



WELCOME TO YEAR 5 2025-2026

Fern Class: Miss Grigg
Emerald Class: Mrs Schleising & Mrs Field

The Year 5 Team

- We are lucky to have a fantastic team in Year 5.

Teachers- Miss Grigg, Mrs Schleising (Mon-Wed) and Mrs Field (Wed-Fri)

TAs- Mrs Smith, Mrs Baker, Miss Hendy

THE HAMPDEN WAY

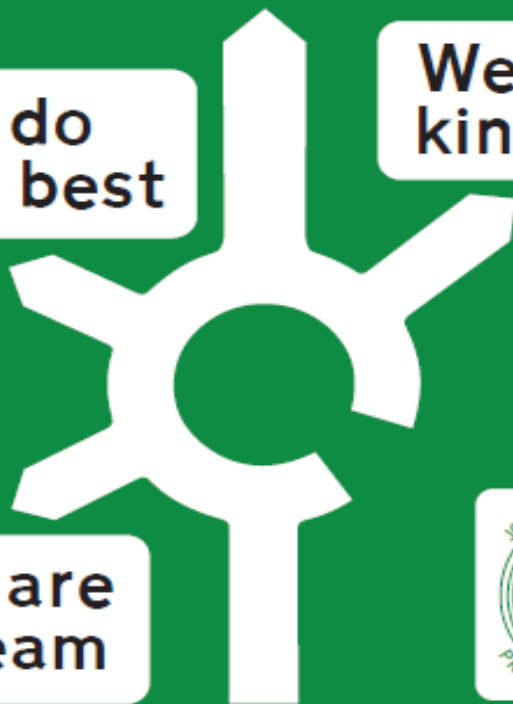
Aspiration &
Opportunity



We do
our best

We are
kind

We are
a team



THE HAMPDEN VALUES

Dreams & Goals

- Self-belief
- Perseverance
- Aspiration
- Challenge



Healthy Mind and Body

- Balance
- Keeping safe
- Self-esteem



Celebrating Diversity

- Inclusion
- Respect
- Acceptance



Relationships

- Tolerance
- Choice
- Conflict and
resolution



Being Me in My World

- Belonging
- Community
- Responsibility
- Rights



Changing Me

- Independence
- Resilience
- Looking forward



Year 5 Expectations

- Independence
- Using their initiative
- Personal organisation
- Taking responsibility
- Learning from mistakes
- Growing into happy, confident individuals.



THE HAMPDEN WAY

Aspiration & Opportunity 

We do our best

We are kind

We are a team 

BEST lining up

Line order 

In a straight line 

No talking 

Eyes forward 

THE HAMPDEN WAY

Aspiration & Opportunity 

We do our best

We are kind

We are a team 

BEST listening

Be quiet 

Empy hands 

Sit or stand still 

Track the speaker 

THE HAMPDEN WAY

Aspiration & Opportunity 

We do our best

We are kind

We are a team 

CALM Corridor

Calm and quiet 

Always walking 

Left hand side 

Minimum time 

THE HAMPDEN WAY

Aspiration & Opportunity 

We do our best

We are kind

We are a team 

POLITE Dining

Please and thank you

Ordery queuing

Leave your table as you found it

Inclusive, calm atmosphere

Take your time

Eat with cutlery

Year 5 Overview



John Hampden Primary School
Curriculum Map

Year 5 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
COMMUNITY	CELEBRATING DIVERSITY	PERSEVERANCE BODY	HEALTHY MIND AND	HEALTHY RELATIONSHIPS	EMBRACING CHANGE
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self-belief Aspiration Challenge	Balance Keeping Safe Self-esteem	Tolerance Choice Conflict Resolution	Independent Resilience Looking Forward
Autumn 1 British History: Vikings <i>Science: Forces in Action</i>	Autumn 2 <i>Geography: Time Zones: Can we time travel on planet Earth?</i> <i>Science: The Solar System</i>	Spring 1 <i>Geography: The Amazing Americas</i> <i>Science: Living Things and Habitats</i>	Spring 2 <i>Geography: Local and Global</i> <i>Science: Properties and Changes in Materials</i>	Summer 1 <i>History: Ancient Greece Scientists and Inventors</i> (6 weeks)	Summer 2 <i>History: Mystical Mayans</i> <i>Science: Animal-Reproduction and Growth</i> (7 weeks)
(7 weeks)	(7 Weeks)	(6 weeks)	(5 Weeks)		
Core Text: The 1000 Year Old Boy by Ross Welford (Friendship, Perseverance, Belonging).	Core Text: Cosmic by Frank Cottrell Boyce (Relationship between father and son and friendships).	Core Text: The Explorer by Katherine Rundell (Survival and perseverance; facing fears and insecurities and overcoming challenges.)	Core Text: The Boy at the Back of the Class by Onjali Q. Rauf (Diversity and empathy)	Core Text: Who Let the Gods Out by Maz Evans (Mental Health, Asking for Help)	Core Text: Holes by Louis Sachar (Resilience and looking forward to a better future)
					

Knowledge Overview

Key Knowledge

To identify natural resources and explain how they are used to provide energy.

