



St John's Church of England Academy

Year 5 Parent Information 2023 - 2024

What can you and your child expect from
this year?



St John's C of E Academy- Our Vision, Mission and Motto

Our vision is to be an excellent school, embedded in Christian values, that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future.

Our vision is founded on Matthew 5:16 "***Let your light shine before others, that they may see your good deeds and glorify your father in heaven.***"

Our mission as a school is to provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of "I will shine!" intertwined with our school values of:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship



Reminders

- ▶ Attendance is important but please be cautious with Covid symptoms. Inform school straight away and book PCR test.
- ▶ Bubble closures no longer happen for close contacts. We will ask you to send your child for a PCR test and your child can return to school before results are given.
- ▶ If there are a number of cases within the same class, this could lead to a bubble closure- following advice from Public Health England.
- ▶ Remember to use Study Bugs to record sickness.
- ▶ For Covid-related illnesses, contact the school immediately. This includes having covid-related symptoms.
- ▶ Ensure children remain smart and follow the school policy.
- ▶ School Holiday Requests: 1-1 meetings need to be booked in with Mr Watson.
- ▶ Parent Council Query: Healthy Snacks- KS1 receive fruit and KS2 are encouraged to bring in healthy snacks (e.g. fruit, healthy bars, brioche etc) No nuts and we advise against chocolate or crisps. This links to the healthy minds and bodies part of our RHE curriculum. This is the same as what we have shared in previous years- nothing has changed. Please come and speak to us if you have any further queries.

Behaviour Policy

St John's Primary School Golden Rules:

Respect

(Matthew 7:12 – “So in everything, do to others what you would have them do to you.”)

Kindness

(Ephesians 4:32 – “Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you.”)

Perseverance

(Luke 1:37 – “For nothing will be impossible with God.”)

The St. John's Learning Ethos

'Reflection' is an important part of teaching and learning at St. John's. We actively provide children with several opportunities to reflect on their learning as well as their personal wellbeing.

1. Time to Reflect: During lessons, children are given 'time to reflect'. Teachers include a range of questions on their flipchart. These questions allow children to self-regulate their learning. Time to Reflect prompt mats are also on used by children daily. They include questions to prompt self-reflection and regulation.

2. Shine Time: Shine Time gives adults working in school the opportunity to provide regular, high quality feedback to all children in their class- both within and outside of lessons. This may be 1:1, in small groups or as a class and the focus will be either to *address misconceptions* or *provide further challenge*.

3. Learning Partners: Learning Partners' help to foster a culture of collaboration within school. It is also an important part of building relationships.



The moment
is **NOW.**
NOT tomorrow, OR
yesterday
or **SOMEDAY.**
Right here. Right now.
THIS is YOUR moment to
SHINE.

St. John's Church of England Academy

Our Curriculum Vision: *The St John's Way*



Discover

Captivate

Excite

Challenge

Flourish

At St John's Church of England Academy, we will excite, engage and inspire pupils with a relevant, inclusive and memorable curriculum that makes learning irresistible. We will ignite children's curiosity, instilling a passion for lifelong learning. At the heart of their learning, children at our school will develop an understanding the core values we've developed as a community, the core values that we believe make our school special, the core values that will allow our children to shine and grow into respectful, global citizens.

Our core values are:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship

Alongside our core values, we will be relentless in our desire for all pupils to become independent self-regulating learners and we will provide regular 'WOW' moments for our children to have fun, encounter challenges and develop problem-solving strategies whilst planning, monitoring and evaluating their own learning. Children will leave St John's equipped with a range of strategies that will enable them to access future learning in a variety of ways - overcoming barriers to learning through resilience and perseverance, and achieving great success. Children will know how to live a healthy lifestyle, both physically and mentally.

Our 'Topic' curriculum will cover statutory objectives from the National Curriculum with the key knowledge, skills and understanding carefully mapped out and built upon over time. Children will be encouraged to re-visit prior learning and then delve even deeper, building on the skills and knowledge taught progressively each year. We are confident that this will lead all children at our school to flourish— both academically and personally, throughout our curriculum, within their school life and beyond.

