

## Welcome Back!

Year 5 and Year 6 Families





## Tonight...

What we are focusing on this year Values, Behaviour and Relationships myHappymind Planners SATs

Meet your Teachers & Pop into Classrooms!



## What we are focusing on this year...



- handwriting and spelling
- ensuring the curriculum is ambitious and enjoyable
- developing more opportunities for oracy, drama and debate
- strengthening our Personal Development curriculum
- improving the website
- improving the way we report to parents



## October Parents' Evening

# February Parents' Evening

July End of Year Report **July** Open Evening



#### October

Parents'
Evening
(earlier)

January

Parents'

Evening

**April** 

Open

**Evening** 

July

Open

**Evening** 

#### **December**

Data available to parents/ carers

#### March

Data available to parents/ carers

### July

End of Year Reports

## Parent Voice...



- Your input is incredibly important!
- Parent/ carer surveys
- Parent Voice Meetings
- (first meeting of the term- Tuesday 30th September 2pm)







**Q**Key Information ▼

Our School •

**††** Learning ▼





















Wellbeing for All ▼









## Values, Behaviour and Relationships

#### Aim of the Policy

- To create a culture of exceptionally good behaviour.
- To ensure that all children are treated fairly and are shown respect.
- To promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, care, good humour, good temper and empathy for others.
- To promote school community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To promote self-discipline among pupils.
- To create an environment that reduces/ eliminates any chance of child-on-child abuse or bullying.





We're growing thriving and happy minds in young children

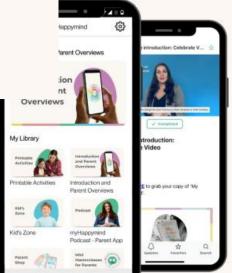








### wnload your FREE ppymind Parent App



...An online resource to support you and your family to learn more about how you can use myHappymind to support your child.

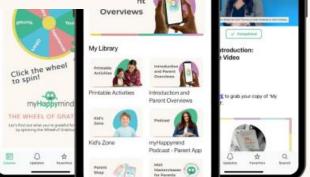


## Get access to the myHappymind **Parent Resources**

103445















#### Calendar 2025 - 2026

| Se | pter | nbe | r 20 | 25 |    |    | 00 | tob | er 2 | 025 |    |    |    | No | ven | nbe | 20 | 25 |   |
|----|------|-----|------|----|----|----|----|-----|------|-----|----|----|----|----|-----|-----|----|----|---|
| M  | T    | w   | T    | F  | 5  | \$ | М  | T   | W    | T   | F  | \$ | \$ | M  | T   | W   | T  | F  |   |
| 1  | 2    | 3   | 4    | 5  | 6  | 7  |    |     | 1    | 2   | 3  | 4  | 5  |    |     |     |    |    |   |
| 8  | 9    | 10  | 11   | 12 | 13 | 14 | 6  | 7   | 8    | 9   | 10 | 11 | 12 | 3  | 4   | 5   | 6  | 7  |   |
| 15 | 16   | 17  | 18   | 19 | 20 | 21 | 13 | 14  | 15   | 16  | 17 | 18 | 19 | 10 | 11  | 12  | 13 | 14 |   |
| 22 | 23   | 24  | 25   | 26 | 27 | 28 | 20 | 21  | 22   | 23  | 24 | 25 | 26 | 17 | 18  | 19  | 20 | 21 |   |
| 29 | 30   |     |      |    |    |    | 27 | 28  | 29   | 30  | 31 |    |    | 24 | 25  | 26  | 27 | 28 | - |
|    |      |     |      |    |    |    |    |     |      |     |    |    |    |    |     |     |    |    |   |

| De | December 2025 |    |    |    |    |    | January 2026 |    |    |    |    |    |    | February 2026 |    |    |    |    |  |
|----|---------------|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|--|
| M  | T             | W  | T  | F  | 5  | 5  | М            | T  | W  | T  | F  | S  | 5  | M             | T  | W  | T  | F  |  |
| 1  | 2             | 3  | 4  | 5  | 6  | 7  |              |    |    | 1  | 2  | 3  | 4  |               |    |    |    |    |  |
| 8  | 9             | 10 | 11 | 12 | 13 | 14 | 5            | 6  | 7  | 8  | 9  | 10 | 11 | 2             | 3  | 4  | 5  | 6  |  |
| 15 | 16            | 17 | 18 | 19 | 20 | 21 | 12           | 13 | 14 | 15 | 16 | 17 | 18 | 9             | 10 | 11 | 12 | 13 |  |
| 22 | 23            | 24 | 25 | 26 | 27 | 28 | 19           | 20 | 21 | 22 | 23 | 24 | 25 | 16            | 17 | 18 | 19 | 20 |  |
| 29 | 30            | 31 |    |    |    |    | 26           | 27 | 28 | 29 | 30 | 31 |    | 23            | 24 | 25 | 26 | 27 |  |
|    |               |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |  |

