



The Royal School

Wolverhampton

Year 5

Curriculum Document

for Parents



2025 – 2026

Important Information

Class Teachers: **Miss E Richardson (5ER), Miss L Sims (5LS) and Miss S Sangha (5SS)**

Higher Level Teaching Assistant: **Mrs Mann**

Teaching Assistants: **Mrs Mathusuthan, Mr Wright, Miss Tate, Miss Binning, Miss Bennett**

Should you wish to contact the teachers at any time regarding your child, please follow our communication pathway:

- An informal conversation at dismissal should be the first port of call. Most issues can be satisfactorily resolved in this manner.
- If an in-person conversation cannot take place at that time, email primaryreception@theroyal.school to outline the issue of concern.
- Telephone 01902 349100 to arrange an appointment to see the class teacher or relevant member of staff.

Please direct any emails for class teachers to:

primaryreception@theroyal.school

We will endeavour to respond to your emails within 24 hours. However, on some occasions this may take a little longer.

If your child is unwell and cannot attend school, you must ring the school reception before 8:30am. Please do not email.

All general enquiries should be sent to: primaryreception@theroyal.school

01902 349100



Welcome to Year 5

In this booklet, we will provide you with the relevant information on your child's:

- School Values
- Curriculum
- Timetable
- Homework Timetables
- Reading
- Spellings
- Times Tables
- Rewards and sanctions
- Reports
- Trips

School Values

- Trust
- Respect
- Initiative
- Community
- Risk

Primary School Rap

Trust, Respect, Initiative

Be Community,

Take a Risk to be the best,

The Royal's the place to be.

Word!

Curriculum

We have a very exciting range of topics that incorporate different subjects such as English, Science, Geography, History, Art, D&T and Music.

Below is the curriculum overview for Autumn and Spring Term


	Autumn		Spring	
English	Oliver Twist – Classic Fiction Industrial Revolution topic – Persuasive Letter Isambard Kingdom Brunel – Biography The Tempest - Playscript Treasure (Literacy Shed) – observational poetry		The Giant's Necklace – Narrative The Giant's Necklace – Newspaper Report Henry VIII – Diary Entry	
Maths	Place Value Addition and Subtraction	Fractions A Multiplication and Division A	Fractions B Multiplication and Division B Decimals and Percentages	Perimeter and Area Statistics
Science	Animals including Humans The circulatory system	Properties and changing materials Dissolving, evaporation, filtration	Earth and Space Gravity, characteristics of planets, phases of the moon.	
History	Industrial Revolution and James Brindley How did canals and railways change lives locally?		Tudors How did the power of monarchs change during the Tudor period?	
Geography		The UK: Locational Knowledge Lines of latitude and longitude, major regions, cities and physical features		The UK: Human and Physical Geography Natural resources, Ordnance Survey Maps
Art	LS Lowry Urban Landscapes		Hans Holbein Renaissance Portraiture	
DT		Electrical Systems: Build a model factory room with a working light		Mechanisms: Make a moving moon phases wheel
RE	Why do people have to stand up for what they believe in? Christianity, Islam, Sikhism, Judaism	Why doesn't Christianity always look the same? Christianity	What happens when we die? Judaism, Christianity, Islam, Hinduism, Buddhism	
PSHE	Family and relationships Friendship skills, marriage, family life, bullying stereotypes	Health and Wellbeing Importance of rest, taking responsibility for feelings, healthy meals, sun safety	Safety and the changing body Online friendships, staying safe online, puberty, menstruation, first aid, Making decisions	
French	Monster pets People	Space exploration Places	Shopping Culture	Speaking world Places
Music	What shall we do with a drunken sailor?	Introduction to songwriting	Madina tun nabi	Epoca
PE				
Computing	Computing systems and networks Search engines	Programming Programming music	Data Handling Mars rover	Programming Micro Bit
	Online safety			

How I can help my child at home?

Through this vibrant and dynamic curriculum, we aim to inspire the children to become self-motivated learners, in order to enable them to reach their full potential. Learning is not just about academic success and should not stop at the end of lessons or a school day and so family outings and personal interests are to be encouraged. We will give the children opportunities to share their interests and experiences with their peers.