Website, Twitter, Facebook

Website

<http://www.stjohns.covmat.org/>

Twitter

@Stjohnscoventry

Facebook

@stjohnscoventry



You do not need a Twitter account to look at learning on the @Stjohnscoventry page. Just type @Stjohnscoventry twitter into Google.

Mrs Pugh - Class Teacher
Mrs Collins – Teaching Assistant



Mrs Pugh



Mrs Collins

Year Group Timetable- flexible!

Timetable Autumn 2022 – Year 5

	8:45-8:55	8:55 – 9:30	9:30 – 10:30	10:30 – 10:45	10:45 – 11:10	11:00 – 12:00	12:00 – 12:30	12:30 – 12:55 outside	1:00 – 1:30 Lunch-hall	1:40 – 2:30	2:30 – 3:10	3.10 - 3:30
			Lesson 1		Lesson 2	Lesson 3	Lesson 4			Lesson 5	Lesson 6	
Monday 13.9.2021	Arithmetic	Worship	Maths	B	Spelling	English	VIPERS	L	L	Reading for pleasure	Topic	
Tuesday 14.9.2021	Handwriting	Worship	PE	R	Spelling	PE	French	U	U	Reading for pleasure	Maths	SPAG load games
Wednesday 15.9.2021	Arithmetic	Worship	Maths	E	Spelling	English	VIPERS	N	N	Reading for pleasure	Topic	
Thursday 16.9.2021	Handwriting	English		A Duty	Maths		VIPERS	C	C	Reading for pleasure	Science	
Friday 17.9.2021	Arithmetic	Star of the week Worship	JC RHE	K	JC Computing		Learning Forum	H	H	Reading for pleasure	English	

JC – Mr Chatland

Drop-offs (8:45am-9:00am)

End of day: 3:30pm (gates open at 3.25pm)

English Coverage

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

What's coming up in the Autumn term?

Contemporary Stories

Classic Stories

Information Texts

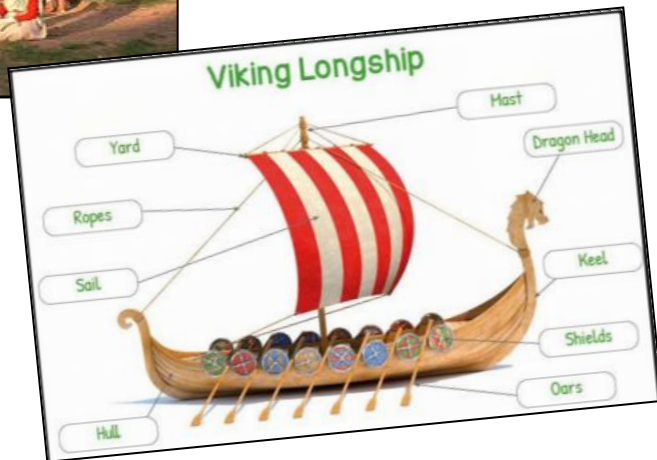
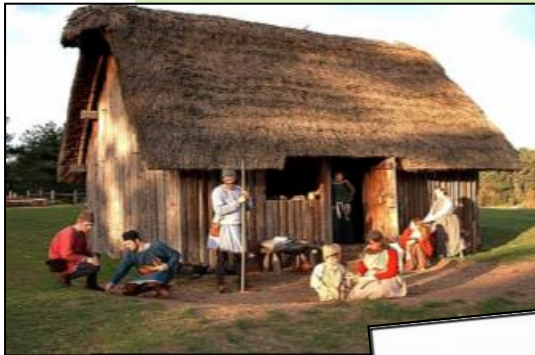
Poems

Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place value 1		Addition and subtraction 1		Multiplication and division 1		Fractions 1			Decimals and percentages 1		
Spring	Geometry (properties of shape) 1		Geometry (position and direction)	Addition and subtraction 2	Multiplication and division 2		Measures (Perimeter and area)	Measure (Volume)	Measures (converting between units including time)			
Summer	Place value 2		Multiplication and division 3	Fractions, decimals and percentages 2			Geometry 2		Statistics 1		Consolidation and assess	

Curriculum-based learning for the Year

Year 5 – Autumn Term Back to the dark ages...



