



Stamford Park Primary School
Year 5 Sep 2025

Staff

Class Teachers 5LC:

Mrs Cook

Class Teachers 5RC:

Mrs Rodgers and Mrs Coyne

Teaching Assistants

Mrs Byron and Ms Hart





School Day

| Time | |
|------------|--------------------|
| 8:45am | Doors open |
| 9:00am | Doors close |
| 12:00 noon | Lunchtime |
| 1:15pm | Start of afternoon |
| 3:30pm | End of day |



Communication

Office to arrange meetings.

Staff are available to talk (briefly) at the end of the day.

Class Emails:

5RC@spprimary.org.uk

5LC@spprimary.org.uk

School Website:

[Home | Stamford Park Primary School \(spprimary.org.uk\)](http://spprimary.org.uk)



Absences

- If your child is going to be absent, please email the school office by 9.30am
- Please ensure any appointments, unless emergency appointments, are scheduled for outside of the school day
- Please do not take your children out during term time
- **MUST** have 48-hour absence after last episode of sickness and diarrhoea



Medication

- All medication must be prescribed by a doctor (not over the counter) and labelled accordingly
- Any medication should be given to the office
- Only inhalers to be kept in classroom
- Medical tracker system in place - email will come out to inform you of any incidents



School Uniform

- Children are expected to wear full school uniform
- School jumper or cardigan is available from My Embroidery
- A white shirt or polo shirt - ties optional
- Charcoal grey shorts/trousers or skirts
- Black 'polishable' shoes - ideally not trainer style
- Long hair should always be tied up
- School hoodies are just be for PE
- Coat/waterproof





PE Kits

- PE days - children should come into school wearing their P.E. kit
- Extra-curricular clubs - children must come into school wearing school uniform and then change into P.E. kit at the end of the day
- Hair tied back and jewellery/watches off

PE kits are as follows:

- Plain white t shirt, dark coloured shorts and a plain navy tracksuit/the school hoodies



English as an Additional Language

- Our school has a dedicated team to support children with English as an additional language
- Ms Esa is our EAL lead teacher



SEN

SENDCO - Mrs Williams

- Quality First Teaching
- Early identification
- Booster groups
- In class support
- Highly skilled teaching assistants delivering specific interventions



Pupil Premium

- This funding can be used for 1:1 academic support, to fund extracurricular clubs, to fund school trips, etc.
- To see if your child is eligible, please apply using the link on our website under Key Information - Pupil Premium

Emotional Literacy Support Assistants and School MH support



- Ms Brenner and Mr Heathcote are our two school **ELSAs** (Emotional Literacy Support Assistants)
- We also have a school counsellor and a Mental Health Practitioner
- Support emotional needs of pupils surround loss, self-esteem, social skills, friendship issues, anxiety
- Sessions will either be 1:1 or small group
- Referrals can be made by the class teacher



Classroom equipment

- Pencil case with everything they need - pens, pencils, ruler, rubber, sharpener, glue stick
- Lockers can store coats, packed lunch and art shirt
- Children can bring a healthy break-time snack
- Water bottle - bring in daily



