



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

Year 5 Time Table											15:20
	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)			
M o n	Morning work/ register	English		B R E A K	10:50 Heads' assembly	Maths	Guided Reading 12-12:15	12:15	History & RE		H O M E T I M E
T u e s	Morning work/ register	English			Maths		Guided Reading 12-12:15	12:15	Computing & PSHE		
W e d s	Morning work/ register	English			Maths		Guided Reading 12-12:15	12:15	Science & Spanish		
T h u r s	Morning work/ register	9 - 9:15 Singing Assembly	English		Maths			12:00	PPA/PE	PPA/PE	
F r i	Morning work/ register	English			Maths		Guided Reading 12-12:15	12:15	Awards Assembly 13:25 Big Hall	Art & Music	

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



My Writing I CANs!

Year 5 Expectations in writing

	Year 5	Year 5	Year 5	Year 5
	I will be able to:			
Super Speller skills	I can spell at least half the words from the Y5/6 spelling list I can distinguish between homophones and other words which are often confused e.g. <i>after/altar, serial/cereal and advice/advise, practise/practice</i> I can convert nouns or adjectives into verbs using suffixes e.g. <i>-ate, -ise, -ify</i> I can convert nouns or adjectives into verbs using verb prefixes e.g. <i>dis-, de-, mis-, over- and re-</i> I can spell words with silent letters I can use a dictionary to check spellings and meanings and a thesaurus I can use a range of spelling strategies in my writing			
Grammar & Punctuation "know how"	I am able to use apostrophes correctly to indicate possession in singular or plural nouns, or to indicate a contraction e.g. <i>The dog's tail / cats' eyes & I'm / don't</i> I can use commas 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 adverbs e.g. <i>perhaps or surely</i> or modal verbs 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 brackets, dashes or commas 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>			
Super Sentence maker	I use my knowledge of rainbow sentences when creating sentences I can use a wide range of conjunctions to create compound and complex sentences I can use different words (including conjunctions) to build cohesion within a paragraph e.g. <i>then, after that, this, firstly</i> I can link ideas across paragraphs using adverbials of time e.g. <i>earlier or later, place</i> e.g. <i>nearby</i> and number e.g. <i>secondly</i> or tense choices e.g. <i>he had seen her before</i> I can summarise a paragraph into one or two simple sentences I recognise the difference between direct and indirect speech 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>			
Writing organisation	I can organise my writing into paragraphs to show different information or events I can use the correct features and sentence structure based on the text type that we are working on I can start sentences in different ways I can proof-read my work to check for spelling, punctuation and grammar mistakes and then edit or improve it			
Writing Purpose	I can give my viewpoint through my writing I can create good effects in my writing I can develop characters through action and dialogue			
Incredible Words	I can add detail to my writing to interest the reader I can choose incredible words to create impact in my writing			
Neatest Handwriting	I will use neat handwriting throughout all of my work I can choose different styles of handwriting to use for specific tasks e.g. headings, bold writing, italics etc My writing is joined and fluent			

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 warm cozy 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~~ he be OK? Listening quietly, I could hear the horse's hooves (clotting on the path) and saw the highwayman disappear into the hills in the distance with his horse.

1. Patiently, I waited wondering what he was doing. I'm ^{was} really scared.
2. What is he ~~gets~~ ^{got} caught? Or shot?
3. Plaiting my hair, I could see from ~~the~~ my casement King George's men. I froze. They were marching up to the inn. They were ~~also~~ wearing red coats. While I was ~~so~~ shivering upstairs,

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

3. 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. 1. 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~~ ^{had} no choice but to pull the trigger to warn him that King George's men ~~are~~ ^{live} here so he ~~doesn't~~ ^{won't} get shot. BANG!!! On windy nights, when the moon is a ghostly galleon upon the cloudy seas, the highwayman ~~came~~ ^{came} 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	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>		<div>Free trial</div> <div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>			<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>			<div>Number</div> <div>Fractions A</div> <div>VIEW</div>			
Spring	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>		<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>			
Summer	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>		<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>		<div>Measurement</div> <div>Volume</div> <div>VIEW</div>	



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	16	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:

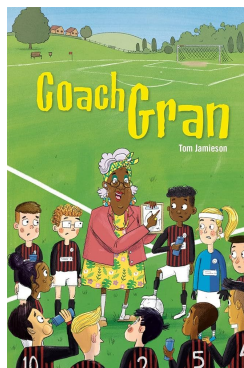
- Reading comprehension
- Maths: arithmetic
- Maths : reasoning
- Spelling
- Grammar

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.



