





Year 5 Parent workshop

28th September, 2026

Bottesford Schools Federation



We RISE together!



Respect

Integrity

Strive

Empower

Federation Successes

Staff collaboration

One governing body

Older pupils supporting younger pupils

Share site and environments

Improved communication

Successful transition yr2-3

Aligned Curriculum

Federation Developments:

- **Handwriting**
- **Spellings**
- **Reading**
- **Curriculum**
- **Tapestry**
- **Website (www.bottesfordschools.co.uk)**
- **Behaviour**





Behaviour:

Mr Snowden – Behaviour Lead

**“Behaviour is good. Pupils are polite and welcoming.”
(Junior School, 2024)**



“Pupils behave exceptionally well. They respond positively to well-established routines and incredibly high expectations.” (Infant School, 2025)

Behaviour:

Mr Snowden - Behaviour Lead

- **RISE assemblies**
- **House points/teams**
- **Consistent behaviour policy**
- **OPAL playgrounds (Outdoor play & learning)**



OPAL:

Mr Snowden - Behaviour Lead



Upcycled Loose Parts



Baking Pans



Cake Moulds



Ice Cube Trays



Kitchen Tools



Measuring Spoons



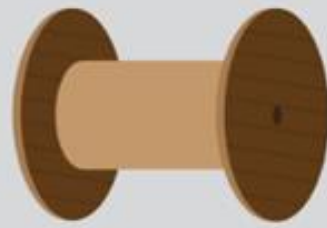
Pots & Pans



Strainers



Baskets



Cable Spools



Cardboard Items



Cones



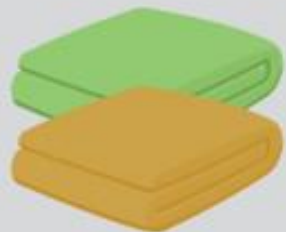
Containers



Corrugated Pipes



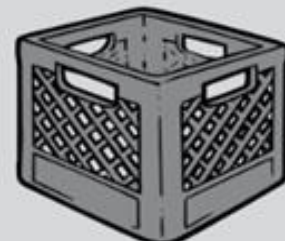
Dress-Up Items



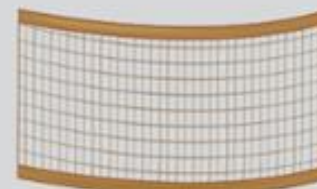
Fabric



Funnels



Milk Crates



Nets



Old Electronics



Pool Noodles



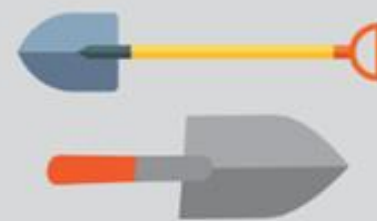
PVC Pipes



Rolling Carriers



Ropes



Shovels & Spades



Sinks & Tubs



Tarps



Tires & Wheels



Wooden Planks

Online safety:

Mr Snowden - Computing Lead

What has your children already learnt?

KS1- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Online safety:

Mr Snowden - Computing Lead

Through KS2...

**use technology safely, respectfully and responsibly;
recognise acceptable/unacceptable behaviour; identify a
range of ways to report concerns about content and
contact.**



Bottesford Leadership Teams:

- **PALs**
- **Thomson Garden Team**
- **Events Team**
- **Sports Leaders (yr2, yr5, yr6)**
- **OPAL leaders**
- **Assembly team**
- **Reading Rangers**
- **Librarians**
- **RISE team**



Bottesford Leadership Teams:

- Well being leaders
- Premises team
- Cultural team
- French team (juniors)
- Digital leaders
- Staying safe team
- Lunchtime team
- Art Ambassadors
- Humanities team
- Maths Ambassadors
- Forest School Leaders
- Community Champions



Year 5

Respect

Integrity

Strive

Empower



Year 5

In Year 5, we encourage children to show respect and integrity in everything they do. They learn to treat others with kindness, listen to different opinions, take responsibility for their actions, and always try to do the right thing, even when no one is watching. These values help children build positive relationships, work well with others, and become responsible members of the school community.



Year 5

Respect

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Year 5

The Year 5 curriculum helps children become confident, independent learners. They build on their reading, writing, maths, science, and wider curriculum knowledge while developing important skills such as problem-solving, teamwork, resilience and responsibility. We encourage children to be curious, ask questions, and try their best so they are prepared for Year 6 .



Reading

Year 5 learning:

Reading in Year 5

This knowledge organiser shows what you will learn in Year 5 Reading, including key skills and important vocabulary to help you become a confident, thoughtful reader.