Following previous learning about the Romans, children will travel back to the dark ages, the times of the 'Battling Saxons' and the 'Vicious Vikings'. They will discover what happened after the fall of the Roman Empire and how the Saxon village of Coventry grew. Through drama and role-play, they will explore each group and examine where they came from, how they lived, what they traded and whom they feared. Have your weapons ready!

Themes for the year...

On your marks, get set, go!



Driver- Values

Why are physical and mental health both important?

At St. John's, we realise the importance of children's fitness and wellbeing. Through this topic, the children will develop their understanding of the benefits of physical activities- making links to how competitive sports began in Ancient Greece. They will also begin to understand how to maintain positive mental health, with strategies to help them when things don't go to plan. As part of this topic, the children will also receive basic first aid training #iwillshine

Building our Future




Driver- Geography

What is in our environment and should we preserve it?

This is a hands- on practical topic. As ecologists, children will build on their previously acquired geographical knowledge by practically exploring a local 'green' area. They will learn to name and identify human, physical and topographical features and develop the skills needed to identify them on a range of maps. This will be enriched through a real-life project with the children having the opportunity to gather and evaluate different viewpoints around land-use. The time is ticking...

Curriculum Maps

These were emailed home on Friday 8th September



The Year 5 Autumn Curriculum Map

Back to the Dark Ages

Identity
Drive
Excellence

Teamwork
Character
Stewardship

As part of Design and Technology, I will be learning about...

Mechanisms- Levers, Pulleys and Sliders

- What they are and how they work
- How they can be used within toys to achieve different effects
- Viking Longships and the different mechanisms they had to help them travel across the sea

Exploded Diagrams, Design and Evaluations

- What they are and how they help designers to consider how different components join together to create a product
- With support, begin to discover the order of assembly and know how to generate own design criteria.
- How to evaluate a product against own criteria

Equipment

- How Junior Safety Craft knives are used safely with craft cutting mats

I will design, make and evaluate a toy Viking Longship with a range of mechanisms.

As part of History, I will be learning about...

The Saxons and Vikings

- Saxon and Viking lifestyles in Britain and how life changed following the fall of the Roman Empire
- How and why the Saxons and Vikings settled in Britain
- How places in Britain have their name derived from the Anglo-Saxons
- Where the Anglo-Saxon and Viking periods fit into a chronological framework with other periods of time studied
- What village life was like in Anglo-Saxon times
- What the beliefs were of the Anglo-Saxons and significant Christian places
- Why the Vikings invaded Britain
- Who Alfred the Great and Edward the Confessor were

Historical Sources

- What primary and secondary sources are and with support, explore their validity.
- How sources can be used to give us information about the past.

As part of Art, I will be learning about...

Norse Art

- What it is
- The Art techniques used to create Norse Art

Hatching and Cross-Hatching

- What it is
- How it is used with line and tone to create depth in Art and sketches


As part of Geography, I will be learning about...

6 Figure Grid References

- What they are
- How they are used
- Why they are more precise than 4 figure grid references

I will be using 6 figure grid references to plot precisely where the Saxons settled in the UK.

Discover... Captivate, Excite, Challenge and Flourish



Discover, Captivate and Excite: Trade Game
 Challenge Day: Making a Viking Longship
 Flourish: Come and Share: Making a Viking Longship
 Flourish: Time to Shine: Anglo-Saxon and Viking Mosaics
 Look out for the 'Come and Share' and 'Time to Shine' slots in the Newsletter!

If you are an expert in any of the subject areas, and are available to support in any way, please contact your child's teacher!