Curriculum Overview

- Covers all the subjects taught
- Found on the School Website

| Year 5 Curriculum - Autumn | | | | | |
|---|---|--|---|---|--|
| <p>English</p> <p>This term we will base our reading and writing upon two focus texts:</p> <p>Autumn 1 - <i>Fables</i> by Grahame Baker-Smith</p> <p>Fiction focus - setting description</p> <p>Non-fiction focus - letters</p> <p>Autumn 2 - <i>Where once we stood</i> by Christopher Riley & Martin Brown</p> <p>Fiction focus - Exploring narrative</p> <p>Non-fiction focus - Formal report</p> <p>Each section will follow the same lesson structure of immerse, analyse, plan and write.</p> <p>Guided Reading: <i>Osobala, Osobala</i> - A story of slavery</p> | <p>Maths</p> <p>This term we will be working on:</p> <p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>We will do warm up starters each day including Times Table <i>000000</i>, which are based on a wide range of arithmetic and reasoning to ensure the learning is reinforced at various points throughout the year.</p> | <p>Science</p> <p>This term we will be looking at the topic of Forces and Space.</p> <p>In this topic, we will learn to identify balanced and unbalanced forces. We will also understand the effects of gravity, as well as air and water resistance. In Space, we will be researching the planets in our Solar System. We look at the geocentric and heliocentric models and the phases of the moon.</p> <p>The children will carry out practical investigations, such as investigating the effect of friction and designing and exploring mechanisms.</p> | <p>Computing</p> <p>We follow the Purple Mash scheme of work for computing.</p> <p>Coding</p> <p>Using coding efficiently, simulating a physical system, introducing strings, Text variables and concatenation.</p> <p>Online safety</p> <p>Responsibilities and support when online, protecting privacy, citing sources, reliability.</p> <p>Databases</p> <p>Searching a database, creating a class database and creating a topic database.</p> | <p>History</p> <p>This term we will look at the Kingdom of Benin and Black History. We have two Big Questions for this Topic which are: Did the slave trade in Benin have an impact on the world? Did Britain influence parts of the Slave Trade?</p> <p>The children will develop an understanding of the culture and history of the people of Benin. They will develop an understanding of slavery and different perceptions of skin colour.</p> | <p>Geography</p> <p>This term geography is covered by cross curricular links to the Ancient Kingdom of Benin topic in History.</p> |
| <p>French</p> <p>This term the children will be working through a unit called 'Talking About Us/School Subjects'. We will then move onto 'In the city, Shopping and Festive Jumpers'.</p> <p>Within the topic, children will learn how to introduce themselves (giving important details), explain in detail how they are feeling and to say what school subjects they like or dislike.</p> <p>They will practise their oral skills by asking and answering questions including in mini conversations.</p> | <p>Music</p> <p>This is taught by our specialist music teacher, Mrs Heck. Each lesson, children listen to and appraise music from a variety of genres, sing, compose and perform.</p> <p>This term they will have a focus on African drumming. The scheme develops and builds musical skills throughout the year in preparation for the next year.</p> <p>Each week, children take part in a music assembly, learning new songs and singing them together.</p> | <p>RE</p> <p>At Stamford Park RE is taught through a 'big question'. The children discuss, interview each other and research different areas which can help them answer the question.</p> <p>This term's question is:</p> <p>If god is everywhere why go to a place of worship?</p> <p>Why do some people believe God exists?</p> | <p>PE</p> <p>The children are taught a comprehensive list of skills both discreet and in game situations by our coaches Mr <i>Soooo</i>, and Mr Heathcote. This will aid their skill development (such as kicking, throwing and manoeuvring) and communication.</p> | <p>Art/ Design Technology</p> <p>This term we will cover a range of skills including sketching and weaving. We will be looking at African art and textiles which both link to our topic, The Kingdom of Benin and Black History.</p> <p>We design a face mask in the style of the sculptures and carvings of Ancient Benin.</p> <p>The children will also learn about African <i>Kente</i> cloth, an important part of many African cultures, and do a weaving inspired by this cloth.</p> <p>We then move onto 'They see the world like this'. We look at impressionism vs realism, pop art, <i>abooool</i> art. We also focus on</p> | <p>PSHE</p> <p><i>U</i> taught through the jigsaw scheme on a weekly basis.</p> <p>Being me in my world - Facing new challenges and setting personal goals, Understanding my rights and responsibilities as a citizen of my country, Understand how my behaviour can impact on group, Understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>Celebrating difference- Understand that cultural differences sometimes cause conflict, Understand how rumour-spreading and name-calling can be bullying behaviour, Compare my life with people in the developing world.</p> |



Home Learning

- Reading and discussion
- My Maths
- Half termly topic focused tasks on class page
- Spellings



Extras for Year 5

- Maths and English groups
- Trips
- Swimming - Feb half term onwards
- Walking home - letter in advance
- 11+
 - Trafford Tuition after school club - paid for
 - NVR and VR familiarisation sessions after school from Spring 2 - contribution to photocopying costs tbc



Thank you.

Any questions?