| Mo | irch | 202 | 6  |    |    |    | April 2026 |    |    |    |    |    |    | May 2026 |    |    |    |    |  |
|----|------|-----|----|----|----|----|------------|----|----|----|----|----|----|----------|----|----|----|----|--|
| M  | T    | W   | T  | F  | S  | S  | M          | T  | W  | T  | F  | S  | S  | M        | T  | W  | T  | F  |  |
|    |      |     |    |    |    | 1  |            |    | 1  | 2  | 3  | 4  | 5  |          |    |    |    | 1  |  |
| 2  | 3    | 4   | 5  | 6  | 7  | 8  | 6          | 7  | 8  | 9  | 10 | 11 | 12 | 4        | 5  | 6  | 7  | 8  |  |
| 9  | 10   | 11  | 12 | 13 | 14 | 15 | 13         | 14 | 15 | 16 | 17 | 18 | 19 | 11       | 12 | 13 | 14 | 15 |  |
| 16 | 17   | 18  | 19 | 20 | 21 | 22 | 20         | 21 | 22 | 23 | 24 | 25 | 26 | 18       | 19 | 20 | 21 | 22 |  |
| 23 | 24   | 25  | 26 | 27 | 28 | 29 | 27         | 28 | 29 | 30 |    |    |    | 25       | 26 | 27 | 28 | 29 |  |
| 30 | 31   |     |    |    |    |    |            |    |    |    |    |    |    |          |    |    |    |    |  |

| Jut | ne 2 | 026 |    |    |    |    | Jul | July 2026 |    |    |    |    | Au | August 2026 |    |    |    |    |  |
|-----|------|-----|----|----|----|----|-----|-----------|----|----|----|----|----|-------------|----|----|----|----|--|
| M   | T    | W   | T  | F  | 5  | S  | M   | T         | W  | T  | F  | 5  | \$ | M           | T  | W  | T  | F  |  |
| 1   | 2    | 3   | 4  | 5  | 6  | 7  |     |           | 1  | 2  | 3  | 4  | 5  |             |    |    |    |    |  |
| 8   | 9    | 10  | 11 | 12 | 13 | 14 | 6   | 7         | 8  | 9  | 10 | 11 | 12 | 3           | 4  | 5  | 6  | 7  |  |
| 15  | 16   | 17  | 18 | 19 | 20 | 21 | 13  | 14        | 15 | 16 | 17 | 18 | 19 | 10          | 11 | 12 | 13 | 14 |  |
| 22  | 23   | 24  | 25 | 26 | 27 | 28 | 20  | 21        | 22 | 23 | 24 | 25 | 26 | 17          | 18 | 19 | 20 | 21 |  |
| 29  | 30   |     |    |    |    |    | 27  | 28        | 29 | 30 | 31 |    |    | 24          | 25 | 26 | 27 | 28 |  |
|     |      |     |    |    |    |    |     |           |    |    |    |    |    | 31          |    |    |    |    |  |

| k Begin                             | empļà | eeA bno nolloste | igos |  |
|-------------------------------------|-------|------------------|------|--|
| Week Beginning: 15th September 2025 |       |                  |      |  |
| pte                                 |       | Break            |      |  |
| mber 2025                           |       |                  |      |  |
|                                     |       |                  |      |  |
|                                     |       | Lunch            |      |  |
|                                     |       |                  |      |  |
| After<br>School<br>Activity®        |       |                  |      |  |

N Cl

#### Week Beginning: 15th September 2025

| Book title:              | Pages read: |           |
|--------------------------|-------------|-----------|
| Comments:                |             | Monday    |
| Book title:<br>Comments: | Pages read: | Tuesday   |
| Book title:<br>Comments: | Pages read: | Wednesday |
| Book title:<br>Comments: | Pages read: | Thursday  |
| Book title:<br>Comments: | Pages read: | Friday    |
| Teacher Signature:       |             |           |
| Family Member Signature: |             |           |

