

WELCOME TO OWLS

YEAR 5/6

2026-2027



Owls team

Class teacher- Miss Tuck

Thursday mornings- Mrs Shaw

Teaching assistant- Mrs Manson

Mrs Scott (SEN Teaching Assistant) will be in
Owls to support some children in Maths.

TERM DATES

Term Dates Autumn Term 2026

Tuesday 1 st September 2026	INSET DAY 1
Wednesday 2 nd September 2026	INSET DAY 2
Thursday 3 rd September 2026	Term starts
Thursday 22 nd October 2026	Term ends at 3.15pm (usual time)
Friday 23 rd October 2026	INSET DAY 3
Monday 26 th October - Friday 30 th October 2026	Half term holiday
Monday 2 nd November 2026	Term starts
Friday 27 th November 2026	OCCASIONAL DAY – school closed
Friday 18 th December 2026	Term ends at 1.30pm
Monday 21 st December – Friday 1 st January	Christmas holidays

Spring Term 2027

Monday 4 th January 2027	INSET DAY 4
Tuesday 5 th January 2027	Term starts
Friday 12 th February 2027	Term ends at 3.15pm (usual time)
Monday 15 th February – Friday 19 th February 2027	Half term holiday
Monday 22 nd February 2027	Term starts
Wednesday 24 th March 2027	Term ends at 1.30pm
Thursday 25 th March 2027	INSET DAY 5
Friday 26 th March -Friday 9 th April 2027	Easter holidays

Summer Term 2027

Monday 12 th April 2027	Term starts
Monday 3 rd May 2027	Bank holiday
Friday 28 th May 2027	Term ends at 3.15pm (usual time)
Monday 31 st May – Friday 4 th June 2027	Half term holiday
Monday 7 th June 2027	Term starts
Thursday 8 th July 2027	Transition Day (children visit new classes)
Thursday 22 nd July 2027	Term ends at 1.30pm

INSET days

Last days of term – please note the times- 1.30pm at end of Autumn, Spring and Summer Terms

OCCASIONAL DAY

School Holidays

First days of term

ATTENDANCE

Whilst children are unwell from time to time, we ask that you avoid other absences, especially for day trips and holidays. We urge you NOT to take your child out of school for holidays; these absences are always unauthorized and could result in a fixed penalty notice being issued for non-attendance. **The minimum expectation for attendance is 95%**, anything below this level is considered a concern. Thank you for your cooperation.

0 days absence	190 days in school	100% attendance
10 days absence	180 days in school	95% attendance
19 days absence	171 days in school	90% attendance
29 days absence	161 days in school	85% attendance
38 days absence	152 days in school	80% attendance
47 days absence	143 days in school	75% attendance

Attendance	Days absence	Weeks absence	Hours missed
95%	9 days	2 weeks	59 hours
90%	19 days	4 weeks	124 hours
85%	29 days	6 weeks	189 hours
80%	38 days	8 weeks	247 hours
75%	48 days	10 weeks	312 hours
70%	57 days	11.5 weeks	371 hours
65%	67 days	13.5 weeks	436 hours

UNIFORM



Hair

Long hair needs to be tied back and there should be no extreme haircuts. Hair bands and scrunchies should be simple and in the school colours.



Make up and jewellery

Nail varnish and make up are not allowed. Stud earrings may be worn but these need to be removed on PE days.



Footwear

Black shoes or plain black trainers with no logos or colour. These must be entirely black. Boots are not allowed. All children will need a pair of trainers for outside PE.

