



ST. ALBAN'S  
CATHOLIC PRIMARY SCHOOL  
LEAD THE WAY

ST. MARY MAGDALENE  
CATHOLIC PRIMARY SCHOOL

Welcome to Year 5  
St. Mary Magdalene and St. John

# St. Alban's Catholic Primary School

## MISSION STATEMENT

We will  
**grow** in faith  
together as  
a school  
family

We will  
**follow** the  
example of  
Jesus

We will  
**work** hard  
to be the  
best that we  
can be

We will  
**lead the**  
**way** for  
others both  
near and far



*Our curriculum enables all pupils to be curious, enthusiastic and knowledgeable learners for life. It builds resilience, perseverance and independence and encourages children to take risks, solve problems and think for themselves. It helps them to become active and caring members of our school family and wider society.*

The themes that underpin our Intent. We would love for you to continue to develop these when the children are at home too.



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- **Building life skills** - children becoming resilient, independent and resourceful. We aim to build skills that they will need for future employment to lead happy and successful lives.
- **Creating community** - Building tolerance and respect for everyone in school and in the wider world.
- **Eco-awareness** - Reflecting on our carbon footprint, our recycling, air quality, living on the edge of a big city and the impact this has on us.

# Year 5 Timetable

This can be subject to change.

Children can come into school in PE kit on PE days.

Please ensure that your child has a named water bottle every day.

	8:40-8:55	9:00 - 10:30		10:30-10:50	10:45-12:00	12:00-12.45pm	12.45-13:45 pm		13:45 -2:45 pm
Monday	Early Morning Work and Registration	Maths	Gospel Assembly	Break	English	Lunch Time		DT	PE
Tuesday		Maths	RE		English			Science	
Wednesday		Maths	Music		English			French	P.E
Thursday		Maths	PSHE		English			R.E	
Friday		Maths	Celebration Assembly		English Guided Reading Session			History	Computing

# Home Learning Timetable

*Home learning will be uploaded via Google classroom. Pupils can upload home learning remotely for the teacher to see. Work must be 'turned in' on Google classroom to see that it has been completed.*



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Mon	Tues	Wed	Thurs	Fri
Maths (Based on current topic)	Times Tables Rock stars (Password)	English	Wider Curriculum	Spellings
Due Wednesday	Due Thursday	Due Friday	Due Monday	Next Friday

- 10 spellings each week

Please write a note via  
*Google Classroom*  
regarding any  
difficulties your child  
may incur.

We have **knowledge organisers** which will be sent out at the beginning of each topic so you know what the children will be learning.

It will be really beneficial to the children's learning if you could discuss these with them.

We will then have regular quizzes where the children can show off their knowledge.

It is important that these facts go into their long term memory.



# History



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## History: The Ancient Civilisations



### Early Scripture



### Inventions from Ancient Civilisations



### Key Definitions

**Civilisation** – A culture that showed advanced development of human growth.

**Dynasty** – A line of hereditary rulers in a country.

**Conquer** – To overcome and take control of a place using force.

**Artefact** – A historical object made by humans.

**Archaeological** – The study of human activity through the recovery of ancient buildings and materials.

1 4500 BC

The Sumer Civilisation begins.



3 3100 BC

The Ancient Egyptian Civilisation begins.



5 1600 BC

The Shang Dynasty begins.



7 1046 BC

The Shang Dynasty ends.



2 3300 BC

The Indus Valley Civilisation begins.



4 1900 BC

The Sumer Civilisation ends.



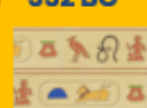
6 1300 BC

The Indus Valley Civilisation ends.



8 332 BC

The Ancient Egyptian Civilisation ends.