#### Word List - Years 5 and 6

#### How many can you read and spell?

| accommodate | criticise<br>(critic + ise)<br>curiosity | immediate(ly) | recommend   |
|-------------|--|---------------|-------------|
| accompany   |  | individual    | relevant    |
| according   | 200000000000                             | interfere     | restaurant  |
| achieve     | definite                                 | interrupt     | rhyme       |
| aggressive  | desperate                                | language      | rhythm      |
| amateur     | determined                               | leisure       | sacrifice   |
| ancient     | develop                                  | lightning     | secretary   |
| apparent    | dictionary                               | marvellous    | shoulder    |
| appreciate  | disastrous                               | mischievous   | signature   |
| attached    | embarrass                                | muscle        | sincere(ly) |
| available   | environment                              | necessary     | soldier     |
| average     | equip<br>(-ped, -ment)                   | neighbour     | stomach     |
| awkward     | especially                               | nuisance      | sufficient  |
| bargain     | exaggerate                               | оссиру        | suggest     |
| bruise      | excellent                                | occur         | symbol      |
| category    | existence                                | opportunity   | system      |
| cemetery    | explanation                              | parliament    | temperature |
| committee   | familiar                                 | persuade      | thorough    |
| communicate | foreign                                  | physical      | twelfth     |
| community   | forty                                    | prejudice     | variety     |
| competition | frequently                               | privilege     | vegetable   |
| conscience* | government                               | profession    | vehicle     |
| conscious*  | guarantee                                | programme     | yacht       |
| confroversy | harass                                   | pronunciation |             |
| convenience | hindrance                                | queue         |             |
|             |  |               |             |

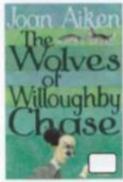
recognise

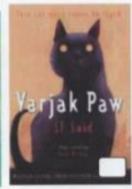
identity

correspond

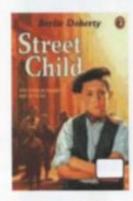


#### Year 5 Recommended Reads













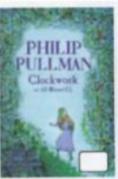


these books, but we think they are perfect for Year 5.

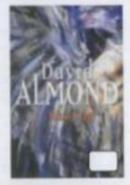
How many have you read?

#### Year 6 Recommended Reads















Children of any age will enjoy these books, but we think they are perfect for Year 6.

How many have you read?



#### Words to Watch

#### PRACTICE or PRACTISE? ADVICE or ADVISE?

Noun = use 'c' I go to netball practice

I took my mum's advice

Verb = use 's' | I practise netball

My mum advised me to talk to my teac

#### THEIR, THERE OF THEY'RE?

their = belongs to Their toys are in their room

there = a place or I went there today

a statement There are 30 pupils in my class

they're = they + are They're all coming to my party

#### TO, TOO or TWO?

to = towards | walk to school

or as part of a verb She likes to eat apples

too = too much She ate too many apples

or as well My friend came too

wo = the number '2' I have two brothers

#### ITS or IT'S. When do I need an apostrophe?

It's = it + is It's a beautiful day today!

Its = belongs to The dog wagged its tail

#### OF or OFF?

of = a linking word We drank a pint of milk

off = means 'away from' | knocked my glass off the table

#### **Confusing Words**

| Your This is your planner. The planner is yours.       | You're – You are I like how you're taking care of your planner. |
|--|---|
| Its Its horns are dangerous. Watch out for Its hooves. | It's – It is It's charging at us! You can see that It's angry.  |
| Than<br>He has more sweets than me!                    | Then I'll eat my sweets, then I'll eat his.                     |
| Loose<br>The knot was loose.                           | Lose<br>There was a lot to lose.                                |
| Whose<br>Whose mess is this₹                           | Who's – Who is<br>Who's going to clean this up?                 |
| Already The man had already left.                      | All ready They were all ready to dance.                         |
| Past That's all in the past.                           | Passed The bus passed the stop.                                 |
| Weather The weather is sunny today.                    | Whether I wonder whether you like sweets.                       |
| Lead Lead is a soft, heavy metal.                      | Led She led him through the forest.                             |
| Of<br>A bowl of chips.                                 | Off<br>Turn off the tap.  |
| Can't – Can not<br>I can't do it.                      | Cant<br>To lean over or tilt.                                   |
| Borrow<br>I need to borrow something.                  | Lend<br>Can you lend me this?                                   |
| Dual It served a dual purpose.                         | Duel The wizards fought a mighty duel.                          |



#### 2D Shapes



Triangle Quadrilat



Hexagon Heptago



| Nonagon | Decago |
|---------|--------|
|         |        |

| No. Sides | Name         |
|-----------|--------------|
| 3         | Triangle     |
| 4         | Quadrilatera |
| 5         | Pentagon     |
| 6         | Hexagon      |
| 7         | Heptagon     |
| 8         | Octagon      |
| 9         | Nonagon      |
| 10        | Decagon      |
| 12        | Dodecagon    |