TIMETABLE

Weekly Timetable

Miss Tuck

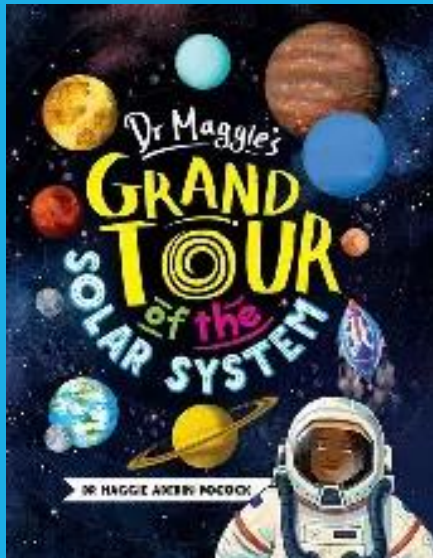
Year 5/6 Owls

Autumn term

	8.40-9.00	9.00-9.15	9.15-10.15	10.15-10.30	10.30-11.00	11.00-12.00		1.00 - 2.00	2.00-3.00	3.00 - 3.15 Home time
	Registration		Lesson 1	B	Lesson 2	Lesson 3	L	Lesson 4	Lesson 5	
M	Morning task	Assembly	English	R	Guided reading	Maths	U	History	PE	Tidy up Story
T	Morning task HW marking PSHE		English	E	Guided reading	Maths	N	Geography	PSHE	Tidy up Story
W	Morning task	Assembly	English	A	Guided reading	Maths	C	Computing	PE	Tidy up Story
Th	Morning task Hand HW out	Assembly	Science	K	French	Music	H	English	Maths	Tidy up Story
Fr	Morning task	Celebration assembly	English		Spelling	Maths		RE	Art	Tidy up Story



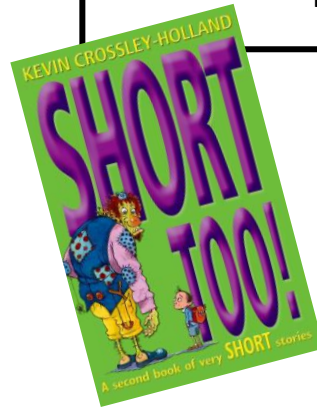
CURRICULUM



English

Our English curriculum will take us on a journey through space. Using *Planetary* by Raman Prinja and Chris Wormell and *Dr Maggie's Grand Tour of the Solar System*, children will develop their reading comprehension skills while exploring the wonders of the solar system. Inspired by these texts, children will write their own informative non-chronological report, focusing on clear organisation, ambitious vocabulary, and accurate factual writing. We will also read short stories from *Short too* by Kevin Crossley-Holland and the children will write their own narrative.

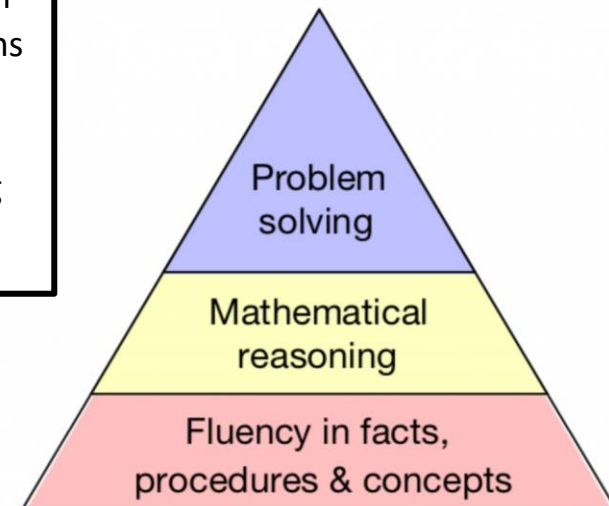
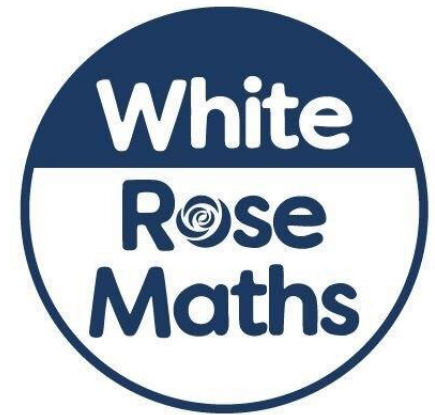
Across all units, the children will develop their use of grammar, punctuation, and structure while learning to write with purpose and passion. Joined handwriting will continue to be a focus throughout the term, with children refining fluency, consistency, and presentation across all writing tasks.



CURRICULUM

Maths

Our maths focus will begin with place value, helping children deepen their understanding of larger numbers, rounding, and ordering. We will then move on to addition and subtraction, followed by multiplication and division, where children will practise both mental and written methods. Later in the term, we will focus on fractions—exploring equivalence, comparing, and calculating with them. Weekly arithmetic sessions will support fluency and confidence ready to apply to problem solving and reasoning questions.