To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.

To identify parts of the world where certain foods, wood and minerals are produced and consider some of the problems associated with their production.

To understand sustainability and what we can do to help preserve natural resources.

Natural Resources Year 5



Vocabulary

Resource Distribution	How resources are spread out across a geographical area.
Energy	the power to make things work - for example, to provide heat or light or to operate machinery
Renewable	Something that will not be used up or run out.
Finite	A resource that is finite has a limit, or an end and will run out.
Sustainable	To develop a sustainable future, think about meeting today's needs while protecting the environment and for the future

Unsustainable	A resource that is being used faster than it can be replaced or regenerated.
Extraction	The process of removing some natural resources, especially by force.
Minerals	Chemical substances which are naturally found in the rocks.
Fossil fuels	A natural fuel such as coal or oil, formed in the geological past from the remains of living organisms.

Big Questions/Challenging Perceptions



In what ways are humans affecting the environment and planet we live on? How can we preserve natural resources? Identify ways in which we ourselves can reduce the harm we do to the environment.



Prior knowledge/key knowledge	
Prior knowledge in this box.	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Key knowledge for current year	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

	Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



Science Knowledge Organiser Term 1 Forces

Vocabulary	
Gravity	The force that pulls things to the ground on Earth and other planets.
Earth's Gravitational pull	The pull that Earth puts on an object - pulling it to the Earth's centre. It is the Earth's gravitational pull that keeps us on the ground.
Weight	The measure of the force of gravity on an object.
Mass	A measure of how much matter (or stuff) is inside an object.
Friction	A force that acts between two surfaces or objects that are moving or trying to move across each other.
Resistance	A type of friction caused by air and water pushing against any moving objects.
Streamlined	When an object is shaped to minimise the effects of air or water resistance.
Mechanism	Parts that work together in a machine for example levers, pulleys and gears.
Fulcrum	A point at which a lever pivots.
Drag	The force which resists motion.



Key skills /investigative focus	
Researching	How does a plane fly?
Observing	Which surface provides friction? What shapes will create the most or least air / water resistance? Create experiments to explore. Collect results and analyse the data.

Big Questions/Challenging Perceptions	
	Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) Can they design very effective parachutes? Can they work out how water can cause resistance to floating objects? Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

Key Skills

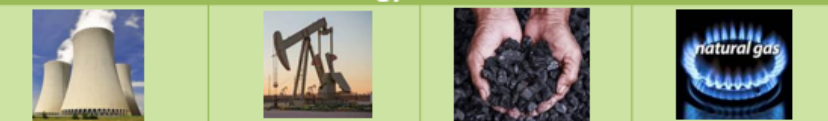
Human and physical geography	human geography: Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Renewable Forms of Energy- An energy source that will not run out.



Solar Wind Wave & Tidal Biomass Hyrdo-Electric Geothermal

Non-Renewable Forms of Energy



Nuclear Fossil Fuel- Oil Coal Natural Gas

Year 5 Timetable

Year 5		MASTER Weekly Timetable -TERM -WK					Week Beginning:		2024-25					
Mon	JS- Math Pre Learning H/S/R	8:50-9:20 Jigsaw JS- Fern EH-Emerald EB-Fern	9:20-10:10 PE/English JS- Fern EH-Emerald EB- Fern		10:10-11:00 English/PE JS- Fern EH- Fern EB-Emerald	B	Maths JS- MFL EH-Fern EB-Fern	L	Spellings EB-Grp 2 EH-RB	Guided Reading JS- Fern EH-Emerald EB-Fern Daily Readers	MS/EG ECT Meet Assembly JS- Fern EH-Emerald EB- Reading (F)			
Tue	EB- Math Pre Learning H/S/R	Computing/English EH-Emerald EB- Fern		Maths EH-Fern EB-MFL		R	Computing/English EH-Emerald EB- Fern	U	Guided Reading/Library EH-Emerald EB-Fern		PE EH-Int EB-Fern			
Wed	JS- Math Pre Learning H/S/R	MS/CF/EG PPA Time Assembly JS- Fern EB- Emerald EH-Reading (E)	LC Music (E) MS French (F) JS- Fern EH-Emerald EB-Reading (F)		LC Music (F) MS French (E) JS- Emerald EH-Reading (E) EB-Fern	E	Maths JS- MFL EH-Fern EB-Fern	N	Guided Reading JS- Fern EH-Fern EB-Emerald		Science JS- Fern EH-Fern EB-Emerald			
Thu	EB- Math Pre Learning H/S/R	Maths EH-Fern EB- MFL		JHS MILE	Geography/History EH-Emerald EB-Fern		A	English EH-Emerald EB-Fern	C	Spellings EH-RB	Art/DT EH-Emerald EB-Fern			
Fri	JS- Math Pre Learning H/S/R	Spelling Test EH- RB	SPAG/ Guided Reading JS- Fern EH-Fern/Int EB-Emerald		JHS MILE	English JS- Fern EH- Fern EB-Emerald		K	Maths Arithmetic JS- MFL EH-Fern EB-Emerald		H	Buddies Or Guided Reading	1:30-2:30 PSHE (Jigsaw) JS- Fern P/copying- EB or EH	2:30-3:00 Achievement Assembly

Equipment

- Coat
- Long hair tied back
- Simple school bag / rucksack
- Drinking bottle that is not too big – water.
- A healthy snack
- Please make sure that all uniform is clearly labelled! Any unnamed items will be placed in Lost Property on a Friday.