#### **Roman Numerals**

In the Roman numerals system, symbols (letters) represent numbers. There is no symbol for zero.

| Symbol | Number |  |  |  |  |
|--------|--------|--|--|--|--|
| 1      | 1      |  |  |  |  |
| v      | 5      |  |  |  |  |
| X      | 10     |  |  |  |  |
| L      | 50     |  |  |  |  |
| С      | 100    |  |  |  |  |
| D      | 500    |  |  |  |  |
| M      | 1,000  |  |  |  |  |

| 1 to 20 |    |       |    |
|---------|----|-------|----|
| 1       | 1  | XI    | 11 |
| 11      | 2  | XII   | 12 |
| Ш       | 3  | XIII  | 13 |
| IV      | 4  | XIV   | 14 |
| V       | 5  | XV    | 15 |
| VI      | 6  | XVI   | 16 |
| VII     | 7  | XVII  | 17 |
| VIII    | 8  | XVIII | 18 |
| IX      | 9  | XIX   | 19 |
| X       | 10 | XX    | 20 |

| C   | 100 | DC   | 600   |
|-----|-----|------|-------|
| CC  | 200 | DCC  | 700   |
| CCC | 300 | DCCC | 800   |
| CD  | 400 | CM   | 900   |
| D   | 500 | M    | 1,000 |

#### Fraction wall

If c

sm fro

V

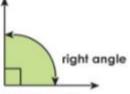
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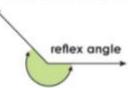
10

| 1 whole                       |               |                |                |                |                |                |                |               |                               |
|-------------------------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|-------------------------------|
| $\frac{1}{2}$                 |               |                |                | $\frac{1}{2}$  |                |                |                |               |                               |
|                               | $\frac{1}{3}$ |                |                |                |                |                |                |               |                               |
| $\frac{1}{4}$                 |               |                | 1/4            |                | 1/4            |                |                | 1<br>4        |                               |
| 1<br>5                        |               | 1 5            |                |                | 5              |                | 1<br>5         |               | 1<br>5                        |
| $\frac{1}{6}$                 |               | 1<br>6         | - 11           | 6              | 1 6            |                | $\frac{1}{6}$  |               | 1 6                           |
| $\frac{1}{8}$                 | $\frac{1}{8}$ | $\frac{1}{B}$  |                | $\frac{1}{8}$  | $\frac{1}{8}$  |                | $\frac{1}{8}$  | $\frac{1}{8}$ | $\frac{1}{8}$                 |
| 1 9                           | $\frac{1}{9}$ |                | $\frac{1}{9}$  |                | 1 9            | $\frac{1}{9}$  | $\frac{1}{9}$  | $\frac{1}{9}$ | $\frac{1}{9}$                 |
|                               | 1<br>10 1     | 1 0            | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |               | $\frac{1}{9}$ $\frac{1}{10}$  |
| $\frac{1}{12}$ $\frac{1}{12}$ |               | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | 1/12           | $\frac{1}{12}$ | $\frac{1}{12}$ |               | $\frac{1}{12}$ $\frac{1}{12}$ |



A Right Angle

An angle of exactly 90°



#### A Reflex Angle

An angle between 180° and 360°

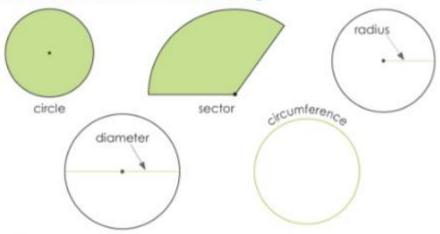
sed to measure the size of an angle.

| L    | 50  |
|------|-----|
| LX   | 60  |
| LXX  | 70  |
| LXXX | 80  |
| XC   | 90  |
| C    | 100 |

#### How to write the year

| MMXXV  | 2025 |  |  |  |
|--------|------|--|--|--|
| MMXXVI | 2026 |  |  |  |

#### Parts of a circle include the following:



## 2026 key stage 2 national curriculum tests: information for parents



#### **Key stage 2 tests**

The statutory key stage 2 tests are timetabled from Monday 11 May to Thursday 14 May 2026.

Thu 20 Nov 2025 15:30 - 16:15

SATs Meeting/ Workshop for Year 6 Families

In the George Hall- children are very welcome to join too!



Standards & Testing Agency

- read with your with child every day
- write names in uniform and coats
- ensure planners are in school every day
- read the newsletter
- get in touch if you've got any questions or are worried about anything at all!

head@bournvillevillageprimary.org.uk reking@bournvillevillageprimary.org.uk mihall@bournvillevillageprimary.org.uk