Key vocabulary:

- root word
- prefix
- suffix
- fluency
- context clue
- summarise
- infer
- evidence
- figurative language
- metaphor
- simile
- imagery
- effect
- genre
- comparison
- evaluate
- subheading
- glossary
- index
- intonation
- expression

Word reading:

- Read most words fluently and attempt to decode unfamiliar words quickly using clues from the text (context).
- Use your knowledge of root words, prefixes, and suffixes (e.g. -sion, -tion, -cial, -tial, -ance, -ency, -able, -ible) to understand and read new words.
- Read most Year 5 and 6 key words accurately

Non-fiction and research skills:

- Use features of non-fiction texts (headings, subheadings, diagrams, etc.) to find information quickly.
- Retrieve, record, and discuss information from both fiction and non-fiction texts.
- Use a dictionary regularly to check the meaning of new words.

Comprehension skills:

Understanding and Summarising

- Check that a text makes sense as you read and correct mistakes independently.
- Identify the main ideas drawn from more than one paragraph and summarise them clearly.
- Make sensible connections between what you read and what you already know.

Comparing and Discussing

- Read a wide range of genres and identify their key features (e.g. diaries use the first person).
- Take part in discussions about books you read and listen to, building on others' ideas respectfully.
- Recommend books to your friends based on what you enjoy.

Words in Context & Authorial Choice (2a, 2g)

- Discuss vocabulary used by the author to create effect, including figurative language.
- Explain how an author's choice of words affects the reader.
- Begin to explain how meaning is enhanced through choice of words and phrases.

Inference & Prediction (2d, 2e)

- Draw inferences about characters' feelings, thoughts, and motives from clues in the text.
- Use evidence from the text to justify your ideas and predictions.
- Make detailed predictions based on information that is stated or implied.

Poetry and Performance:

- Read and perform poetry and play scripts with expression and confidence.
- Use tone, volume, and actions to engage your audience.
- Explore different forms of poetry such as free verse or narrative poetry.

Here are some of the books that we will read this year...



Year 5 learning:

Reading- Your child will have daily reading lessons and focus on:

- **Reading fluently and with expression.**
- **Understanding and explaining the meaning of new vocabulary.**
- **Finding information quickly in a text. (Skimming and scanning)**
- **Making inferences and explain ideas using evidence.**
- **Explaining characters, settings and events using evidence from the text.**
- **Summarising the main ideas from different paragraphs.**

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Year 5 learning:

Reading fluency and speed

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot.

This should be read, and understood, in 1 minute.

This is the minimum speed a child needs to then allow them enough time to access the questions - 150 wpm.

Year 5 learning:

Writing- Your child will have daily Literacy lessons and focus on:

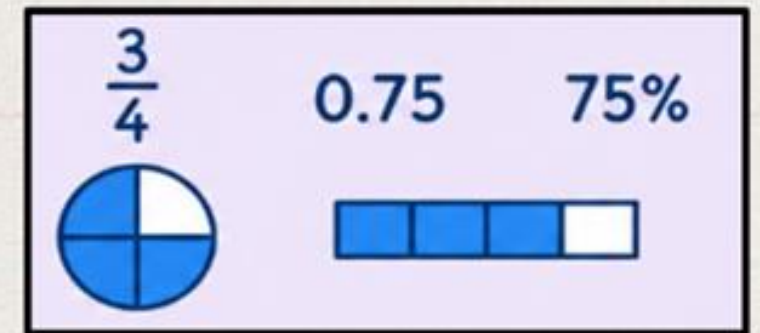
- **Writing different types of texts, such as stories, reports, letters and persuasive writing.**
- **Using interesting words and a variety of sentences.**
- **Organising writing into clear paragraphs.**
- **Using punctuation, grammar and spelling accurately.**
- **Checking and improving writing by editing errors.**
- **Writing neatly using joined handwriting.**



Year 5 learning:

Maths-Your child will have daily Maths lessons and focus on:

- **Reading, writing and comparing numbers up to 1,000,000.**
- **Using the four operations accurately. (+, -, × and ÷)**
- **Understanding and using fractions, decimals and percentages.**
- **Solving problems involving all the four operations.**
- **Understanding and using measurements, angles and shapes.**
- **Explaining their mathematical reasoning and solve problems independently.**



Year 5 learning:

