

Year 5 Team

Mrs Kilkenny (Class Teacher)
Mrs Stanford (Teaching Assistant)
Miss Packham (Teaching Assistant)

Year 6 Team

Miss Moss (Class Teacher)
Mrs Wright (Teaching Assistant)

Wednesday Afternoon

Elite Development (PE)
Mrs Claffey (French and PSHE)

Contacting Us

We currently ask that any queries or communication happens via email.

If you have any queries or concerns, in the first instance, speak to your child's class teacher by email, through the school office or via the junior email.

As teachers are unable to check and respond to emails during the day and your message needs to be dealt with that day, then please contact the school office. We endeavour to respond within 24 hours.

Email: office@stpeterseg.co.uk
juniors@stpeterseg.co.uk

Please use your child's year group as the subject of the email 'Year 5 or Year 6'



Behaviour for Learning









We value and believe effective partnerships are key to your children's learning and well being. We will be working hard to establish strong communication with you and encourage you to openly communicate with us in order for us to best support your child/children.

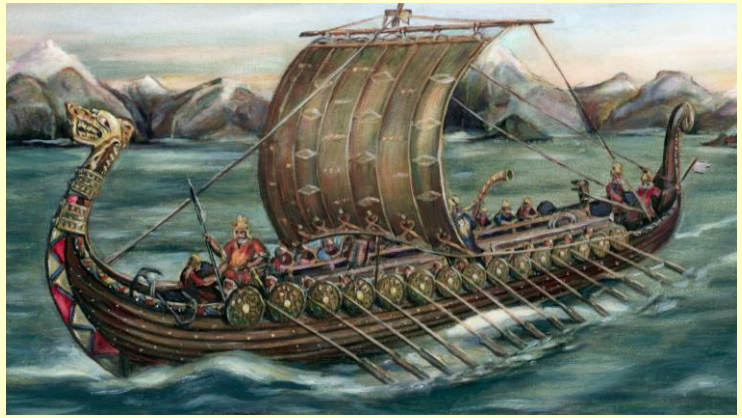
Our trinity of rules **'Be ready, Be Respectful and Be safe'** can be applied to a variety of situations and are taught, re taught and modelled explicitly throughout the year in class and whole school assemblies to create a positive learning and working environment for our whole school community. These are further enhanced by our 'Golden Rule'



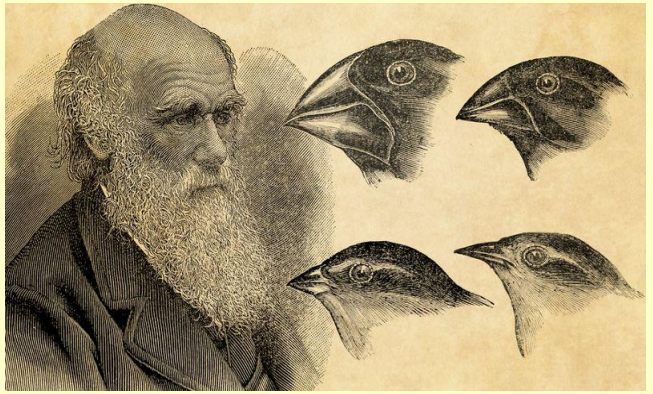
Our house system is embedded across the school. Children are linked with siblings and will meet regularly and have internal competitions amongst houses with incentives at the end of each half term for each house

Curriculum

Autumn term - Vikings and Mayans
Spring term - Frozen Kingdom
Summer term - Darwin









Year 5

Autumn Term 2026

Vikings and Mayans



Enrichment opportunities

- Grandparents' Mass
- Christmas carol service
- Mayan experience to be confirmed

Physical Education

- To go swimming for 6 PE lessons in the first half term
- To focus on the social 'cog' to build confidence in working collaboratively
- To focus on using and receiving sensitive feedback in order to improve our own and others' skills

Outdoor learning opportunities

- Science investigations will sometimes take place outdoors
- Participate in the Daily Mile

Music

- To perform in contexts, using their voices
- To use their voices with increasing accuracy, fluency, control and expression

Art

- To create collages using mixed media
- To take inspiration from collage artists' work

