



Understand \* Uplift \* Unite

# Underhill School and Children's Centre

Year 5



## Meet the team

Class	Teacher	Support staff working within the year group
5 Holly	Judy Dozio	Gemma Hannah Alex Mrs Carney
5 Laurel	Nyasha Gezana	
		Elizabeth Walter - UKS2 phase leader



## The Underhill Way

At Underhill, we have 4 BE words;

Be Caring  
Be Confident  
Be Curious  
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude through our school chant:

**I can, you can, we can.**

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.



# Curriculum



# The School Day

	8:40-9:00	9:00 – 10:30		10:30-45	1045-12		LUNCH	Afternoon lessons 13:15-15:00 (Story time 15:00) (5 Holly Story Time 1.15-1.30)	15:20	
<b>M</b> <b>o</b> <b>n</b>	Morning work/register	English		<b>B</b> <b>R</b> <b>E</b> <b>A</b> <b>K</b>	10:50 Heads' assembly	Maths	Guided Reading 12-12:15	12:15	History & RE	
<b>T</b> <b>u</b> <b>e</b> <b>s</b>	Morning work/register	English			Maths		Guided Reading 12-12:15	12:15	Computing & PSHE	
<b>W</b> <b>e</b> <b>d</b> <b>s</b>	Morning work/register	English			Maths		Guided Reading 12-12:15	12:15	Science & Spanish	
<b>T</b> <b>h</b> <b>u</b> <b>r</b> <b>s</b>	Morning work/register	9 - 9:15 Singing Assembly	English		Maths			12:00	PPA/PE	PPA/PE
<b>F</b> <b>r</b> <b>i</b>	Morning work/register	English			Maths		Guided Reading 12-12:15	12:15	Awards Assembly 13:25 Big Hall	Art & Music

**H**  
**O**  
**M**  
**E**  
**T**  
**I**  
**M**  
**E**

Early morning work - Don't miss out!  
5 x 20 minutes = an hour of lost learning time



## Year 5 Expectations in writing

### My Writing I CANs!

	Year 5	Year 5	Year 5
	<b>I will be able to:</b>		
<b>Super Speller skills</b>	I can spell at least half the words from the Y5/6 <b>spelling list</b>		
	I can distinguish between <b>homophones</b> and other words which are often confused e.g. <i>alter/altar, serial/cereal and advice/advise, practise/practice</i>		
	I can convert nouns or adjectives into verbs using <b>suffixes</b> e.g. <i>-ate, -ise, -ify</i>		
	I can convert nouns or adjectives into verbs using <b>verb prefixes</b> e.g. <i>dis-, de-, mis-, over- and re-</i>		
	I can spell words with <b>silent letters</b>		
	I can use a <b>dictionary</b> to check spellings and meanings and a <b>thesaurus</b>		
<b>Grammar &amp; Punctuation "know how"</b>	I am able to use <b>apostrophes</b> correctly to indicate possession in singular or plural nouns, or to indicate a contraction e.g. <i>The dog's tail / cats' eyes &amp; I'm / don't</i>		
	I can use <b>commas</b> to clarify meaning and add detail e.g. <i>The girl, who was wearing a blue hat, slid silently into the room because she was late.</i>		
	I can indicate degrees of possibility using <b>adverbs</b> e.g. <i>perhaps</i> or <b>surely</b> or <b>modal verbs</b> e.g. <i>might, should, will, must</i> <i>I may go to my granny's / I might go to my granny's / I should go to my granny's / I will go to my granny's / I must go to my granny's</i>		
	I can use <b>brackets, dashes or commas</b> to indicate parenthesis e.g. <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. / In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess. / In the museum, the fossils, never easy to display, have lights behind them.</i>		
<b>Super Sentence maker</b>	I use my knowledge of <b>rainbow sentences</b> when creating sentences		
	I can use a wide range of <b>conjunctions</b> to create compound and complex sentences		
	I can use different words (including conjunctions) to <b>build cohesion</b> within a paragraph e.g. <i>then, after that, this, firstly</i>		
	I can link ideas across paragraphs using <b>adverbials of time</b> e.g. <i>earlier or later, place</i> e.g. <i>nearby</i> and <b>number</b> e.g. <i>secondly</i> or <b>tense choices</b> e.g. <i>he had seen her before</i>		
	I can <b>summarise</b> a paragraph into one or two simple sentences		
	I recognise the difference between <b>direct and indirect speech</b> e.g. <i>"I'll never admit that your team's better than Tottenham," Fred growled at the Arsenal supporter... Turns into: Fred refused to admit that Arsenal</i>		