**Emperor** – the ruler of an empire

**Pharaoh** – The supreme ruler of all of Ancient Egypt.

**Sphinx** – A mythological beast with the body of a lion and the head of a pharaoh or god.

**Chariot** – A two-wheeled vehicle pulled by horses

**Empire** – A group of places governed by a single monarch.

**Invent** – To make something original.



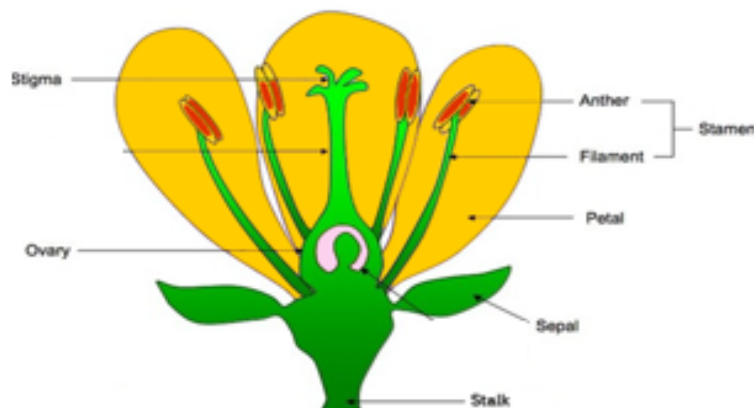
# Science



## Living things and their habitats



### Structure of the flower



**Sepals** – help to protect the flower in bud

**Petals** – attract insects with colour, scent and nectar

**Stamens** – make pollen and hold it in position. The **anther** produces the pollen. The **filament** positions the anther where it can distribute the pollen.

**Stigma** – receives pollen during pollination

**Ovary** – contains undeveloped seeds (ovules) which, if fertilised following pollination, develop into seeds

### Life Cycle of Animals

Most animals including fish, mammals, reptiles and birds have very simple life cycles:

These animals have three stages:

**Before birth, → Young → Adult**

The young are typically similar to the parent, just smaller. The young slowly "grow" to become adults.

### Amphibian Lifecycles

Amphibians, like frogs and newts, have a slightly more complicated life cycle. They undergo a metamorphosis:

Complete Metamorphosis	Incomplete Metamorphosis
1. egg: unborn stage.	1. Egg: unborn stage.
2. Larva: young stage – this is when most of the feeding is done.	2. Nymph: young stage – this is when most of the feeding is done.
3. Pupa: inactive (no feeding) stage between larva and adult stages.	3. Adult: final, breeding stage – including wings.
4. Adult: final, breeding stage.	

**Asexual reproduction** – offspring gets genes from one parent so they are clones of their parents

**Sexual reproduction** – offspring get genes from both parents so they inherit a mix of features from both

#### Animals

1. The young develop inside the female and are born alive.

2. Fertilised eggs are laid outside the female's body and develop in the egg getting nourishment from the yolk.

3. In some animals the eggs are held within the female and hatch as they are laid e.g. a fruit fly.

#### Plants

Pollen is carried by insects or blown by the wind from one flower to another. The pollen travels to the ovary where fertilisation occurs and seeds are made.

Seeds are dispersed by animals or the wind and some seeds will grow into new plants.