 <h1>A Guide to Reading Planet</h1> <p>Find confidence in understanding Reading Planet across your whole school with carefully levelled books and supporting resources that will ensure reading progress for every child.</p>			
Reception and Key Stage 1			
Year	Age	Level	Books
Reception	3-4	1-10	10 books
Year 1	5-6	11-20	10 books
Year 2	6-7	21-30	10 books
Year 3	7-8	31-40	10 books
Year 4	8-9	41-50	10 books
Year 5	9-10	51-60	10 books
Year 6	10-11	61-70	10 books
Year 7	11-12	71-80	10 books
Year 8	12-13	81-90	10 books
Year 9	13-14	91-100	10 books
Year 10	14-15	101-110	10 books
Year 11	15-16	111-120	10 books
Year 12	16-17	121-130	10 books
Year 13	17-18	131-140	10 books
Year 14	18-19	141-150	10 books
Year 15	19-20	151-160	10 books
Year 16	20-21	161-170	10 books
Year 17	21-22	171-180	10 books
Year 18	22-23	181-190	10 books
Year 19	23-24	191-200	10 books
Year 20	24-25	201-210	10 books
Year 21	25-26	211-220	10 books
Year 22	26-27	221-230	10 books
Year 23	27-28	231-240	10 books
Year 24	28-29	241-250	10 books
Year 25	29-30	251-260	10 books
Year 26	30-31	261-270	10 books
Year 27	31-32	271-280	10 books
Year 28	32-33	281-290	10 books
Year 29	33-34	291-300	10 books
Year 30	34-35	301-310	10 books
Year 31	35-36	311-320	10 books
Year 32	36-37	321-330	10 books
Year 33	37-38	331-340	10 books
Year 34	38-39	341-350	10 books
Year 35	39-40	351-360	10 books
Year 36	40-41	361-370	10 books
Year 37	41-42	371-380	10 books
Year 38	42-43	381-390	10 books
Year 39	43-44	391-400	10 books
Year 40	44-45	401-410	10 books
Year 41	45-46	411-420	10 books
Year 42	46-47	421-430	10 books
Year 43	47-48	431-440	10 books
Year 44	48-49	441-450	10 books
Year 45	49-50	451-460	10 books
Year 46	50-51	461-470	10 books
Year 47	51-52	471-480	10 books
Year 48	52-53	481-490	10 books
Year 49	53-54	491-500	10 books
Year 50	54-55	501-510	10 books
Year 51	55-56	511-520	10 books
Year 52	56-57	521-530	10 books
Year 53	57-58	531-540	10 books
Year 54	58-59	541-550	10 books
Year 55	59-60	551-560	10 books
Year 56	60-61	561-570	10 books
Year 57	61-62	571-580	10 books
Year 58	62-63	581-590	10 books
Year 59	63-64	591-600	10 books
Year 60	64-65	601-610	10 books
Year 61	65-66	611-620	10 books
Year 62	66-67	621-630	10 books
Year 63	67-68	631-640	10 books
Year 64	68-69	641-650	10 books
Year 65	69-70	651-660	10 books
Year 66	70-71	661-670	10 books
Year 67	71-72	671-680	10 books
Year 68	72-73	681-690	10 books
Year 69	73-74	691-700	10 books
Year 70	74-75	701-710	10 books
Year 71	75-76	711-720	10 books
Year 72	76-77	721-730	10 books
Year 73	77-78	731-740	10 books
Year 74	78-79	741-750	10 books
Year 75	79-80	751-760	10 books
Year 76	80-81	761-770	10 books
Year 77	81-82	771-780	10 books
Year 78	82-83	781-790	10 books
Year 79	83-84	791-800	10 books
Year 80	84-85	801-810	10 books
Year 81	85-86	811-820	10 books
Year 82	86-87	821-830	10 books
Year 83	87-88	831-840	10 books
Year 84	88-89	841-850	10 books
Year 85	89-90	851-860	10 books
Year 86	90-91	861-870	10 books
Year 87	91-92	871-880	10 books
Year 88	92-93	881-890	10 books
Year 89	93-94	891-900	10 books
Year 90	94-95	901-910	10 books
Year 91	95-96	911-920	10 books
Year 92	96-97	921-930	10 books
Year 93	97-98	931-940	10 books
Year 94	98-99	941-950	10 books
Year 95	99-100	951-960	10 books
Year 96	100-101	961-970	10 books
Year 97	101-102	971-980	10 books
Year 98	102-103	981-990	10 books
Year 99	103-104	991-1000	10 books
Year 100	104-105	1001-1010	10 books
Year 101	105-106	1011-1020	10 books
Year 102	106-107	1021-1030	10 books
Year 103	107-108	1031-1040	10 books
Year 104	108-109	1041-1050	10 books
Year 105	109-110	1051-1060	10 books
Year 106	110-111	1061-1070	10 books
Year 107	111-112	1071-1080	10 books
Year 108	112-113	1081-1090	10 books
Year 109	113-114	1091-1100	10 books
Year 110	114-115	1101-1110	10 books
Year 111	115-116	1111-1120	10 books
Year 112	116-117	1121-1130	10 books
Year 113	117-118	1131-1140	10 books
Year 114	118-119	1141-1150	10 books
Year 115	119-120	1151-1160	10 books
Year 116	120-121	1161-1170	10 books
Year 117	121-122	1171-1180	10 books
Year 118	122-123	1181-1190	10 books
Year 119	123-124	1191-1200	10 books