	<i>were better than Tottenham, even though the Arsenal supporter was arguing with him.</i>			
<b>Writing organisation</b>	I can organise my writing into <b>paragraphs</b> to show different information or events			
	I can use the <b>correct features</b> and <b>sentence structure</b> based on the text type that we are working on			
	I can <b>start sentences</b> in different ways			
	I can <b>proof-read</b> my work to check for spelling, punctuation and grammar mistakes and then edit or improve it			
<b>Writing Purpose</b>	I can give my <b>viewpoint</b> through my writing			
	I can create <b>good effects</b> in my writing			
	I can <b>develop characters</b> through action and dialogue			
<b>Incredible Words</b>	I can add <b>detail</b> to my writing to interest the reader			
	I can choose <b>incredible words</b> to create impact in my writing			
<b>Neatest Handwriting</b>	I will use <b>neat handwriting</b> throughout all of my work			
	I can choose <b>different styles</b> of handwriting to use for specific tasks e.g. headings, bold writing, italics etc			
	My writing is <b>joined and fluent</b>			

#### Must Have Skills in Year 5

- ✓ I must always produce neat work and use neat handwriting
- ✓ I must use full stops, capital letters, commas, exclamation marks and question marks accurately
- ✓ I must use adjectives, verbs and adverbs to enhance my writing
- ✓ I must write a range of simple and complex sentences that make sense and give information
- ✓ I must use a variety of connectives to create complex sentences
- ✓ I must use paragraphs to show a change of action, time or setting in narrative writing and to give different information in non-narrative writing

Link to I CANs



# Writing

Year 5

Example

Gazing out of my window, I could see trees as tall as mountains; the moon shimmering in the navy sky; stars twinkling above me. After a while, I saw the highwayman coming towards me. He was riding his horse. Also, he was wearing a claret velvet coat and his boots were up to the thigh. I was sitting near the ~~ultra~~ <sup>cosy</sup> fire (that was glowing). I felt excited. Once again, I'll see my love. As he arrived, he began to say "I'll be back with yellow gold. Watch for me by moonlight." I felt a bit worried. ~~What~~ <sup>Could</sup> he be OK? Listening quietly, I could hear the horses' hooves (trotting on the path) and saw the highwayman disappear into the hills in the distance with his horse.

Patiently, I waited wondering what he was doing. I'm <sup>was</sup> really scared. What is he ~~gets~~ <sup>got</sup> caught? Or shot? Plaiting my hair, I could see from ~~the~~ <sup>my</sup> casement King George's men. I froze. They were marching up to the inn. They were ~~also~~ <sup>were</sup> wearing red coats. While I was ~~sto~~ <sup>still</sup> shivering upstairs,

they were drinking ale downstairs. In a flash, they all ~~was~~ <sup>came</sup> marching upstairs. Right at the foot of narrow bed near the ~~casement's~~ <sup>casement</sup>, I was bounded. They put a musket beside me.

Petrified, I kept looking out of the window to see if he would come. King George's men kept mocking me, I just ignored them. Shocked, I felt like the highwayman had died. My hands were sweating when I started to move my finger to the trigger. At the stroke of midnight, I heard a noise. His horse. The highwayman's horse. I ~~have~~ <sup>had</sup> no choice but to pull the trigger to warn him that King George's men ~~are~~ <sup>are</sup> here so he ~~doesn't~~ <sup>won't</sup> get shot. BANG!!! On windy nights, when the moon is a ghostly galleon upon the cloudy seas, the highwayman ~~came~~ <sup>came</sup> to see me again.