Knowledge Organisers

Year 5 – Autumn Term Back to the dark ages... Knowledge Organiser



These were emailed home on Friday 8th September

History Knowledge

When were the Anglo-Saxons around and when did they settle in Britain?

- The Romans withdrew troops from Britain to defend other parts of the Empire in c.410. As a result, this left no defences when the Anglo-Saxons attacked.
- The Anglo-Saxon and Viking periods follow the fall of the Romans in Britain and their withdrawal.
- The Anglo-Saxons settled in Britain from the year 450AD. The Vikings then invaded from the year 793AD. Edward the Confessor became a Saxon king in England in 1042.

Anglo-Saxon places and settlements

- Many Anglo-Saxons came peacefully to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there. They settled in England in places near to rivers or the sea, which could be easily reached by boat. Some Anglo-Saxons were warriors who enjoyed fighting. They thought the Britons were weak and easy to beat without the Romans around.
- Coventry began as a Saxon village. It was called *Coffantes*, which means the tree belonging to Ciffa. Trees were often used as meeting places. In this case, a settlement grew up around the tree and it eventually became called Coventry. The area from which Coventry grew had a particularly good resource, water. Therefore, a supply of fish and drinking water was always plentiful.
- Many place names in Britain are derived from the Anglo-Saxons. Some name endings describe what was there - *-ham* means village (e.g. Birmingham), *-wich* means farm (e.g. Wodwich) and *-ley* means forest clearing (e.g. Holey).

Anglo-Saxon Life

- Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult. Girls worked in the home. Boys learned the skills of their fathers. *Plow a few and seed has learned to mend and make. The Saxon's were farmers, fishermen, craftsmen and soldiers.*

Geography Knowledge

- Saxon and Viking settlements can be located precisely with a 6 figure grid reference on an Ordnance survey map.
- England was divided into counties/kingdoms each having a different ruler, during Anglo-Saxon times.
- An Ordnance survey map is a detailed map showing routes, terrain, places, objects and buildings of interest, using colours and symbols, using a key to help people navigate.

Vocabulary

6 figure grid reference	Used to locate places within the squares on an Ordnance survey map.
Axis	A fixed reference line for the measurement of coordinates.
Latitude	Latitude is a geographical coordinate that specifies north-south position on the earth's surface.
Longitude	Longitude is a geographical coordinate that specifies west-east position on the earth's surface.
County	A territorial division of a country.

Six figure grid references

Sometimes we need to be specific about the location of a place.

History Knowledge

Village Raids and Viking Invasion

Scandinavian countries (Denmark, Norway and Sweden)

- The Vikings came to Britain looking for lucrative new items to steal and trade and land that they could take and claim as their own.
- Two of the most important raids by the Vikings were on Lindisfarne and York.
- The Vikings first raid was on the holy island of Lindisfarne and its monastery in 793. The Vikings wanted to take over all of England.
- The Anglo-Saxons stopped the Vikings from capturing the south for a while and finally made a pact so King Alfred ruled over the south and west and the Vikings ruled the east and the north (including Scotland).
- After King Alfred the Great, English kings gradually re-captured more and more land from the Vikings. A famous king was Edward the Confessor. He was called the confessor because of his religious faith.

Primary and secondary sources

- Primary sources about the Vikings were found in York. These included: a sack, cans, board game, instruments. These allow archaeologists and historians to find out more about how the Vikings lived.
- Secondary sources about the Anglo-Saxons and Vikings like the internet and books, let us find out what other people have discovered about this time period.

Vocabulary

Fall	To be captured or defeated.
Invasde	To enter and occupy land.
Settle	To make a permanent home somewhere.
Invasders	People who invade.
Settlers	Someone who settles somewhere.

Art Knowledge

- Viking art is called Norse Art.
- Their art was ornate, with complicated patterns that were used to decorate everyday items.
- Depth can be created with pencil using line tone and hatching.

Vocabulary

Norse art	Viking art
Line	A mark or stroke made with a pencil.
Tone	The general effect of colour or of light and shade in a picture.
Hatching	Shading is a shading technique.
Depth	How objects appear closer or further away.