Design and Technology

- To design and create a Viking shield

Computing

- To develop coding skills
- To learn more about online safety to ensure that we are using technology safely

History or Geography

- To discover, compare and contrast what life was like for Viking and Maya people
- To learn about conquests and invasion, analysing reasons for and against
- To explore artefacts to gain an understanding of the past

Science

- To 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
- To recognise that some mechanisms allow a smaller force to have a greater effect
- To compare and group together everyday materials on the basis of their properties
- To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated, fair tests for the particular uses of everyday materials
- To demonstrate that dissolving, mixing and changes of state are reversible changes
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible

Year 6

Autumn Term 2026

Vikings and Mayans



Enrichment opportunities

- Grandparents' Mass
- Christmas carol service
- Mayan experience to be confirmed

History or Geography

- To discover, compare and contrast what life was like for Viking and Maya people.
- To learn about conquests and invasion, analysing reasons for and against.
- To explore artefacts to gain an understanding of the past.

Physical Education

- To focus on the social 'cog' to build confidence in working collaboratively
- To focus on using and receiving sensitive feedback in order to improve our own and others' skills.

Science

- To recognise that light appears to travel in straight lines
- To explain that objects are seen because they give out or reflect light into the eye
- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- To compare and explain variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Outdoor learning opportunities

- Science investigations will take place outdoors.
- Participate in the Daily Mile

Music

- To perform in contexts, using their voices
- To use their voices
- with increasing accuracy, fluency, control and expression

Computing

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Design and Technology

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Effective Learning and Providing Appropriate Support

We will be revisiting previous learning, assessing any lost learning over the summer and ensuring the children have strong foundations to move forward with their learning.

Learning in class will take place in many different ways. Children will have opportunities to work independently, in pairs, in pairs with an adult, small groups with and without adult support.

Multiple interventions take place throughout Year 5 & 6. Children may transition between groups and these are a positive teaching tool to support and further your child/children's learning. Interventions are a part of a normal school day and another process of supporting and challenging children.

- Plugging gaps and targeting a particular weakness
- Pre teaching materials
- To stretch and further learning
- To address small misconceptions

If your child is receiving different support to the past this could be due to changes in their learning as their needs can fluctuate throughout the school year and is always closely monitored

Any Concerns?

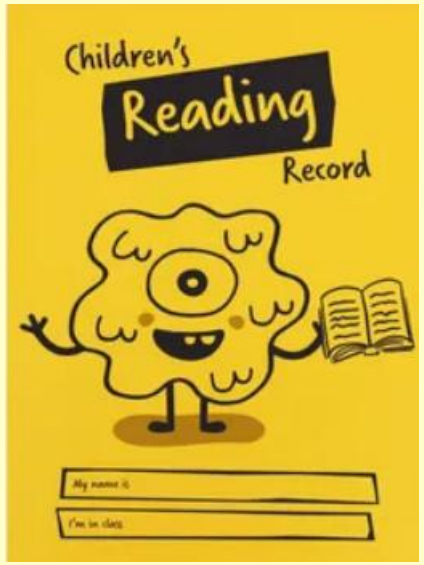
In the first instance, contact your child's Class Teacher with any concerns.

- If adaptations made by your child's Class Teacher are not having the desired impact in the time agreed, a referral to Mrs Rabagliati (SENDCo) may be made.
- A detailed presentation is available on the school website under SEND for further guidance. (updated version available on Friday)

Supporting your Child's Learning at Home – Year 5

We appreciate that for each child home circumstances can be very different.

Consequently, we offer a variety of weekly learning at home activities which will consolidate learning at school but appreciate that some families won't be able to engage with all that is on offer, and in this case, we suggest they focus on key learning priorities such as reading.



Reading 5 times a week

Letter-join

Pupil Log-in:

Tablet log-in

User name:	eg1107
Swipe code:	A capital 'L' shape starting at top left.