Maths

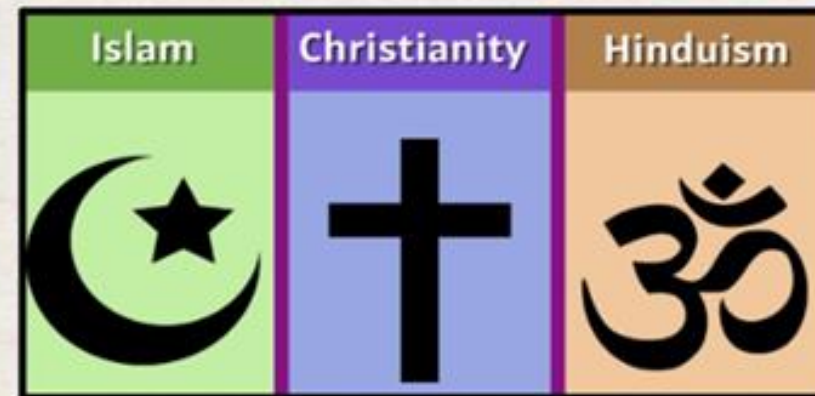
Year 5 Maths Assessment Targets						
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
I can count in steps of powers of 10 for any given number up to 1 000 000.	I can subtract numbers with more than 4 digits using written methods.	I can establish whether a number up to 100 is prime & recall prime numbers up to 19.	I can read and write decimal numbers as fractions.	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	I can identify angles at a point and one whole turn.	I can solve 'comparison' problems using information in line graphs.
I can read Roman numbers to 1000 (M).	I can solve subtraction multi-step problems, deciding what operations & methods to use & why.	I can recognise and use square numbers and cube numbers.	I can solve number problems up to 3 decimal places.	I can solve problems involving converting between units of time.	I can state and use the properties of a rectangle to deduce related facts.	I can read and interpret information in tables including timetables.
I can solve number problems and practical problems.	I can use rounding to check answers to calculations.	I can multiply and divide whole numbers and decimals by 10, 100 and 1000.	I can read, write, order and compare numbers with up to 3 decimal places.	I can estimate the area of irregular shapes.	I can draw shapes using given dimensions and angles.	I can complete information in tables including timetables.
I can read, write, order and compare numbers to at least 1 000 000.	I can add numbers with more than 4 digits using written methods.	I can solve problems using multiplication and division.	I can add and subtract fractions with the same denominator and related fractions.	I can convert between different units of measure for example km to m.	I can identify angles at a point on a straight line and half a turn.	I can solve 'difference' problems using information from line graphs.
I know what each digit represents in numbers to 1 000 000.	I can subtract mentally, using increasingly large numbers.	I know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers.	I can compare and order fractions whose denominators are all multiples of the same number.	I understand and use basic equivalence between metric and imperial units.	I can identify 3-D shapes, including cuboids from 2-D presentations.	I can solve 'sum' problems using info from line graphs.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 & 100 000.	I can add mentally, using increasingly large numbers.	I can divide numbers up to 4 digits by a one-digit number using a written method.	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials & diagrams.	I can recognise and estimate volume and capacity.	I can draw a given angle, writing its size in degrees.	I can present information using ICT.



Year 5 learning:

Some of examples of the Y5 curriculum coverage:

 ANCIENT EGYPTIANS	Crime and Punishment 	The First World War 
FORCES	SPACE	Life Cycles
Europe 	Food and Farming 	LANGUAGE ANGELS 



Your child's topics will be shared on the school website so this will help you understand what they are covering at school and support their learning at home.



Year 5 - Autumn term 1

What are we learning...



ENGLISH

In English, the children will learn how to write instructions, an information text and an informal letter.

MATHS

In maths, the children will be learning about place value with numbers up to 1,000,000 as well as continuing with addition and subtraction.

SCIENCE

In science, the children will be learning about forces including friction, air resistance, water resistance and gravity.

HISTORY

In history, the children will be learning all about Ancient Egypt and looking at how much they achieved as a civilisation.

MUSIC

The children will be celebrating Harvest and extending their skills in pitch, rhythm and pulse.

ART

In art, the children will be researching Canopic Jars as part of our history topic. They will then design and sculpture their own jar using clay.

COMPUTING

This term children will understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

RE

In RE, the children will be exploring the main beliefs of Hinduism and looking at how Hindus worship at home.

MFL

In French, the children will be looking at objects within the classroom as well as recall previously learnt language.

PSHE

The children will be looking at how to face new challenges and explore democracy.

PE

Gymnastics
Swimming



MESSAGES

- Our PE days are Monday and Thursday.
- Each day, children must bring: a water bottle (water only, not juice); their reading book and reading diary and a raincoat.
- Children are allowed to wear stud earrings but these must either be removed, or covered with tape, during PE lessons (this is following health & safety guidelines).
- All other jewellery is not permitted.
- Please be aware that makeup, nail polish and dyed hair are not allowed at school.