Design and Technology Knowledge

Viking Longships


- Viking longships were long, sleek and fast to carry the Viking troops up narrow rivers. They had a square sail and symmetrical ends. As they could hold up to 120 men, there were lots of oars. Men sat at rowing benches.
- An exploded diagram helps designers to see the parts of the design and how they fit together and begin to consider the order of assembly.
- Designers, investigate, explore, design, create and evaluate their ideas and products.







Vocabulary

Symmetrical	Exactly the same on opposite sides of an axis.
Lever	A rigid bar with a pivot, used to move something in one end when pressure is applied to the other.

Your child will be assessed on their understanding of this knowledge. Any help you can provide them with will be gratefully received.

Learning Logs


St John's C of E Academy
Tic Tac Toe: Termly Learning log
Year 5
Autumn – Back to the Dark Ages

<p style="text-align: center;">English</p> <p>Use the words ANGLO SAXONS to create an acrostic poem. Present your writing to your highest standard. Practice reading your poem, ready to perform to the class.</p> 	<p style="text-align: center;">Science</p> <p>Create a <u>2-course</u> menu using only foods that would have been available in the Anglo Saxon and Viking times. Write up your menu in a Viking/Saxon themed way.</p> 	<p style="text-align: center;">Maths</p> <p>Draw a picture of a symmetrical longboat or <u>longhouse</u>. Or Design a symmetrical shield or <u>helmet</u>. Or Write 5 Viking mathematical word problems for your classmates to solve.</p>
<p style="text-align: center;">Design</p> <p>Make up an outdoor Viking themed game.</p> 	<p style="text-align: center;">Value - Identity</p> <p>Design a poster which shows the value of <u>Identity</u>.</p> <p>I know that I am <u>special</u>. I know that God has a plan for <u>me</u>. I can be confident being <u>me</u>. I can give my unique <u>contribution</u>. I can take my <u>place</u>. I know my life matters</p>	<p style="text-align: center;">Art</p> <p>Draw or paint a picture of a Viking god or <u>goddess</u>. Or Write a song or a rap about Vikings.</p> 
<p style="text-align: center;">History</p> <p>Research places in the UK that you can learn more about the Anglo Saxons and Vikings. What museums, villages etc can you visit? What can you do there? Present this information in a clear informative and interesting way.</p>	<p style="text-align: center;">English/History</p> <p>With a family member discuss the importance of learning about the past and present what you find in any way you choose.</p> 	<p style="text-align: center;">History</p> <p>Create a fact-file for a famous Viking or Anglo-Saxon. Research their life and then create your fact-file or write a story including them!</p> 

Try to complete at least 3 challenges so that you make a vertical, horizontal or diagonal line, or any three that you like! Try to include the middle square if you can. Colour in each square as you complete that activity.

To be completed no later than **Monday 11th December** when we will celebrate and share all your projects. You are welcome to bring in your home learning earlier if you have completed it. Enjoy and have fun!

Year 5 Team – Mrs Pugh & Miss Collins

Learning Log home learning is optional. They are provided for your child to explore areas of the curriculum at home. Some children will complete them independently and some will enjoy completing tasks with a parent or sibling. Your child can complete one, three, nine or none – the choice is yours.

All learning is celebrated in class.

Please use recycled materials or items you have at home, there are no expectations that you buy anything. If you think school can help, please ask.