# Maths

	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	<p>Number</p> <hr/> <p>Place value</p> <p>FREE TRIAL</p> <p><a href="#">VIEW</a></p>		<p><i>Free trial</i></p>	<p>Number</p> <hr/> <p>Addition and subtraction</p> <p><a href="#">VIEW</a></p>		<p>Number</p> <hr/> <p>Multiplication and division A</p> <p><a href="#">VIEW</a></p>			<p>Number</p> <hr/> <p>Fractions A</p> <p><a href="#">VIEW</a></p>			
Spring	<p>Number</p> <hr/> <p>Multiplication and division B</p> <p><a href="#">VIEW</a></p>			<p>Number</p> <hr/> <p>Fractions B</p> <p><a href="#">VIEW</a></p>		<p>Number</p> <hr/> <p>Decimals and percentages</p> <p><a href="#">VIEW</a></p>			<p>Measurement</p> <hr/> <p>Perimeter and area</p> <p><a href="#">VIEW</a></p>		<p>Statistics</p> <p><a href="#">VIEW</a></p>	
Summer	<p>Geometry</p> <hr/> <p>Shape</p> <p><a href="#">VIEW</a></p>			<p>Geometry</p> <hr/> <p>Position and direction</p> <p><a href="#">VIEW</a></p>		<p>Number</p> <hr/> <p>Decimals</p> <p><a href="#">VIEW</a></p>			<p>Number</p> <hr/> <p>Negative numbers</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <hr/> <p>Converting units</p> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <hr/> <p>Volume</p> <p><a href="#">VIEW</a></p>



# Maths



<https://ttrockstars.com/>

12.11.20

x	2	5	10	3	4	8	6
10	20	50	100	30	40		
2	4	10	20	6	8		
5	10	25	50	15	20		
3	6	15	30	9	12		
4	8	20	40	12	16		
8	18	40	80	24			

23.10.20

x	2	5	10	3	4	8	6
10	20	50	100	30	40	80	60
2	4	10	20	6	8	16	12
5	10	25	50	15	20	40	30
3	6	15	30	9	12	24	18
4	8	20	40	12	16	32	24
8	16	40	80	24	32	64	48

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.



## PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).



# PSHE

## Introduction: Setting ground rules for RSE & PSHE lessons

A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons

Lessons: 1

[View lesson](#)

## Y5 Families and relationships

Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.

Lessons: 8

[View lessons](#)

## Y5 Health and wellbeing

Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation

Lessons: 7

[View lessons](#)

## Y5 Safety and the changing body

Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

Lessons: 7

[View lessons](#)

## Y5 Citizenship

An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community

Lessons: 6

[View lessons](#)

## \*New\* Y5 Economic wellbeing

Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.

Lessons: 6

[View lessons](#)

## Year 5: Transition lesson

Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Lessons: 1

[View lesson](#)

## Archived unit: Y5 Economic wellbeing

Please note: This unit has now been replaced by the Year 5 unit Economic wellbeing and will be unavailable from August 2024. This unit is no longer being updated.

Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace

Lessons: 5

[View lessons](#)



# School Trips

All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.



# Assessment



# Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.

Children will be assessed in:

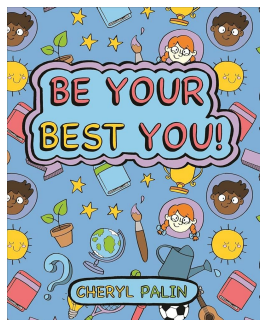
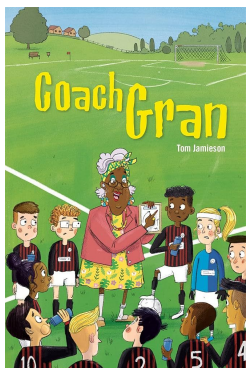
- Reading comprehension
- Maths: arithmetic
- Maths : reasoning
- Spelling
- Grammar

We always analyse assessment results and will use the data to inform our practice.



# Assessment of reading

- In school, children read levelled books.
- Children may move up book levels at any point of the year. Teachers assess both fluency and comprehension before pupils move up a book level.



**A Guide to Reading Planet**  
Find confidence in embedding Reading Planet across your whole school with quality levelled books and supporting resources that will ensure reading progress for every child.

