Welcome to Year 5

Cannon Lane
Primary School



Share Try Aspire Respect Shine

Staff in Year 5



Mrs Mistry



Miss Jeremiah
5HJ



Miss Boylan
5B



Miss Johnson
5J



Mrs Villo-Bonifert
5HJ

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Support staff in Upper Phase



Mrs Measday



Mrs Tsakari



Mrs Edwards



Mrs Zabaneh



Mrs Villo-Bonifert



Mrs Howes



Mrs Islam



Mrs Tabrar



Mrs Adhia



Mrs Dupree



Mrs Conway

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Staff in Upper Phase



Mrs Wallis



Mrs Connick



Miss Elrick



Mr Callaghan



Mrs Noakes



Mr Nind

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School Aims

Happy, Safe, Successful

- Our aim is for all children (and adults) at Cannon Lane Primary School to be happy, safe and successful.
- We have very high expectations of ourselves and the children we teach.
- All staff, pupils and parents play a key role in achieving these aims by treating one another with respect and by sharing and celebrating success.

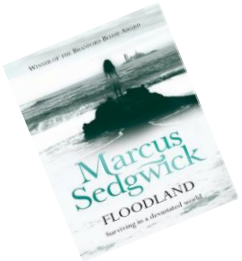
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Teaching and Learning in Year 5

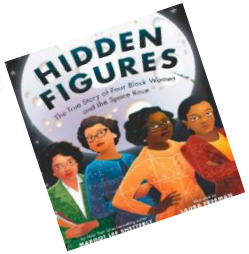
Your child must be in school by 8:40am!

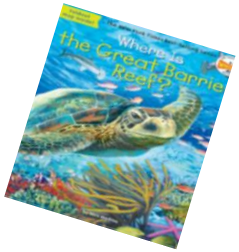
- *5 English lessons a week-* 'Big Write', spellings, grammar and punctuation. Different genres every 2-3 weeks.







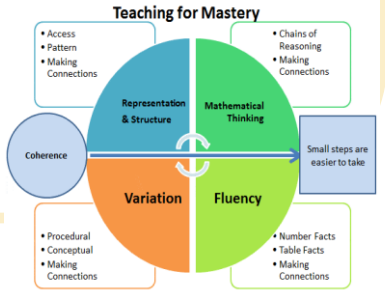








- *5 maths lessons*
  - 4 standard lessons
  - 1 number facts retrieval lesson, focus on multiplication and arithmetic.
  - Maths Mastery Ark Scheme.
  - Extra focus on reasoning and applying



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Teaching and Learning in Year 5

- *Weekly science lessons:*
  - Investigations, fact finding, hypothesising, links to the real world: properties and changes of materials; forces; space; life cycles and human reproduction; animals and humans; science project
- *Weekly geography lessons:*
  - *Spatial sense- using maps; mountains, UK geography, including East Anglia, The Midlands, Yorkshire and Humberside; Australia and New Zealand.*
- *Weekly history lessons:*
  - *Baghdad c.900CE, Early British Empire, French Revolution, Transatlantic Slave Trade, Industrial Revolution and The Victorian Age.*
  - *Religious Education and World Views:*
- *Widening Diversity- Harrow Agreed Syllabus*

















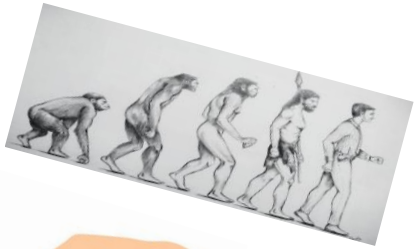


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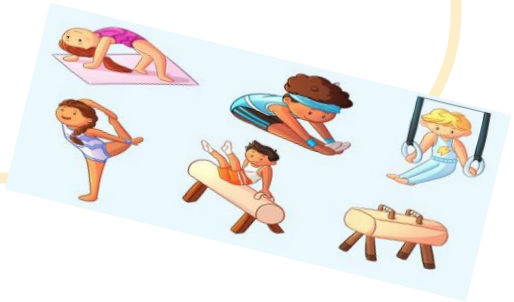
Teaching and Learning in Year 5

- *Art: different unit each term*
  - Ceramics - Greek plates; evolution drawings; tone and colour – animals collage
- *PE: specialist PE teachers/class teacher.*
  - *Kit must be in every Monday-Friday.*
  - *2 hours per week (1 hour indoor and 1 hour outdoor)*
  - *Swimming – 6 weeks; 45 minute lessons*
  - *Tag rugby, netball basketball gymnastics, football, cricket, tennis, athletics, rounders*