Year 120	124-125	1201-1210	10 books
Year 121	125-126	1211-1220	10 books
Year 122	126-127	1221-1230	10 books
Year 123	127-128	1231-1240	10 books
Year 124	128-129	1241-1250	10 books
Year 125	129-130	1251-1260	10 books
Year 126	130-131	1261-1270	10 books
Year 127	131-132	1271-1280	10 books
Year 128	132-133	1281-1290	10 books
Year 129	133-134	1291-1300	10 books
Year 130	134-135	1301-1310	10 books
Year 131	135-136	1311-1320	10 books
Year 132	136-137	1321-1330	10 books
Year 133	137-138	1331-1340	10 books
Year 134	138-139	1341-1350	10 books
Year 135	139-140	1351-1360	10 books
Year 136	140-141	1361-1370	10 books
Year 137	141-142	1371-1380	10 books
Year 138	142-143	1381-1390	10 books
Year 139	143-144	1391-1400	10 books
Year 140	144-145	1401-1410	10 books
Year 141	145-146	1411-1420	10 books
Year 142	146-147	1421-1430	10 books
Year 143	147-148	1431-1440	10 books
Year 144	148-149	1441-1450	10 books
Year 145	149-150	1451-1460	10 books
Year 146	150-151	1461-1470	10 books
Year 147	151-152	1471-1480	10 books
Year 148	152-153	1481-1490	10 books
Year 149	153-154	1491-1500	10 books
Year 150	154-155	1501-1510	10 books
Year 151	155-156	1511-1520	10 books
Year 152	156-157	1521-1530	10 books
Year 153	157-158	1531-1540	10 books
Year 154	158-159	1541-1550	10 books
Year 155	159-160	1551-1560	10 books
Year 156	160-161	1561-1570	10 books
Year 157	161-162	1571-1580	10 books
Year 158	162-163	1581-1590	10 books
Year 159	163-164	1591-1600	10 books
Year 160	164-165	1601-1610	10 books
Year 161	165-166	1611-1620	10 books
Year 162	166-167	1621-1630	10 books
Year 163	167-168	1631-1640	10 books
Year 164	168-169	1641-1650	10 books
Year 165	169-170	1651-1660	10 books
Year 166	170-171	1661-1670	10 books
Year 167	171-172	1671-1680	10 books
Year 168	172-173	1681-1690	10 books
Year 169	173-174	1691-1700	10 books
Year 170	174-175	1701-1710	10 books
Year 171	175-176	1711-1720	10 books
Year 172	176-177	1721-1730	10 books
Year 173	177-178	1731-1740	10 books
Year 174	178-179	1741-1750	10 books
Year 175	179-180	1751-1760	10 books
Year 176	180-181	1761-1770	10 books
Year 177	181-182	1771-1780	10 books
Year 178	182-183	1781-1790	10 books
Year 179	183-184	1791-1800	10 books
Year 180	184-185	1801-1810	10 books
Year 181	185-186	1811-1820	10 books
Year 182	186-187	1821-1830	10 books
Year 183	187-188	1831-1840	10 books
Year 184	188-189	1841-1850	10 books
Year 185	189-190	1851-1860	10 books
Year 186	190-191	1861-1870	10 books
Year 187	191-192	1871-1880	10 books
Year 188	192-193	1881-1890	10 books
Year 189	193-194	1891-1900	10 books
Year 190	194-195	1901-1910	10 books
Year 191	195-196	1911-1920	10 books
Year 192	196-197	1921-1930	10 books
Year 193	197-198	1931-1940	10 books
Year 194	198-199	1941-1950	10 books
Year 195	199-200	1951-1960	10 books
Year 196	200-201	1961-1970	10 books
Year 197	201-202	1971-1980	10 books
Year 198	202-203	1981-1990	10 books
Year 199	203-204	1991-2000	10 books
Year 200	204-205	2001-2010	10 books
Year 201	205-206	2011-2020	10 books
Year 202	206-207	2021-2030	10 books
Year 203	207-208	2031-2040	10 books
Year 204	208-209	2041-2050	10 books
Year 205	209-210	2051-2060	10 books
Year 206	210-211	2061-2070	10 books
Year 207	211-212	2071-2080	10 books
Year 208	212-213	2081-2090	10 books
Year 209	213-214	2091-2100	10 books
Year 210	214-215	2101-2110	10 books
Year 211	215-216	2111-2120	10 books
Year 212	216-217	2121-2130	10 books
Year 213	217-218	2131-2140	10 books
Year 214	218-219	2141-2150	10 books
Year 215	219-220	2151-2160	10 books
Year 216	220-221	2161-2170	10 books
Year 217	221-222	2171-2180	10 books
Year 218	222-223	2181-2190	10 books
Year 219	223-224	2191-2200	10 books
Year 220	224-225	2201-2210	10 books
Year 221	225-226	2211-2220	10 books
Year 222	226-227	2221-2230	10 books
Year 223	227-228	2231-2240	10 books
Year 224	228-229	2241-2250	10 books
Year 225	229-230	2251-2260	10 books
Year 226	230-231	2261-2270	10 books
Year 227	231-232	2271-2280	10 books
Year 228	232-233	2281-2290	10 books
Year 229	233-234	2291-2300	10 books
Year 230	234-235	2301-2310	10 books
Year 231	235-236	2311-2320	10 books