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Year 5

In Year 5, we empower children to become confident, independent learners by encouraging them to take responsibility, solve problems, and challenge themselves. Also, through learning, Bikeability and swimming- children build confidence, resilience, and essential life skills, including road and water safety.



Bottesford Leadership Teams

Bikeability



Bikeability empowers pupils to become safe, confident, and independent cyclists, equipping them with skills they can use throughout their lives.

[bikeability website](#)

How you can help at home:

- **Read regularly together.**
- **Encourage short, regular times-table practice.**
- **Ask your child about what they have learned at school.**
- **Give them opportunities to make simple decisions and solve problems independently.**
- **Encouraging them to try new things and celebrate their effort, not just the result.**
- **Giving them opportunities to make simple decisions and solve problems independently.**
- **Talking positively about learning and reminding them that mistakes are part of improving.**



Remember:

- **Small amounts of regular practice at home can make a big difference to your child's confidence and progress in Year 5.**



Robinwood Residential



**Total will be approximately:
£380 (final cost to be confirmed
in the next couple of weeks)**

***Based upon the current cost for
2026-2027**

**Why
Robinwood?**

**Why in the
Autumn
Term?**



What activities will my child take part in?

Typical 3 Day Programme

Around 24 hours of high-quality activity sessions packed into a 3 day course. We ensure your group gains the most possible from every moment spent at Robinwood.

Day One

- Arrivals are typically about 11.00am
- Lunch
- Giant Swing
- Raft Building
- Crate Challenge
- Evening Meal
- Trapeze
- Quest
- Hot Chocolate and Review

Day Two

- Breakfast
- Zip Wire
- Canoeing
- Archery
- Lunch
- Nightline
- Piranha Pool
- Caving
- Evening Meal
- Team Challenge
- Hot Chocolate and Review

Day Three

- Breakfast
- Dungeon
- Climbing
- Challenge Course
- Lunch
- Departures are typically about 2.30pm

Day One

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- Lunch
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Day Two

- Breakfast
- Zip Wire
- Canoeing
- Archery
- Lunch
- Nightline
- Piranha Pool
- Caving
- Evening Meal
- Team Challenge
- Hot Chocolate and Review



Day Three

- Breakfast
- Dungeon
- Climbing
- Challenge Course
- Lunch
- Departures are typically about 2.30pm

What will
their day
look like?



Room allocation...

1. _____
2. _____
3. _____
4. _____
5. _____



What will they need?

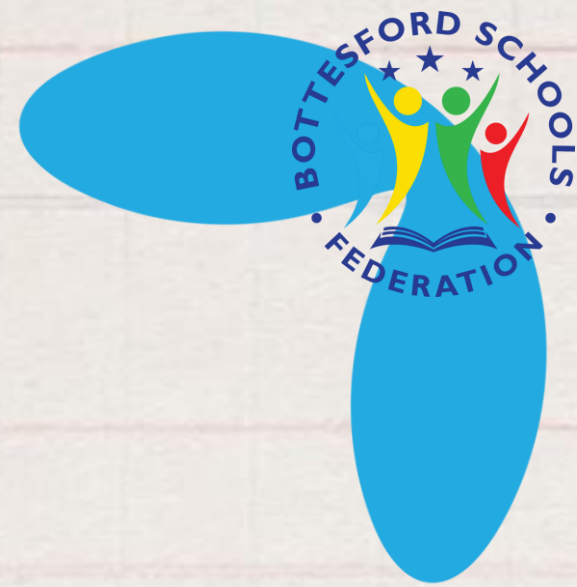
Packing for Robinwood

(This list includes what you'll wear to Robinwood)

	☐ 3 x T-Shirts (No vests please)		☐ 2 x Towels
	☐ 3 x Long Sleeve Tops (Jumpers/Hoodies etc)		☐ 1 x Hat (in worse weather)
	☐ 3 x Trousers (Ideally not jeans)		☐ 6 x Pairs of socks 3 x Pairs of underwear
	☐ 2 x Pair of shorts (Knee length or longer)		☐ 2 x Pair of trainers
	☐ 1 x Set of pyjamas		☐ 1 x Bag of toiletries (No aerosols please)
	☐ 1 x Coat, ideally waterproof (For walking to centre)		☐ Water Bottle

Please do not bring any phones, cameras or other electrical devices 

What communication will I receive?



**Medical/dietary
needs?**



**ANY
QUESTIONS?**