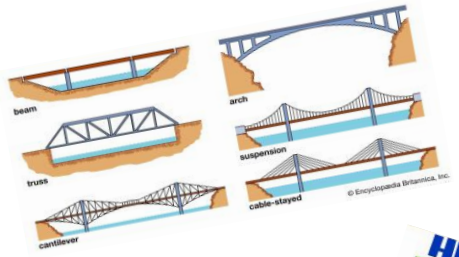




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Teaching and Learning in Year 5

- *DT: end of every term*
- *Structures- bridges; hidden vegetables, mechanisms- moving Ferris wheel; textiles- key rings*





- *French:*
- *Every week – 30 minutes*



- *Music: 1 hour for 3 weeks - once a week on a rotation*
- *Specialist music teacher*
- *Music and instruments around the world.*





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Curriculum Overview

Year 5 2026 – 2027 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Book:** Floodland by Marcus Sedgwick / On the Ning Nang Nong by Spike Milligan / Literacy Shed Prompt/ Journey		**Book:** Hidden Figures / Space Poetry Book / Great Barrier Reef		**Book:** The London Eye Mystery by Siobhan Dowd / Street Child by Doherty	
	• Diary entries • Setting Description • Third Person Narrative • Poetry • Persuasive Letter • Short Stories • Story Endings		• Biographies/Autobiographies • Character analysis • Chronological reports • Non-chronological reports • Newspapers • Comparative writing • Poetry		• Play scripts • Shakespeare • Debates and discussions • Recounts • Poetry • Adverts • Narrative writing	
Maths	• Number and Place Value: reasoning with large whole integers • Addition and Subtraction – integer addition and subtraction • Statistics: Line graphs and Timetables • Multiplication and Division • Measurement: Perimeter and Area		• Fractions, including decimals • Geometry: angles • Fractions, including percentages • Geometry: transformations		• Measurement: converting units of measure • Number: calculating with whole numbers and decimals • Geometry: 2D and 3D shape • Measurement: volume • Problem solving	
History	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Geography	Spatial Sense	Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside	Australia	New Zealand and the South Pacific	Local Study
Science	Properties and Changes of Materials	Forces	Earth and Space	Animals including humans (stages of human growth and human reproduction)	Living things and their habitats	We are scientists

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Curriculum Overview

Computing	Online Safety Computing Systems and Networks – systems and searching		Selection in Physical Computing	Flat-file Databases	Vector Graphics	Selection in Quizzes
PE **Indoor** **Outdoor**	Swimming Or Dance – exploring speed and dynamic vocabulary		Gymnastics Counter balance and counter tension	Orienteering	Cricket/Tennis	Dance
	Invasion Games: Netball	Invasion Games: Tag Rugby	Invasion Games: Basketball	Football	Striking/Fielding: Rounders	Athletics
Religion and World views	Is the Eightfold path still relevant today? **Buddha Dhamma & Jain Dharma**	Is it better to give than receive? **Islam & Christianity**	Why did a Chief Rabbi say "religion is about the why of creation, science is about the how?" **Judaism & Humanism**	Teachings of Guru Nanak **Sikhism Dharm**	Could the Lord's Prayer be universal? **Christianity**	How do faiths define themselves? **Baha'i**
PSHE	**Being me in my world** Who am I? How do I fit?	**Celebrating Differences** Respect for similarities and differences Anti-bullying and being unique	**Dreams & Goals** Aspirations, how to achieve goals and understanding emotions	**Changing me** Coping positively with change	**Relationships** Building positive and healthy relationships	**Healthy Me** Being and keeping safe and healthy
DT	**Structures:** Bridges		**Food Technology:** Hidden Vegetables PSHE: Changing me		**Mechanisms:** Creating a moving Ferris wheel English: London Eye Mystery	**Textiles:** Key rings Science: animals Maths: measurement
Art	**Ceramics:** Dragon Eyes Clay		Evolution Drawing		Tone and Colour Animals Collage – link to Science	
Music	• Learn to play 'O When the Saints Go Marching in' on a tuned instrument.	• Practise Christmas songs for a performance, with a focus on vocal	• Learning the basics of rap composition, including rhythm,	• Learning to play Beethoven's 'Ode to Joy' on tuned instruments.	• Learning to play 'Seven Nation Army' on tuned and untuned instruments.	• Introduction to Country Music; exploring the origins and characteristics

