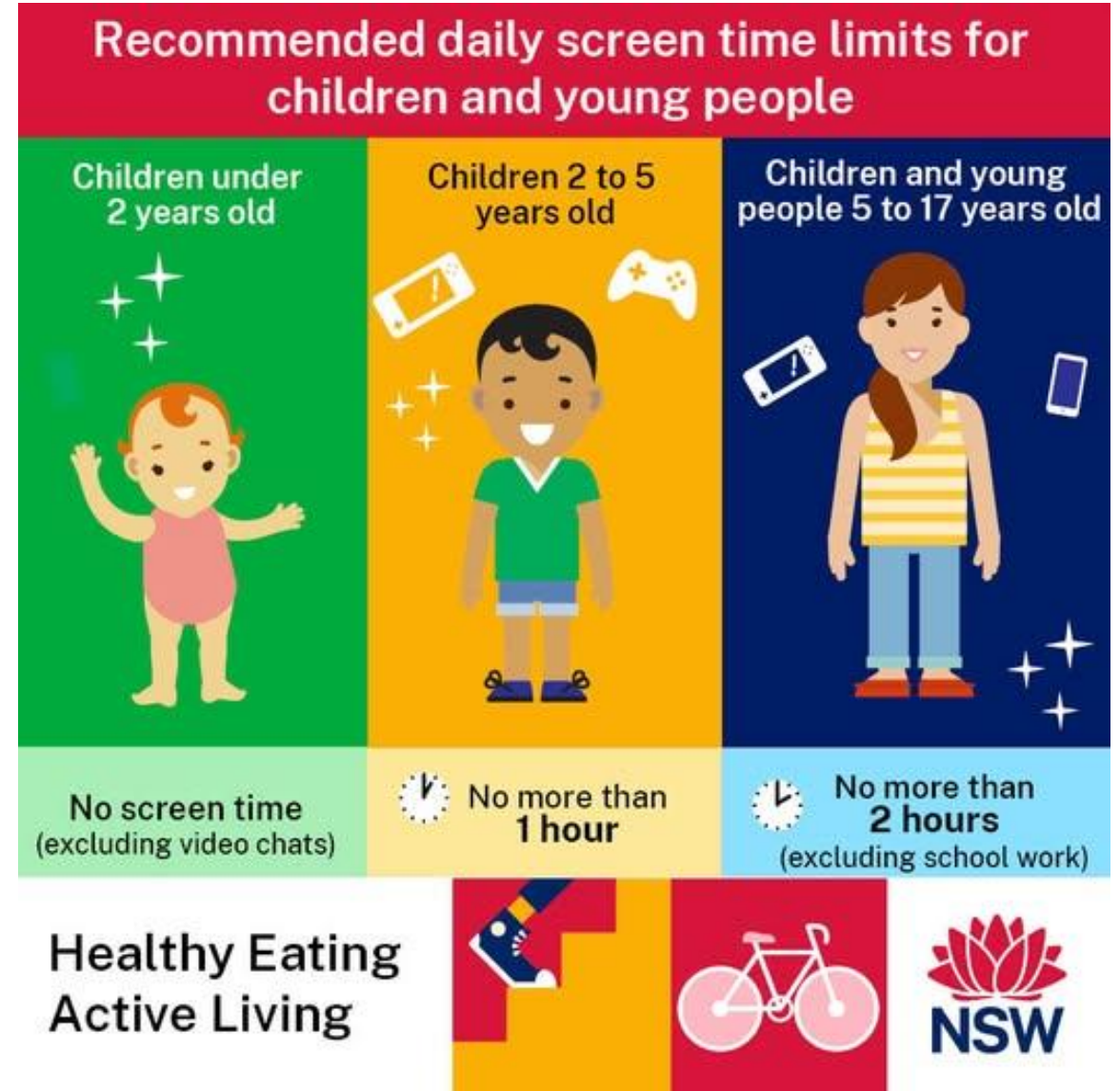
Hair, jewelry and make-up

- Any pupil with hair that is longer than shoulder length should have it tied back accordingly with a hair-band. This is for Health and Safety and working reasons.
- The only jewellery permitted is a **simple watch**. Pupils with pierced ears may wear **plain stud earrings** only. For safety's sake these are removed or covered for P.E.
- Nail varnish and other make-up items are not permitted.



Screen time

- **Balance** is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to **increased anxiety**, lower mood and difficulties with concentration and attention.
- **Recreational screen time** = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed.



Sports clubs

- Behaviour
- All children and staff must be respectful and show a sportsmanlike manner at all times, both in class and during sports clubs.
- Children must follow teachers' instructions and club rules during all activities.
- In line with the behaviour policy, if a reflection is given in a sports club, parents will be contacted.





Communication

- All sports club communications will be shared on class charts.
- **Feedback:** parents and children are encouraged to provide feedback or raise concerns respectfully through designated channels. Parents will be asked to provide feedback to Mrs Boyle.
- End of term **parent and pupils voice surveys** are sent to parents via class charts, we encourage you to fill these out, so we can continue to provide and improve sporting opportunities for everyone.

Sports clubs





Any questions?