Please check their timetable and encourage them to pack their own bags for each day. Ask them about their learning regularly and support them in their enthusiasm about our topics.

Year 5 Timetable 2025-2026

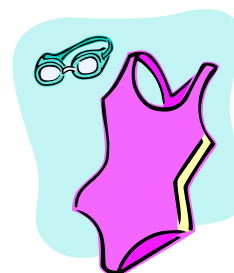
 The Royal School Maths Challenge	8:30-8:45	8:45-10:00	10:00-10:30	Break 10:30-10:45	10:45-12:20		Lunch	13:20-13:50	13:20-14:00	14:00-15:00
Monday	Leap into Learning	Maths	PE/Swimming		Spelling and Handwriting English	Guided Reading		DEAR	Assembly 13:30-14:00	ICT/ PSHE
Tuesday	Leap into Learning	Spelling and Handwriting English	Guided Reading		Maths French			DEAR	Science	
Wednesday	Leap into Learning (+ TTRS)	Spelling and Handwriting English	Guided Reading		Maths Picture News			DEAR	History/Geography	
Thursday	Leap into Learning	PE	Guided Reading		Spelling and Handwriting English Hammar Grammar			DEAR	Maths	
Friday	Leap into Learning	Spelling and Handwriting English	Circle Time		Maths Music			DEAR	Art/DT	

Sport Timetable

If your child is unwell enough not to take part in Games/Swimming or PE, you must send a note or an email to the form teacher. If you have any queries regarding physical education, please contact primaryreception@theroyal.school

Games - Thursday

PE/Swimming – Monday



Swimming = Autumn Term: 5SS, Spring Term: 5LS Summer Term: 5ER

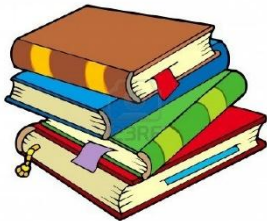
Homework





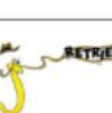

Each half-term, the children will be given an activity sheet that they stick in their homework book, with a group of projects covering different aspects of their focus topic. These tasks may be posters, writing assignments, Power Point presentations, D&T/Art or research projects. They should complete one task per week, in whichever order they choose, and we will share completed homework **each Wednesday morning**.

Reading

School expects that pupils will read at least three times a week at home with their parents. The reading record should be signed each time the child has read. Books will be exchanged only if the child can talk clearly and confidently about the book.

Sitting down with your child for 5/10mins, asking questions about the text and discussing unfamiliar words with your child will improve their comprehension greatly.



Examples of progression in question stems from KS1 – KS2 (VIPERS)		
	KS1	KS2
Vocabulary 	What does the word mean in this sentence? Find and copy a word, which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section?	What do the words and suggest about the character, setting and mood? Which word tells you that...? Which keyword tells you about the character/setting/mood? Find one word in the text, which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that.....
Infer 	Why was feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How does make you feel?	Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that.....? What impression of do you get from these paragraphs? What voice might these characters use? What was ... thinking when.....? Who is telling the story?
Predict 	Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explain 	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases, which show this. What is the author's point of view? What affect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked?
Retrieve 	What kind of text is this? Who did...? Where did...? When did...? What happened when...? Why did happen? How did? How many...? What happened to...?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does... do? How is? What can you learn from from this section? Give one example of..... The story is told from whose perspective?
Sequence/ Summarise 	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

Spellings

We teach spellings in school on a weekly basis. Half termly spellings will be shared on the school website for your child to revise at home.

Children are expected to be able to spell the following 100 words by the end of Year 6. Please practise these words at home with your child on a regular basis.

accommodate	competition	excellent	marvellous	restaurant
accompany	conscience	existence	mischievous	rhyme
according	conscious	explanation	muscle	rhythm
achieve	controversy	familiar	necessary	sacrifice
aggressive	convenience	foreign	neighbour	secretary
amateur	correspond	forty	nuisance	shoulder
ancient	criticise	frequently	occupy	signature
apparent	curiosity	government	occur	sincerely
appreciate	definite	guarantee	opportunity	soldier
attach	desperate	harass	parliament	stomach
available	determined	hindrance	persuade	sufficient
average	develop	identity	physical	suggest
awkward	dictionary	immediate	privilege	symbol
bargain	disastrous	immediately	profession	system
bruise	embarrass	individual	programme	temperature
category	environment	interfere	pronunciation	thorough
cemetery	equip	interrupt	queue	twelfth
committee	equipped	language	recognise	variety
communicate	especially	leisure	recommend	vegetable
community	exaggerate	lightning	relevant	vehicle