CURRICULUM

Driver project	 Maafa
Science	 Circulatory System
Art and design	 Tints, Tones and Shades
Design and technology	 Food for Life
Geography	 Our Changing World

Computing

This term, we will develop our understanding of coding and ~~micro:bits~~. We will develop our problem-solving skills through focusing on creating algorithms, using sequences, selection, and repetition, and debugging programs effectively. We will also discuss online safety including the Purple Mash topics: self-image and identity and online reputation.

PE

This term, we will develop coordination, rhythm, and teamwork through learning the Haka, focusing on strong body movements, timing, expression, and performing in unison. In football, we will develop our skills in passing, dribbling, shooting, defending, and game play while also building communication and tactical awareness.



PSHE/RSE

This term begins with setting ground rules to create a safe and respectful space for discussion and reflection. We will explore the questions: "Why are healthy relationships important?" and "How am I influenced by what I see online?"

RE

This term in RE, we will explore the question "Is pilgrimage worth it?" We will learn about the significance of pilgrimage for Christians, investigate some of the world's most important Christian pilgrimage sites, and consider how special journeys can influence a person's beliefs, values, and worldview.



Music

Our two music topics will be Melody and Harmony in Music.



French

This term, we will continue building pronunciation skills and learning how to describe our family and our classroom.



HOME LEARNING

All home learning will be set on a Thursday and is due back on a Tuesday.

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Reading	Reading at least five times a week (see Reading Policy with Parent Partnership for further details)						Reading skills worksheet including comprehension (Falcons and Owls) ADAPTED TO ABILITY
Speaking / Listening	Over the school year, each child will be asked to give a presentation to their peers. These will start after October half term. These presentations will be shared in a weekly assembly to the child's class. In the first half term we will model and teach the skills to support children to prepare these presentations. The audience will be expected to listen and ask relevant questions.						
Maths	Practical Maths activity linked to learning in class (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations	Either: Times Tables Rock Stars ideally daily OR Maths worksheet ADAPTED TO ABILITY			
Phonics / Spelling	Phonics/Spelling Game linked to learning in class (large scrapbook provided for informal recording)	Phonics/Spelling Activity linked to learning in class (large scrapbook provided for informal recording)	Spellings to be practised and tested linked to a spelling/ phonics pattern that has been taught.	Spellings to be practised linked to a taught spelling unit and tested. Where deemed necessary there will be a Spelling, Punctuation and Grammar worksheet ADAPTED TO ABILITY			

SPEAKING AND LISTENING

Tuesday 3 rd November 2026	Rory Ballard
Tuesday 10 th November 2026	Leila Conquest
Tuesday 17 th November 2026	Sophie Biancardi
Tuesday 24 th November 2026	Alberto Gainford
Tuesday 1 st December 2026	Isabelle Conquest
Tuesday 8 th December 2026	Ziggy Moore-Scottow
Tuesday 15 th December 2026	Logan Blackham
Tuesday 12 th January 2027	Aryan Reyatt
Tuesday 19 th January 2027	Lottie Powell
Tuesday 26 th January 2027	Olivers Bokiss
Tuesday 2 nd February 2027	Evelyn Daly
Tuesday 9 th February 2027	Theo Stanton
Tuesday 23 rd February 2027	Eddie Cook
Tuesday 2 nd March 2027	Eliza White
Tuesday 9 th March 2027	Renzo Courts
Tuesday 16 th March 2027	Jack Whitham
Tuesday 23 rd March 2027	George Farr
Tuesday 13 th April 2027	Sehren Gabriel
Tuesday 20 th April 2027	Kyle Glass
Tuesday 27 th April 2027	Gabriel Jones
Tuesday 4 th May 2027	Freddie Lawton
Tuesday 11 th May 2027	Jahnai Williams-Senior
Tuesday 18 th May 2027	Marley Welch
Tuesday 25 th May 2027 (not Year 5/6 as away)	
Tuesday 8 th June 2027	Poppy Thorne
Tuesday 15 th June 2027	Ben Steeden
Tuesday 22 nd June 2027	Millie Pryn
Tuesday 29 th June 2027	Grace Pritchard-Barrett
Tuesday 6 th July 2027	Akshar Pennenti
Tuesday 13 th July 2027	Edmund Morton-Holmes
Tuesday 20 th July 2027	

READING SKILLS INCLUDING COMPREHEN SION

Aesop's Fable: The Frogs who Wished for a King

Aesop was a slave and a storyteller who lived in Ancient Greece. This is one of the many fables he wrote.