PC log-in

User name:	eg1107
Account Password:	home

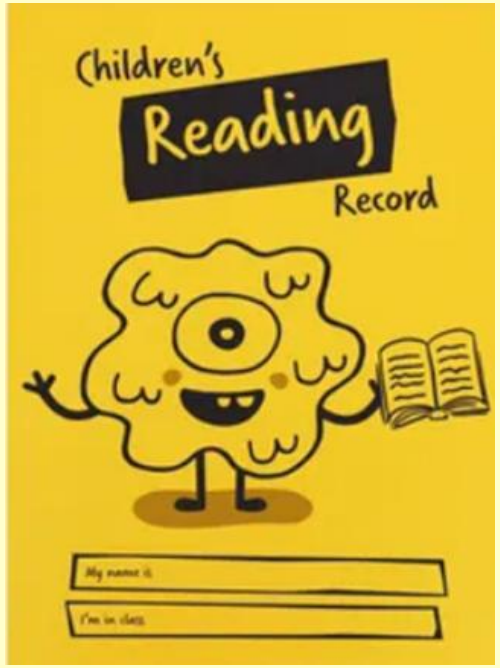
TIMES TABLES ROCK STARS



First issued Wednesday 23rd September

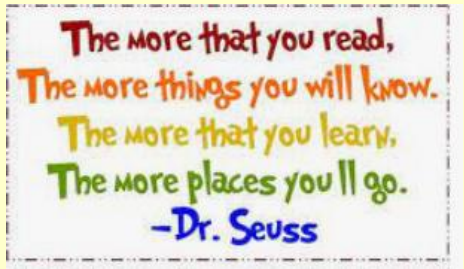
Year 6





Reading 5 times a week





Reading

As ever, it is still important that your child continues to read to you, with you and independently. It is never too late to develop a love of reading.

Pupils who are less fluent are less likely to read
The more fluent a reader is, the more likely they are to enjoy reading
The more you enjoy reading, the more you will read
The more you read, the more chances you have for success.

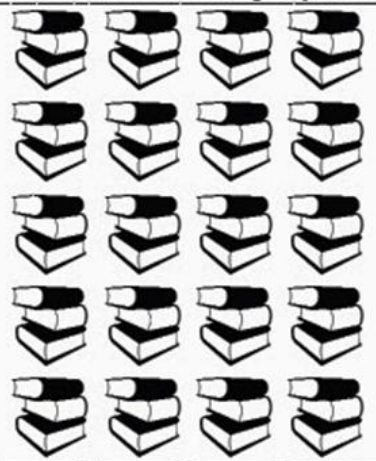
Make Reading a Habit

Reading is expected 5 times a week and is to be recorded in your child's reading record. It is important for your child to both read and hear texts read aloud. Children will have their planners checked at the end of the week.

KS2 – Your child will read aloud to an adult a weekly basis but it will look very different to KS1. Strategies such as echo reading and focused reading groups will enable us to hear your child read whilst ensuring that other areas of reading are covered in class linked with comprehension.

Why is reading for pleasure vital?

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90th percentile on standardized tests.	❖ Scores in the 50th percentile on standardized tests.	❖ Scores in the 10th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

Spelling Year 5



Spelling Shed

Medium Term Plan - Stage 5

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	***Step 1: Words with the suffix '-ous'**	**Step 7: Words ending in '-ant'**	***Step 13: Words with the suffix '-able'**	**Step 19: Words with 'ie' after 'c'**	**Step 25: Words that are homophones or near homophones**	**Step 31: Words with hyphens**
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	***Step 2: Words with the suffix '-ous'**	***Step 8: Words with the suffixes '-ance' and '-y'**	**Step 14: Words that are adverbs of time**	**Step 20: Words where 'ei' can make an /ee/ sound**	**Step 26: Words that are homophones**	**Step 32: Challenge Words**
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, ambulance, elegance, circumstance, hesitancy, redundancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	***Step 3: Words with the suffix '-al'**	**Step 9: Words ending in '-ent' and '-ence'**	**Step 15: Words with suffixes where the base word ends in 'fer'**	**Step 21: Words where 'ough' makes an /or/ sound**	**Step 27: Words that are homophones**	**Step 33: Revision Words**
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	***Step 4 Words with the suffix '-al'**	***Step 10: Words with the suffixes '-able' and '-ible'**	**Step 16: Words with 'silent' first letters**	**Step 22: Words containing 'ough'**	**Step 28: Words that are homophones or near homophones**	**Step 34: Revision Words**
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	***Step 5: Words with the suffix '-al'**	***Step 11: Words ending in '-ably' and '-ibly'**	**Step 17: Words with 'silent' letters**	**Step 23: Adverbs of possibility and frequency**	**Step 29: Words that are homophones or near homophones**	**Step 35: Revision Words**
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Challenge Words**	**Step 36: Revision Words**
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Spelling Year 6