Times tables

Throughout the year, we will be using Times Table Rockstars to support the children in learning their times tables. At home, you can use this resource to aid your child's learning at the following website <https://trockstars.com/>

Year 5 pupils will have weekly times tables lessons and tests to aid retention and improve speed and accuracy.

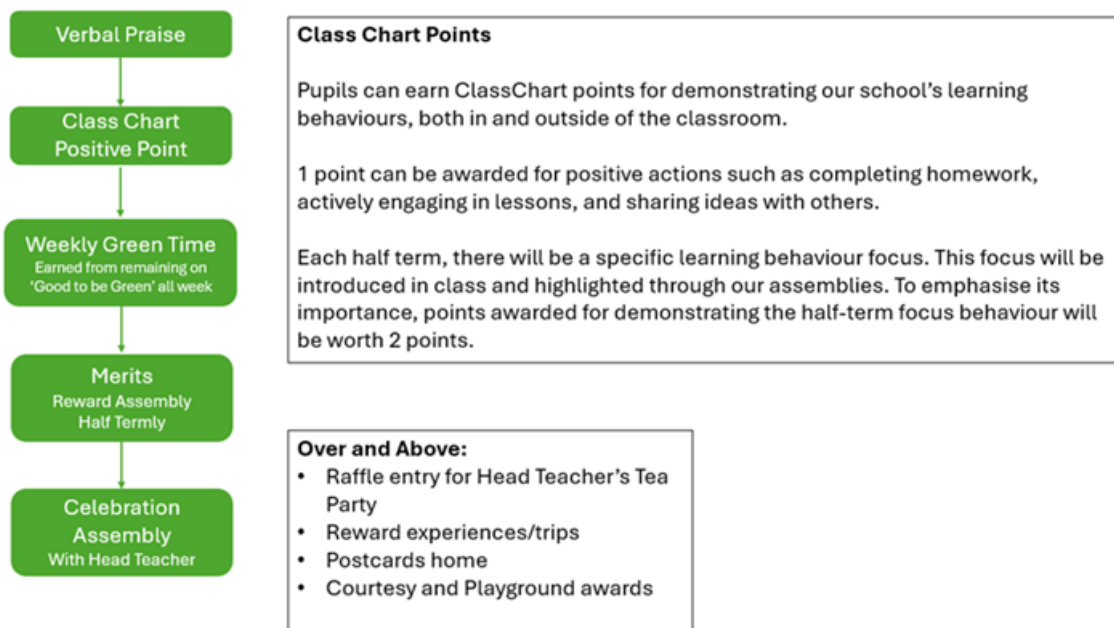
Times tables underpin many maths questions and are invaluable when working out division too.



Rewards and Sanctions

The Royal Primary School's behaviour system is based on explicitly teaching positive learning behaviours and supporting pupils to reflect on their actions. It is rooted in our school values of Respect, Trust, Community, Initiative and Risk. We use the *Good to be Green* approach, with a clear visual system to promote positive choices and consistency across the school. Circle time and restorative conversations help pupils understand expectations and reflect on behaviour. When negative behaviours occur, age-appropriate restorative reflections and sanctions focus on repairing harm, understanding impact, and developing better strategies. The pathway includes clear rewards, sanctions, and parental involvement at each stage.