The Frogs were tired of ruling themselves.

They had so much freedom that it had spoiled them. All day, they did nothing but sit by the pond, croaking in a bored way. They wished for a ruler who could entertain them with the pomp and display of royalty, and rule them in a way that would make them know they were being ruled.

The Frogs had a meeting and decided to send a letter to Jupiter, asking him to give them a king.

Jupiter saw what simple and foolish creatures the Frogs were. To make them think they had a king, he threw down a huge log, which fell into the water with a great splash.

At first, the Frogs hid themselves among the reeds and grasses, thinking the new king to be some fearful giant. However, they soon discovered how tame and peaceable King Log was.

The younger Frogs used him for a diving platform. The older Frogs used him for a meeting place, and soon they were complaining again to Jupiter about the king he had sent them.

Jupiter decided to teach the Frogs a lesson. He sent a Crane to be king of Frogland. King Crane was a very different sort of king from old King Log. He began to gobble up the poor Frogs and they soon saw what fools they had been. In mournful croaks, they begged Jupiter to take away cruel King Crane.

"What?" cried Jupiter. "Are you not yet content? You have what you asked for and so you have only yourselves to blame for your misfortunes."

Moral: Be sure you can improve your situation before you seek to change it.



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Challenge 1

- 1 What were the Frogs tired of? ☐ 1 mark
- 2 The Frogs wished for... Tick one. ☐ 1 mark
a log. ☐ a crane. ☐ a ruler. ☐
- 3 Find and copy two words that tell you what Jupiter thought about the Frogs. ☐ 2 marks
- 4 What did Jupiter first send the Frogs? ☐ 1 mark

Challenge 2

- 1 What did the Frogs think of King Log? Tick one. ☐ 1 mark
They thought he was boring. ☐
They thought he was powerful. ☐
They thought he was interesting. ☐
- 2 How did Jupiter teach the Frogs a lesson? ☐ 1 mark
- 3 'In mournful croaks, they begged Jupiter to take away cruel King Crane.' Which word is closest in meaning to 'mournful'? Tick one. ☐ 1 mark
Angry ☐ Happy ☐ Sad ☐
- 4 Using information from the text, tick one box in each row to show whether each statement is true or false. ☐ 1 mark

	True	False
a) Jupiter knew the Frogs would not like King Crane.	☐	☐
b) The Frogs did not realise they had been foolish.	☐	☐
c) The moral of the story is that change is always good.	☐	☐

Total: ____ / 9 marks

☹️ Had a go ☐ 😊 Getting there ☐ 🎉 Got it! ☐

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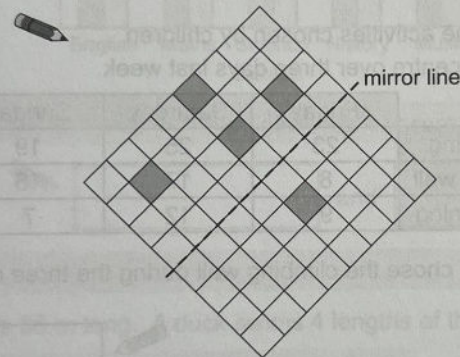
MATHS QUESTIONS OR TTR

1. Fill in the missing digits to make this calculation correct.

 $2 \square + \square 6 = 100$

1 mark

2. Shade in 3 squares to make the diagram symmetrical about the mirror line.



1 mark

3. Work out each of these calculations.

 $900 \times 4 = \square$

 $560 \div 8 = \square$

1 mark

MULTIPLICATION- HOW YOU CAN HELP

Times Tables Rockstars – all children have a login

Purple Mash – there are lots of games available on here and children have logins for this

I-Minute Maths by White Rose – this is a free app which can be downloaded and uses characters the children will be familiar with from their learning at school

Hit the Button - Quick fire maths practise for 6-11 year olds – a free game which can be played in a variety of ways

Top Marks – a website which has many different games

Flash cards – these can be downloaded from here for free
<https://www.totcards.com/free-times-table-flashcards.html>

Counting objects as multiples – e.g. counting out pairs of socks but each sock is a multiple of 7

Multiplication songs – there are many available on YouTube set to pop songs

Try to make sessions short and fun!

SPAG

(WHEN NEEDED
TO CONSOLIDATE
LEARNING)

Autumn Week 1 SPAG homework

Due: Tuesday 16th September

/5

Q1.