## Year 5 Reading



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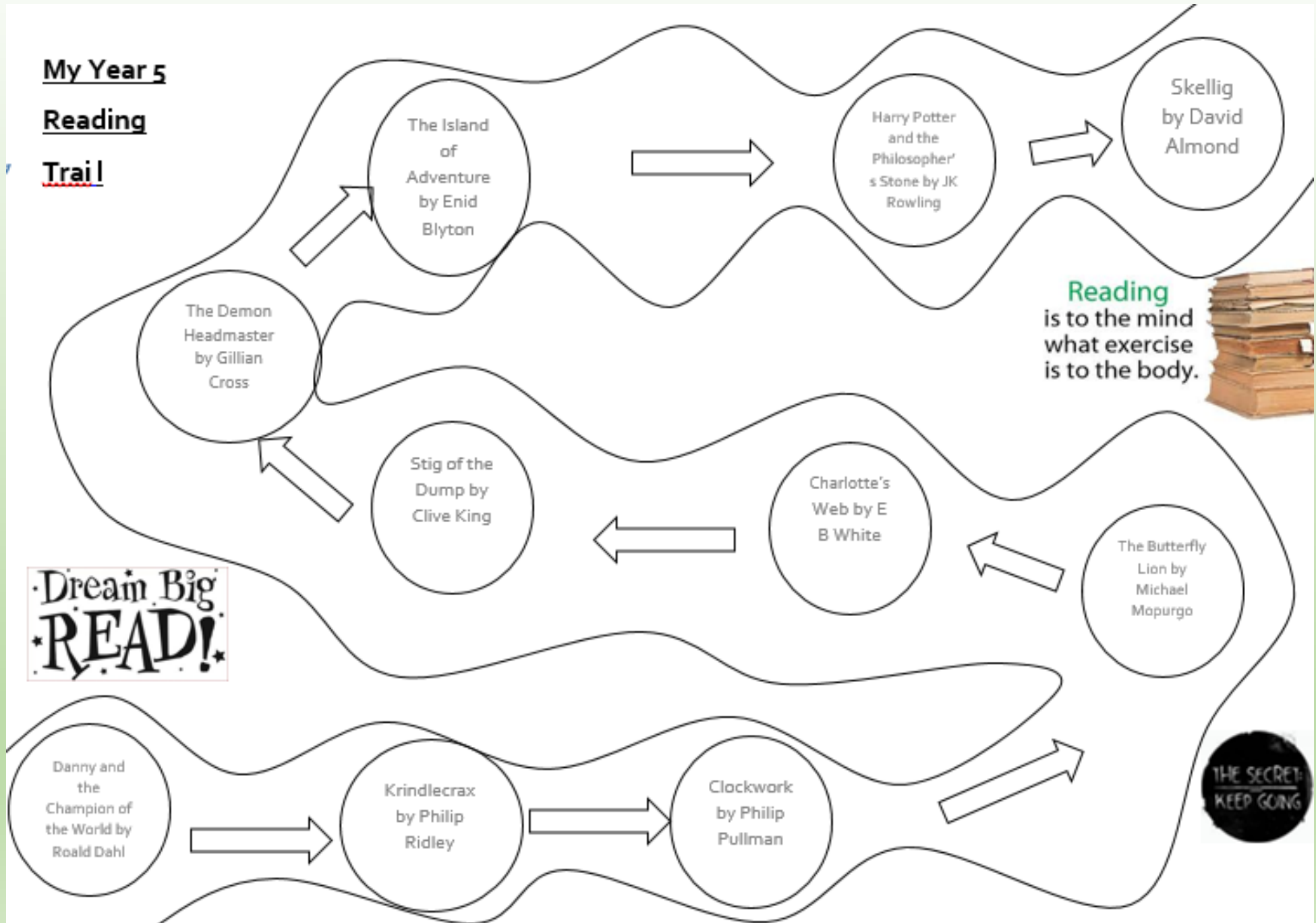
Pupils should be involved and exposed to literature for approx. **20mins per evening.**

Each evening can be different. Think of exciting ways to comment in your reading journals.