Uniform

School Uniform – plain clothing in school colours and plain black school shoes (not trainers or boots)

PE Uniform – plain clothing in school colours and black or white trainers

Jewellery – no jewellery except wristwatch and small plain stud earrings

Hair – must be tied back for sport with plain headbands or hair ties.

Makeup – makeup is not to be worn, including false nails or nail varnish and fake tattoos.

Maths

The children have been put into Maths groups however all children will be covering exactly the same work. The only difference between the two groups is that in Miss Grigg's Maths class will have the aid of two TAs who are on hand to support the children with their learning.

In Mrs Schleising/Mrs Field's class, the children will be expected to work more independently.



PE & Games

- Children wear full PE kit (both outdoor and indoor) on **Monday and Tuesday**.
- A gentle reminder that long hair must be tied back and no jewellery can be worn during these sessions including watches.
- As the weather starts to become colder your child will possibly need a light- weight waterproof coat.
- Our 5 swimming sessions will be in Term 2 & 3:

Homework

	Activity	Timings
Year 5	Reading	At least 4x a week- 15mins (recorded in Reading Record Journal)
	Spelling	Weekly Spelling Shed (15 mins per week)
	Maths task	Weekly – 30min
	Times Table Task	Weekly - Times Table Rockstars (15 mins per week)
	Extended Topic Work	Once per year

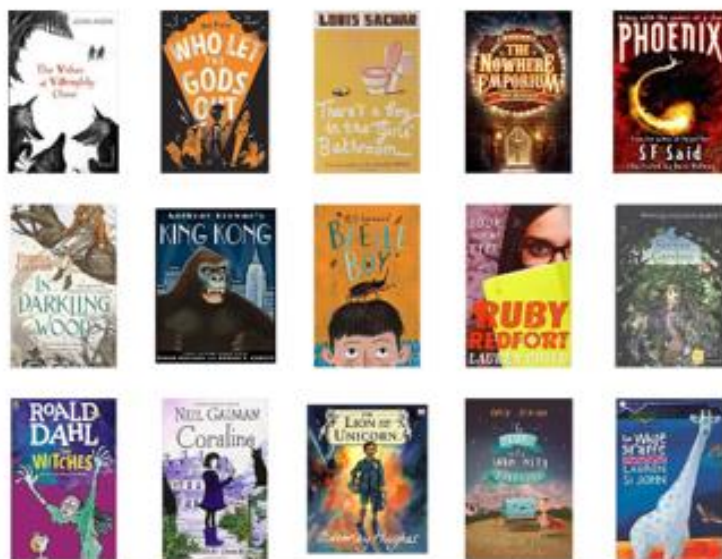
Homework will be given out on a **Wednesday** and will be handed in the following **Wednesday**.

We expect the same high level of presentation in their home learning as at school.

Homework Club- If your child is unable to complete their homework for one reason or another, they are welcome to attend Homework Club on a Monday lunch time, where Mrs Schleising or Miss Grigg are available to support them.



Year 5 recommended book list



How many of these books can you read this year?

Use these links for more year 5 recommended books;

<https://www.booksfortopics.com/booklists/recommended-reads/year-5/>

<https://www.the-readerteacher.com/year5>



Events & Experiences

- Term 1: Viking Day (in school-16th October, £16)
- Term 2: Woodrow – residential (5th-7th November)
- Term 2: Science Oxford - Planetarium (18th November in school approx £5)
- Year 6 Field Trip meeting – (2nd December)
- Term 3: ZooLab (in school £9.50)
- Term 4: Cinema Evening (in school)
- Term 5: Ancient Greece Workshop- children to dress up. (in school approx. £7.50)
- Term 6: Maya workshop and artefact handling (in school approx. £10)



Woodrow- 5th-7th November

- Forms/Packing List- Soon you will receive various forms to fill in with regards to our visit to Woodrow. Included with these, will be a packing list. Please look out for this so you know what your child needs. Absolutely NO electronics.
- Allergies- Please be careful what you write in the allergies section. The Centre is very strict about food allergies. If you state your child can't have milk, they will not be allowed any food that contains this- including pizza or other foods that have milk as an ingredient.
- Medications- Please ensure your child has 'in-date' medication. This includes tablets for travel sickness. All medication will need to be handed into staff on the morning of the trip.

- Talk to us by emailing the school office:

office.2591@john-hampden.oxon.sch.uk

- Or see us at the end of the day to make an appointment.
- Morning moments are really difficult, sorry.
- Punctuality is essential – we start promptly at 8:40.
- If your child is absent, please inform the office as soon as possible.
- Due to safeguarding reasons, no parents are permitted to enter the Old School Building unless escorted by a member of staff.

Home School Link