Other areas of the curriculum

Science

Throughout the year, we will be learning about:

- Materials and their properties- states of matter
- Earth and Space
- Forces and Magnets
- Animals including humans
- Living things and their habitats

Other areas of the curriculum

Computing

Autumn 1:

Area of Computing: Information Technology
(Data and Information)

Strand: Flat file databases

Software: J2Data databases

Autumn 2:

Area of Computing: Computer Science
(Programming)

Strand: Algorithms (loops and variables)

Software:

Spring 1:

Area of Computing: Information Technology
(Media)

Strand: Vector Drawing

Software: Google drawings (publisher or
PowerPoint can be used too)

Spring 2:

Area of Computing: Information Technology
(Networks)

Strand: Sharing information

Software: Google slides (alternative office 365)

Summer 1:

Area of Computing: Computer Science
(Programming)

Strand: Algorithms (loops and variables)

Software: Purple Mash

Summer 2:

Area of Computing: Information Technology
(Media)

Strand: Video Editing

Software: Microsoft Movie Maker

Other areas of the curriculum

Music

Year 5 will be learning:

Rock- Livin' on a prayer

Classroom Jazz – Bossa Nova and Swing

Make you feel my love – Pop Ballads

Dancing in the Street – Motown

Other areas of the curriculum

P.E.

- ▶ Children will cover the following
- ▶ Athletics, Netball, Gymnastics, Tag Rugby,
- ▶ Cricket, Hockey, Dance, Football,
- ▶ Rounders, Tennis

Other areas of the curriculum

Relationships and Health Education (RHE)

Our Safety

We will be looking at our behaviours, the behaviours of others, how our actions can affect other people and what we can do to make things better for everyone.

Our Relationships

We will be looking at positive, healthy friendships, how to build and keep friendships, how to find help if we feel lonely and the importance of understanding friendships online.

Our Bodies

We will be looking at how to have a balanced, healthy lifestyle. How to spot signs of common illness and understand how these can be treated quickly and easily. We will be learning about the importance of dental hygiene and health.

Other areas of the curriculum

Relationships and Health Education (RHE)

Our Community

We will be looking at differences and similarities between people. The benefits of living in a community, the different groups within a community and the different communities we belong to. The importance of compassion.

Our Future

We will be looking at how people budget and how their values impact on their spending. We will look at different ways of spending money and the importance of keeping to a budget. We will also identify negative outcomes from spending on certain money in certain ways.

Our Feelings and Wellbeing

We will be looking at how to identify our different feelings, how they make us feel and what we can do to help ourselves. We will look at our strengths, value others and learn how to cope with setbacks.

Other areas of the curriculum

MFL

The units in French that we will be learning this year are:

Salut, Gustave! – Greetings and personal information

À l'école – school, subjects and telling the time

La nourriture – food, likes and dislikes

En ville – places in town and directions

En vacances – holidays

Chez moi – describing rooms and activities at home

Expectations and Support from home

- Reading books- signed by Parents at least twice a week. If the book has been read to the end, please write 'finished' or 'read to end'. Books are changed by the children when they have finished their book.
- Spellings- new spellings are shared with the children on a Monday and there is an informal test the following Monday. Please support your child with learning these at home.
- Library book day - Wednesday
- Learning Logs - out on Friday 8th September- returned Monday 11th December.
- Times table Rockstars is available for you to use with your child at home.
- PE is on a Tuesday. (Children to come to school in PE kits and wear them all day.)
- Water bottles (named) in school daily.
- Uniform policy followed: please name all uniform! (For more information please see the school website.)
- If your child is being collected by someone different, please inform the office and the teaching staff.

Inclusion and SEND

- ▶ If you have any concerns about your child's learning, behaviour or well being, please speak with your child's class teacher in the first instance.
- ▶ Following this, meetings can be arranged with parents, class teacher and Mrs Henderson (SENDSCO).
- ▶ Further meetings will be arranged with Mrs Henderson, to begin to address any next steps.
- ▶ OR email, catch her in the playground or telephone the office to arrange a meeting at any time.
- ▶ Sara.Henderson@stjohns.covmat.org



What's coming next?

- ▶ Termly Learning Conference - Wednesday 25th and Thursday 26th October
- ▶ 'Come and Shares' and 'Time to Shines'- look out for the dates of these on the newsletter!
- ▶ See the school website Calendar for dates for your diary
<https://www.stjohns.covmat.org/diary/list/>

We know the start of the year can be a tricky time for you and your child. Please remember we are always here to support you as a family.

Together, we shine!