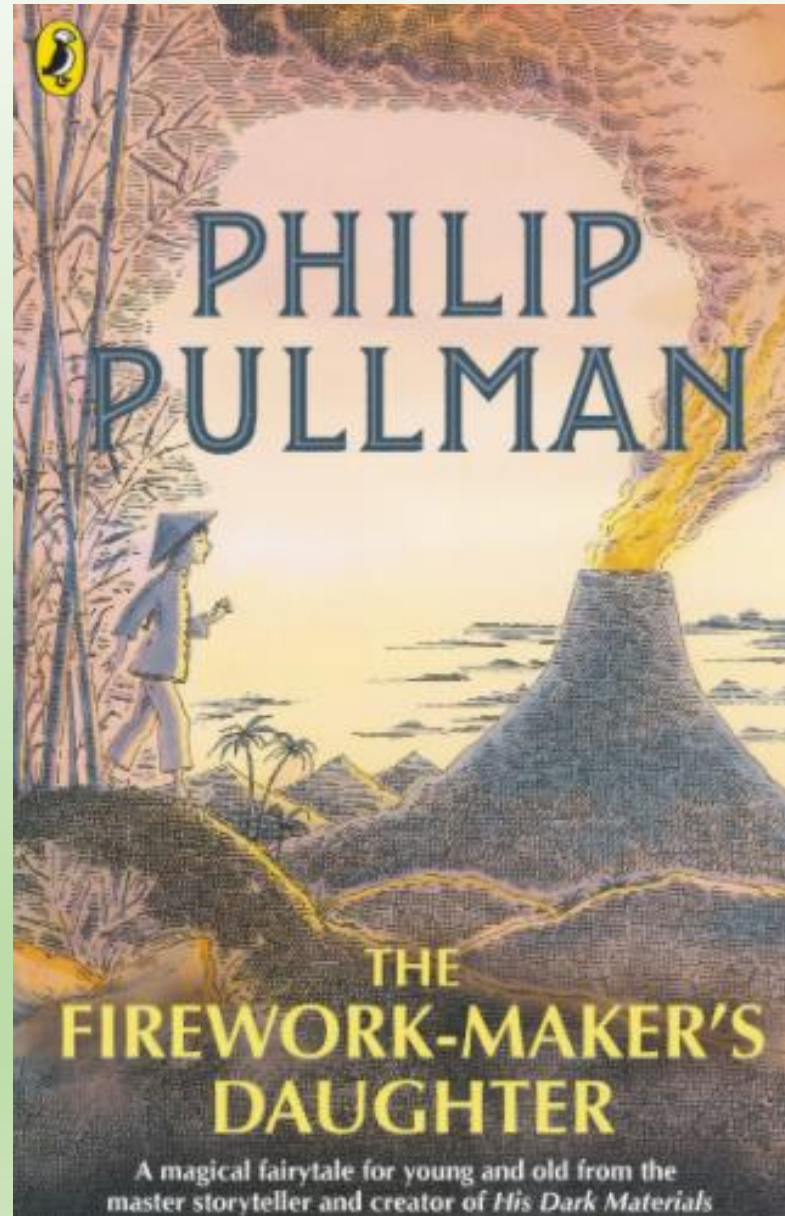
Please continue to update reading records with what your child has read. In Year 5, the pupils may wish to write in their own reading records and parents can sign their signature. **Please keep these at home for now.**




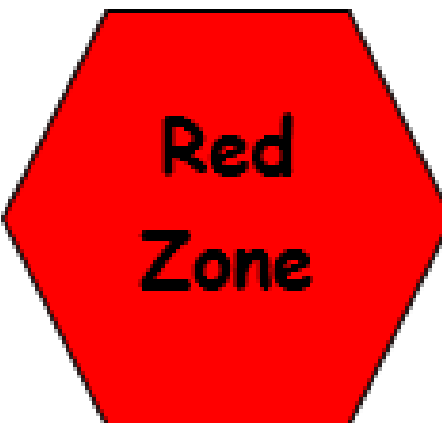
Books from the library will need to be returned to school by Friday so they can be quarantined.

If you would like a challenge or some recommendations of books. Here is the Year 5 reading trail you could try and complete over the year.