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Curriculum Overview

	• Study the life and contributions of Louis Armstrong to Jazz music. • Listen and analyse famous jazz pieces by artists such as Duke Ellington and Ella Fitzgerald – discussing the instruments used. • Role of improvisation. • Explore Jazz rhythms • Prepare a group performance of 'O When the Saints...'	techniques, pitch and expression • Using percussion instruments to add rhythmic accompaniment to Christmas songs • Exploring various styles of Christmas music from around the world.	rhyme and flow. • Playing hip hop songs on instruments • Exploring the basics of music production • Rhythm and beat boxing • Collaborating in small groups to create a hip hop track.	• Learning about Beethoven and his contribution to classical music. • Exploring basic musical forms and structures common in classical music. • Listening and analysing classical pieces. • Understanding dynamics and expressions.	• Introduction to Rock history and its key artists and bands. • Listening and analysing rock structures, instrumentation and lyrics. • Practising common rifts and rhythms • Group performance of 'Seven Nation Army'	of country music. • Learning about Country artists such as Johnny Cash, Dolly Parton and Willie Nelson. • Play simple country songs on tuned instruments • Listen to simple country music and discuss themes • Write their own country song, incorporating storytelling and musical elements.
M.F L.	**French** • French Monster Pets • Space Exploration		**French** • Shopping in France • French Speaking World		**French** • Verbs in a French Week • Meet My French Family	
Trips	Trip to Harrow Mosque Matilda Musical		Space Wonder Dome Pinner High Musical		Victorian Day Pinner High Art	

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Home Learning

Children will be given home learning through Google Classroom on Fridays.

Home Learning needs to be uploaded to Google Classroom by the deadline set by the class teacher.

Maths: Times Table Rock Stars set every Friday.

Key vocabulary – shared at the start of each half term, which the children will be expected to use and learn in their work.

Foundation Subject: half termly matrix – 6 activities to choose from. Children will be sharing their home learning in the last week of every half term.

Reading records: updated on a weekly basis

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Home Learning - reading

Adults at home are expected to read at least 3 times a week with children – where possible every day!

Reading Bingo

Children will be expected to fill out bingo cards with the name of the book that they have read. These cannot be books that they have previously read or read in the summer. They write one title in each box. Their goal is to complete a row of 4.

By the end of the half term, they must return the **signed** Bingo sheet and certificates will be handed out at the beginning of the next half term.

Own reading books chosen are to be read with your child.

Children are expected to write a comment in their reading records.

Sign the reading record every time you read with your child.

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Expectations

Children are expected to be organised by:

- Bringing in their PE kit (please remove jewellery before lessons). House coloured plain t-shirts are allowed as part of the PE kit uniform.
- Plain black trainers are permitted to be worn. They must all be black – no white soles or designs.
- No boots to be worn, unless there is a medical reason. This must be shared with the class teacher and welfare.
- Shoulder length hair to be tied up using accessories that are the school colours
- Completing home learning and submitting it on time
- Bringing in musical instruments on the right days

Children need to come to school ready to learn and looking smart in the correct school uniform.









Behaviour

- At CLPS, we expect the highest standards of behaviour from the children.
- According to our Rights Respecting Award, every classroom will develop and display a Class Charter which will refer to and embed the rights and responsibilities of the child.
- We believe in using positive reinforcement and acknowledging this through the use of class dojos, rights respecting awards and values awards in Celebration Assemblies.
- Behaviour that falls significantly below expectations will be dealt with according to our behaviour policy and may result in a phone call home from the class teacher or senior leadership to resolve the matter together.

Working in Partnership

The year team would like to work in partnership with parents and guardians to ensure that we all have a productive year:

- Friday 18th September: Cannon Fest
- Thursday 22nd October: **5B** class assembly
- Friday 11th December: Elfving around the Christmas tree!
- Thursday 21st January 2027: **5HJ** class assembly
- Thursday 11th March 2027: **5J** class assembly
- Wednesday 17th March: Matilda the musical

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Attendance

- Attendance continues to be a national priority and for CLPS.
- It is important that children are in school on time and present every day.
- Please see the website for more details and look at for recent updates from the Attendance Team
- At the end of the school day, children will only be released to authorised adults. If there is a change to who is collecting, please ensure that you have notified the school office in good time.

Enrichment Opportunities

- In addition to their learning, the children will participate in lots of engaging extra-curricular activities to deepen their understanding.

Autumn 2026: Harrow Mosque

Spring 2027: Matilda the Musical

Summer 2027: TBC

Communication

- Curriculum Newsletters sent termly
- Phase Newsletters sent half termly
- Google Classroom is used for notices and announcements, **not as a communication tool**
- If you would like to discuss an issue, please contact the school office to make an appointment with the class teacher in the first instance. Should you need to discuss anything further, you may make a further appointment with the Assistant Head Teacher leading the phase.

Thank you!

- Thank you for taking the time to attend our Meet the Teacher.

- Any questions?



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