Spelling Shed

Medium Term Plan - Stage 6

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words with the short vowel sound /i/ spelled 'y'**	**Step 7: Challenge Words**	***Step 13: Words ending in '-ably'**	**Step 19: Challenge Words**	**Step 25: Words with origins in other countries and languages**	**Step 31: Adjectives used to describe feelings**
Words	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	**Step 2: Words with the long vowel sound /igh/ spelled 'y'**	**Step 8: Words with an /oa/ sound spelled 'ou' or 'ow'**	***Step 14: Words with the suffix '-ible'**	**Step 20: Words ending in '-er', '-or' and '-ar'**	**Step 26: Grammar Vocabulary 1**	**Step 32: Adjectives to describe characters**
Words	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	**Step 3: Challenge Words**	**Step 9: Words with a 'soft c' spelled 'ce'**	**Step 15: Challenge Words**	**Step 21: Challenge Words**	**Step 27: Grammar Vocabulary 2**	**Step 33: Words that can be nouns and verbs**
Words	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport
Objective	***Step 4: Words with the suffix '-al'**	**Step 10: Challenge Words**	***Step 16: Words ending in '-ibly'**	**Step 22: Words beginning with 'acc-'**	**Step 28: Adding the prefix 'over-'**	**Step 34: Words with unstressed vowel sounds**
Words	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature
Objective	***Step 5: Words with the suffix '-al'**	**Step 11: Words with the /f/ sound spelled 'ph'**	**Step 17: Words ending in '-ent' and '-ence'**	**Step 23: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'**	**Step 29: Words with the suffix '-ful'**	**Step 35: Adverbs synonymous with determination**
Words	influential, martial, spatial, partial, confidential, essential, substantial, potential, sequential, torrential	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Adjectives used to describe settings**	***Step 36: Mathematical Vocabulary**
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical



PE



For Year 6, PE sessions will take place on:

Wednesdays and Fridays

For Year 5, PE sessions will take place on:

Wednesday and Thursday
(Autumn term: Thursday swimming)

We ask that your child comes to school wearing their PE kit on these days only.

As we move into the winter, your child may want to wear their school jumper over their PE kit and burgundy jogging bottoms only should be worn instead of shorts.

Year 5 Swimming

- 6 sessions in the first half of the Autumn term, starting from Thursday 10th September
- We leave school at 9:30am and return at approximately 11am.
- We will be walking in all weathers, so please ensure your child has a water-proof coat and sensible shoes.
- The children should come to school wearing their swimming costume underneath their school uniform.

Children should bring a separate bag with:

- a towel
- underwear
- goggles
- a swimming cap (not required but recommended and encouraged)

Year 6 Residential



Booked for Monday 8th to 12th March

As last year. the children will visit Norfolk.

There has been a meeting for parents..

Same company and the visit/activities will remain largely the same.



We model positivity about SATs

A chance to 'shine'

We invite parents/ carers to a SATs information evening in the Spring Term.

We teach a broad and balance curriculum.
We offer praise and encouragement at every opportunity.

The KS2 tests are designed to test pupils' knowledge and understanding of the KS2 programmes of study.

The key stage 2 tests are timetabled from **Monday 10th May** 2027.

It's important to make sure that you don't place too much pressure on your child. The more relaxed you are, the more relaxed your child will be, which means they are likely to be more confident during SATs week.



Year 5 Team

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Miss Packham (Teaching Assistant)

Year 6 Team

Miss Moss (Class Teacher)
Mrs Wright (Teaching Assistant)

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juniors@stpeterseg.co.uk