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...
BE Caring	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
BE Confident	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
BE Curious	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
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

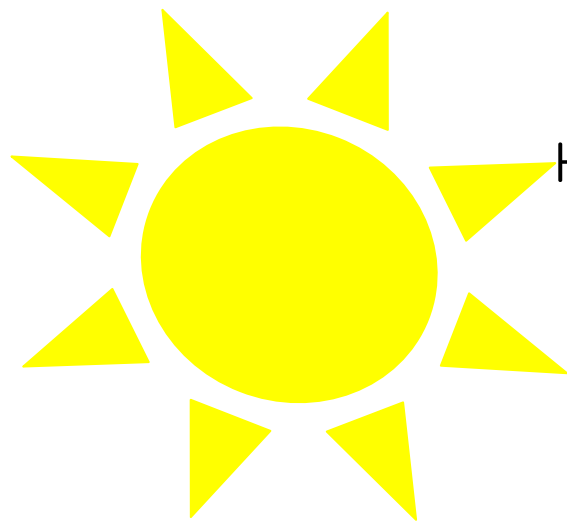


Underhill Rewards

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

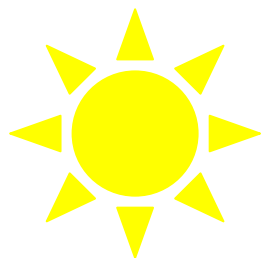


Underhill Sanctions


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
1 2 3 4

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 Schoolmoney.

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**



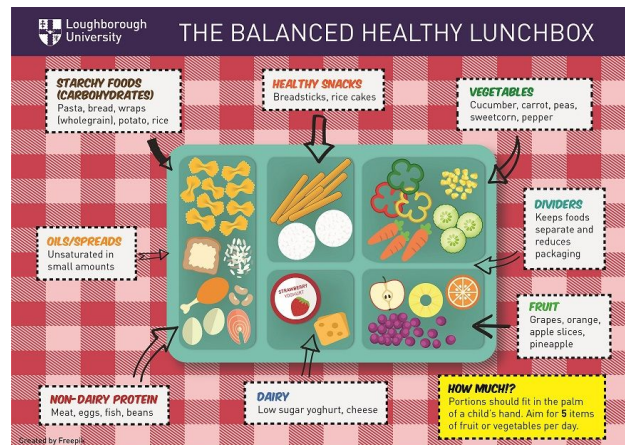
Snacks and Lunch

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 rep.

5 Holly Sarah Bellman 07736 297245

5 Laurel Holly Jansari 07493 084012

https://chat.whatsapp.com/CxbCHJyW0D866aOjew4Pom?mode=ems_wa_c

https://chat.whatsapp.com/G1fdOGVpZ2AGRzlucGSEXN?mode=ems_wa_c





Any questions?



Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!