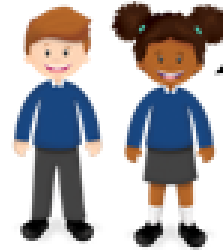


## Year 5 Guided Reading

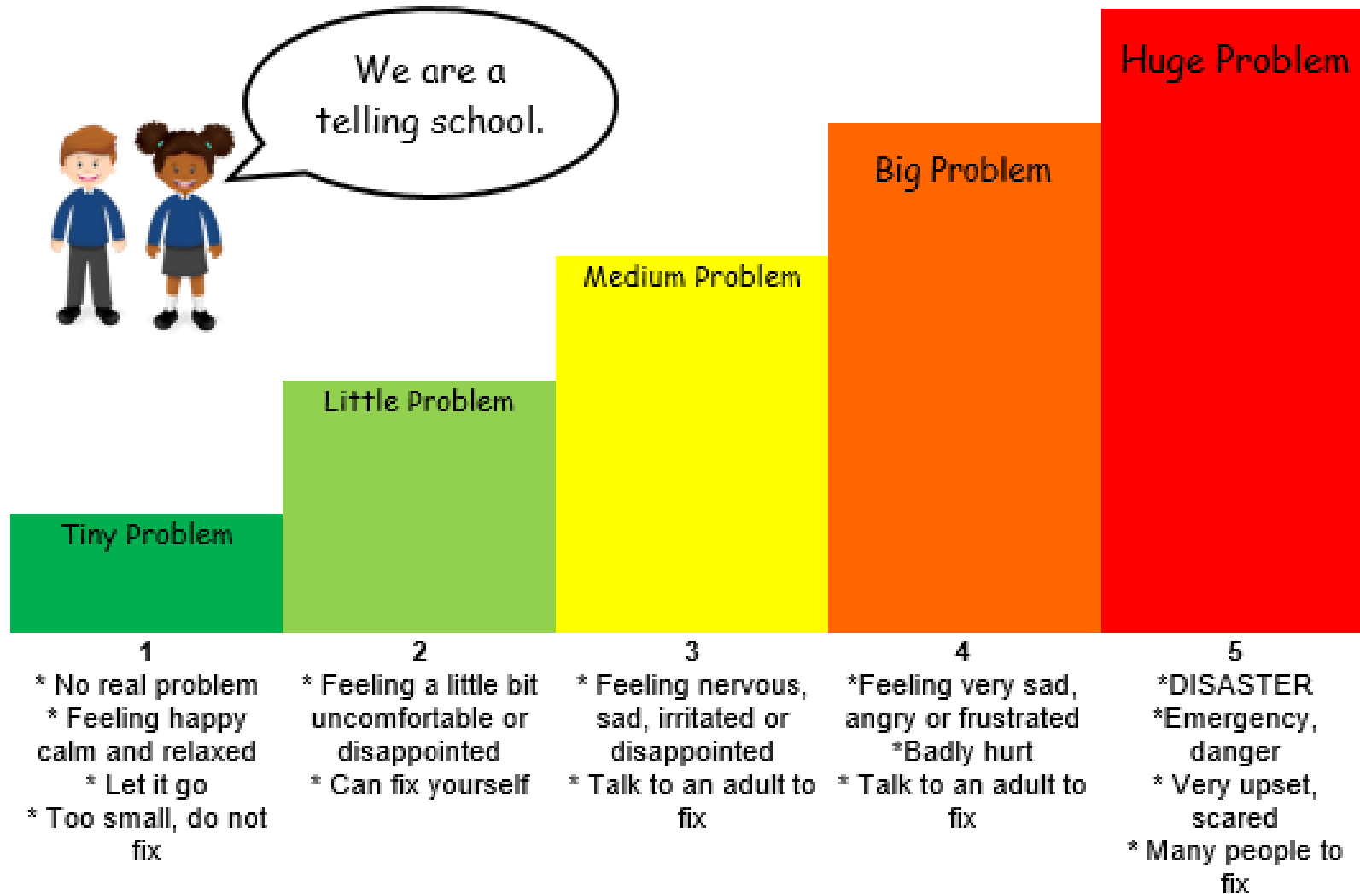


 <p>Blue Zone</p>	 <p>Green Zone</p>	 <p>Yellow Zone</p>	 <p>Red Zone</p>
<p>I feel <b>sad</b>  I feel <b>sick</b>  I feel <b>tired</b>  I am <b>moving slowly</b></p>	<p>I feel <b>happy</b>  I feel <b>calm</b>  I am <b>feeling okay</b>  I am <b>focussed</b>  I am <b>ready to learn</b></p>	<p>I feel <b>annoyed</b>  I feel <b>worried</b>  I feel <b>wiggly</b>  I feel <b>excited</b>  I feel <b>upset</b></p>	<p>I feel <b>mad</b>  I feel <b>angry</b>  I feel <b>like yelling</b>  I feel <b>terrified</b></p>

*Please discuss with your children the different coloured zones and strategies for coping with their emotions.*



We are a  
telling school.





# Year 5 Rewards & Resilience



**Dojos:** Each child aims to collect as many dojos as possible. *Please ask your child each day what they received a dojo for.*



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**Head Teacher's Stickers** Pupils are also awarded head teacher's stickers for excellent behaviour

## House points

This is a whole school reward system. Each child will be awarded house points from any member of staff, for excellent work or outstanding behaviour.



## Merit Award

On Fridays, Mrs Martin or Mr Brannigan will come round to the classroom to award two pupils the merit award for an outstanding contribution to the class that week.





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Thank you for your  
continued support