Reception and Key Stage 1	
Year	Age
Reception	5-6
Year 1	6-7
Year 2	7-8

**Reception and Key Stage 1**

Year	Age	Level	Lift-off	Lift-off
Reception	5-6	Red 1	12 Stars	12 Stars
Year 1	6-7	Red 2	12 Stars	12 Stars
		Red 3	12 Stars	12 Stars
		Red 4	12 Stars	12 Stars
Year 2	7-8	Red 5	12 Stars	12 Stars
		Red 6	12 Stars	12 Stars
		Red 7	12 Stars	12 Stars

**Key Stage 2**

Year	Age	Level	Fiction	Non-Fiction
Year 2	7-8	Red 8	6 Stars	6 Stars
Year 3	8-9	Red 9	6 Stars	6 Stars
		Red 10	6 Stars	6 Stars
Year 4	9-10	Red 11	6 Stars	6 Stars
		Red 12	6 Stars	6 Stars
Year 5	10-11	Red 13	6 Stars	6 Stars
		Red 14	6 Stars	6 Stars
Year 6	11-12	Red 15	6 Stars	6 Stars

**Additional resources for Reception to Key Stage 2:**  
Interactive eBook library, teacher support and parent pack. Coming soon for Key Stage Two.

For orders and enquiries, call 01235 800 555. [risingstarsreadingplanet.com](http://risingstarsreadingplanet.com)

# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests



# Behaviour



# Underhill Behaviour

I can, You can, We can...	This means that we...
<b>BE Caring</b>	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
<b>BE Confident</b>	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
<b>BE Curious</b>	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
<b>BE Co-operative</b>	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

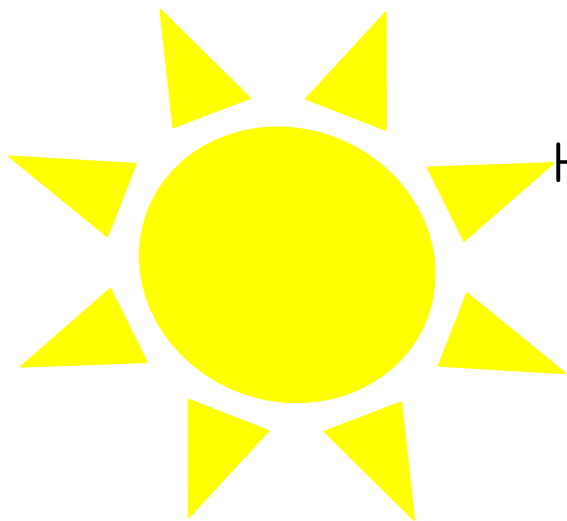


# Underhill Rewards

We have 4 houses at Underhill

Water \* Air \* Fire \* Earth

## Rewards



House Dojos (EYFS - House Stickers)

Star of the Week

Marbles and marble parties

Golden tickets

Our Unsung Heroes



# Underhill Sanctions

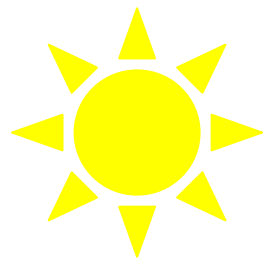
While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.





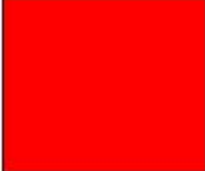
We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.



# Underhill Sanctions



	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction



# Parents as Partners



# Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

**Parents evening this half term will be on Wednesday 22nd and Thursday 23rd October 2025.**

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the **newsletter**, there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.



# Google Classroom



- Weekly homework
- Half termly topic grid
- Celebration of work

A reminder letter with all your child's logins will be coming soon!



# Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

**Maths** - a worksheet linked to what children have been learning about.

**English** - grammar and reading comprehension

**Spellings** - 10 spellings per week



You do not have to  
print work out!!!!



# Home learning

## Reading homework

Focus on fluency, reading speed and comprehension



### Rollercoasters

9 The rollercoaster has been a fashionable ride for many  
 17 years, with one of the first recorded rollercoasters  
 26 opening in Paris in 1817. Historically, it is believed  
 35 that the rollercoaster was inspired by sledging on the  
 43 icy Russian mountains. The popularity of the rollercoaster  
 53 did not spread initially. It wasn't until 1884 that the  
 60 first notable and highly admired rollercoaster was  
 72 opened in New York. It was made in the style of a  
 81 runaway train. The rollercoaster ran on wooden tracks and  
 85 was an instant success.