Rewards Pathway



Monitoring Achievement Points

Points	Action	Follow up action	Responsibility
125	Merit	House merit badge awarded in class	Class Teacher
250	Bronze	Uniform badge awarded in Reward Assembly	Leadership team
375	Silver	Uniform badge awarded in Reward Assembly	Leadership team
500	Gold	Uniform badge awarded in Celebration Assembly	Head Teacher

Action	Follow up action	Responsibility
Courtesy	Uniform badge awarded in Reward Assembly	Leadership team
Playground	Uniform badge awarded in Reward Assembly	Leadership team
Celebration Certificate	Pupils nominated by class teacher for demonstrating our learning behaviours Certificate awarded in Celebration Assembly	Head Teacher

Learning Behaviour Pathway



Negative Behaviour

Staff will:

- Ensure all pupils start on green at the beginning of the day.
- Go through the system stage by stage.
- From C1 negative behaviour will be logged on ClassCharts.
- Clearly notify pupils they have a consequence and explain why.
- When a pupil reaches C2, parents will be notified and pupils will not participate in weekly green time on a Friday.
- At C3 staff will provide work for pupils to be able to access independently in the reflection room.
- Staff will monitor pupil engagement in the reflection room and decide if and when they are ready to return.
- A C4 is awarded by a member of the primary leadership time.

- 3 x C1 in a week will result in time in the reflection room.

Monitoring Behaviour Points

	Action	Follow up action	Responsibility
C1	-1 negative behaviour point		Class teacher
C2	-3 negative behaviour points	Phone call home	Class teacher
C3	-5 negative behaviour points	Face to face parent meeting	Year Group Lead Phase Lead Leadership Team
C4	-7 negative behaviour points	Parents informed Reintegration meeting	Leadership Team

Reports

The first two reports are interim reports with a full report at the end of the year. The reports are given to parents at the termly parents' evenings as a basis for discussion or sent to parents if the parents' evenings are online.

The parents' evenings will allow you to be kept up to date with your child's progress. There will be an online booking system allowing you to book a convenient time for you that will help when you have more than one child at the school.

Trips and Visitors

School trips and visitors are not only fun but help bring the curriculum to life. They provide deeper subject learning and increase self-confidence. Research has shown that school trips can enhance teamwork, social skills, and helps pupils to develop risk awareness.

In addition, we sometimes hold workshops in school where visiting experts provide exciting learning opportunities, activities and artefacts.

All monies for trips and visiting workshops will be paid for online via the school app Schoolcomms.

There will be at least one school trip or experience for each Cornerstones unit and our first experience of the year will be a visit from an Egyptologist.

Below are some of the trips and experiences from previous years.

- Safeside
- Industrial Revolution Experience Day
- Tudors Experience Day
- Ancient Greek Experience Day
- Drayton Manor Theme Park



Volunteering in school

Volunteers - If any parents could spare some time to help hear readers at school, please let their teacher know or email the Year 5 Lead via primaryreception@theroyal.school . This would involve completing a DBS check by the school and signing a confidentiality form.





Improving ATTENDANCE

At The Royal School Wolverhampton Mrs. Dhanda is the Primary Attendance Officer. You will see her out on the gates in the morning and in the reception foyer after 8:30am. If your child is late then they must be brought to Primary reception by a grown up. Miss. Vlckova is the Senior Attendance Officer.

When a child is absent from school, they can miss out on these vital opportunities and their learning, personal development and friendships may suffer.

Absence from School			
Children are required to attend school for 180 days each year at The Royal.			
Attendance during one school year	Equals days absent	Equates to weekly absence	Equates to number of lessons missed
95%	9	1.8	54
90%	18	3.6	108
85%	27	5.4	162
80%	36	7.2	216

Medical Appointments

- If your child has a medical appointment please send into school proof of appointment.
- School requires at least 48 hours notice prior to any appointments.
- If your child is unwell you can inform us by sending a message through School Gateway by 8.25am each day.
- Routine dental checks need to be arranged after school or during school holidays.

Emergency appointments only.

**ATTENDANCE
MATTERS**
All day, every day



Attendance Policy

Any absence that is not authorised by the school is a reason for concern.



Term Dates

At The Royal School you can find our school term dates on our website. When booking holidays please refer to these dates to avoid a fine.



Leave of Absence

If you require time off during term time you will need to complete a Leave of Absence Form at least 2 weeks prior to any leave.



**The Royal School, Wolverhampton
Penn Road
Wolverhampton
WV3 0EG**

**Primary Head: Mrs Kathy Jefferson
Phone: 01902 349100**

Email: primaryreception@theroyal.school

Website: www.theroyal.school



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