94 Today, a rollercoaster track can either be a complete  
 102 circuit or a shuttle track, allowing the cars —  
 110 individual or multiple — to run in both directions.  
 114 Modern rollercoasters are, of  
 118 course, much faster than  
 122 the original models and  
 125 safety standards have  
 127 notably increased  
 129 since then.



### Questions



1. When did the first well-known rollercoaster open and where was it?

\_\_\_\_\_



2. Find and copy **two** words that tell you that rollercoasters are well-liked.

\_\_\_\_\_



3. How do rollercoasters of the past compare with the modern day?

\_\_\_\_\_

\_\_\_\_\_



4. Summarise the information about the original rollercoasters in 20 words or less.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Twinkl Times

June 2010

### Octopus Expert

4 Paul the Octopus has  
 8 been predicting the result  
 13 of the World Cup football  
 18 games over the past few  
 22 weeks. He's an amazing  
 23 animal!



27 The sea creature's owners  
 31 have been putting some  
 35 clear, plastic boxes into  
 39 Paul's tank before each  
 43 match. Each box is  
 47 decorated with the flag  
 51 of a football team.

55 Paul has been choosing  
 60 one of the boxes by  
 64 crawling towards it and  
 68 he has correctly guessed  
 73 the winner of six football  
 79 games so far in the World  
 81 Cup competition.

87 Is Paul a football expert or  
 92 just a very lucky octopus?  
 96 What do you think?

### Questions



1. What does Paul predict the results of?

\_\_\_\_\_



2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?

\_\_\_\_\_



3. Why do some people think Paul is a football expert?

\_\_\_\_\_

\_\_\_\_\_



4. Do you think Paul is just a lucky octopus?

\_\_\_\_\_

\_\_\_\_\_



# FRED - Reading at home



FRED  
Families Reading Every  
Day



Children need to read at home every night. This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down what they have read.

If home reading is not happening, a class teacher or Reading Lead will be in contact.



# Notices:



# Uniform



Order through your Arbor account.

Children should also wear black skirts, trousers or pinafores and black shoes.



Find more information here:  
<https://underhillschool.co.uk/uniform>



# Uniform

## PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)



# Uniform

\*\*\*\*PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME\*\*\*\*

## Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn



# Absences

If your child is unwell, please inform the office in the morning.

<https://underhillschool.co.uk/report-an-absence>

## REPORT YOUR CHILD'S ABSENCE

Please give your child's name and class along with the reason for their absence

SEND

Or you can call **020 8449 2423**



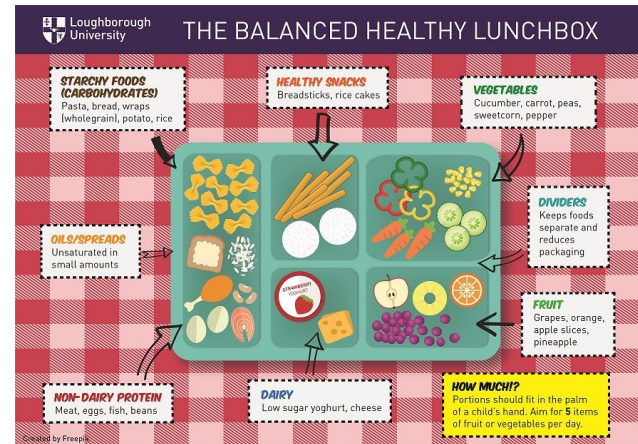
# Snacks and Lunch

We are a healthy, nut free school. Children should bring in fruit or vegetables (e.g. cut up carrot, pepper or cucumber (not dried fruits please) to eat at break time. They are not permitted to bring in anything else.

## ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks. All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.





# Independent Travel

Only children in Year 6 can be independent travellers.

Mobile phones should not be brought into school.

If a sibling is collecting your child, please arrange with the office (unless the sibling is a grown up).



# PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA class rep.





Any questions?



Understand \* Uplift \* Unite

# Underhill School and Children's Centre

Thank you for coming!