Which is the correct plural to complete the sentence below?

Both of the _____ climbed the ladder.

Tick one.

fireman

~~firemans~~

firemen

~~firemens~~

1 mark

Q2.

Tick one word to complete the sentence below.

The police confirmed that there were several _____ responsible for the crime.

Tick one.

thief

thieves

~~thiefs~~

~~thiefs~~

1 mark

Q3.

In which sentence is dance a verb?

Our class took part in an Irish dance workshop.

After he sprained his ankle, he could not dance.

The dance involved moving very quickly.

Ballet and hip-hop are my favourite types of dance.

Tick one.

1 mark

Q4.

In which sentence is plant a verb?

The recycling plant was closed for the weekend.

The children plant beans in the school garden.

I remember to water my plant every day.

The roses were growing in a plant pot.

Tick one.

1 mark

Q5.

Tick one box in each row to show whether the underlined word is a verb, a noun or an adjective.



Sentence	Verb	Noun	Adjective
There are many <u>magnetic</u> materials.			
<u>Magnets</u> attract some metals.			
We can <u>magnetise</u> the nail.			

1 mark

Weekly spelling rule: Tricky year 3/4 spelling words
fruit
business
heard
early
earth
year
calendar
occasion
decide

Put each word into a sentence and underline the verbs in one colour, nouns in another colour and determiners in another.

Verbs ☐

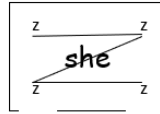
Nouns ☐

Determiners ☐

SPELLING

Every time you spell one of your spellings correctly to an adult, they should put a 'z' in the corner of the square. The 5th time that you do this, on different days, they should write a large 'z' in the middle of the word.

This spelling is now zapped!



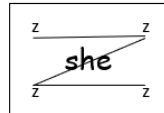
My spellings

HFW

hold	told	every
everybody	even	great
break	steak	pretty

Every time you spell one of your spellings correctly to an adult, they should put a 'z' in the corner of the square. The 5th time that you do this, on different days, they should write a large 'z' in the middle of the word.

This spelling is now zapped!



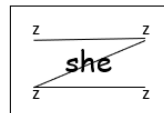
My spellings

Y3/4

build	century	length
exercise	naughty	guard
mention	possession	purpose

Every time you spell one of your spellings correctly to an adult, they should put a 'z' in the corner of the square. The 5th time that you do this, on different days, they should write a large 'z' in the middle of the word.

This spelling is now zapped!



My spellings Y5/6 1 Y5/6

accommodate	vegetable	available
competition	determined	excellent
hindrance	marvellous	persuade

READING – PARENT PARTNERSHIP

1. Build reading into your child's daily routine: read every day.
2. Be a great reading partner with your child!
3. Bring books everywhere.
4. Be enthusiastic!
5. Use technology together.

GUIDANCE FOR **READING RECORDS**

We want children to enjoy reading but they do need to read a range of genres if they are to get to age related expectations at the end of the year.

The expectation for reading is that they are reading 5 times a week. We are happy for children to record their own reading but would like a parent to sign to show they have listened and discussed what has been read.

Adults in school will always write in green pen so please do not use green at home. Please record the date, the name of the book and which pages were read.



FURTHER GUIDANCE FOR READING RECORDS

When children record that they have read, they should write 1-2 sentences that give us some evidence of their reading; something along the following lines:

- p17-35: I am really enjoying this book so far and love the character Holly, because she is brave and sparky. She doesn't get on well with her brother Theo though!
- p23-29: On these pages I discovered that a pig cannot look up at the sky and a crocodile cannot stick out its tongue.
- p163-170: This chapter finished on a real cliff hanger. I can't wait to find out what was in the box and why it is so important.

TYPES OF READING COMMENTS

- Jack read this book without any support.
- Jack read this book/page with expression and meaning.
- We talked about the meaning of the word _____.
- Jack could use inference to work out why the character reacted.

Key dates:

Monday 10th May- Thursday 13th May- SATS week

Parent information sessions:

On **Wednesday 11th November**, there will be Parent Information Meetings. These are specific to each year group and are run three times on the same evening to enable you to attend multiple meetings. The meetings take place at 3.30pm, 4.00pm and 4.30pm.

Year 5 knowledge and understanding - Miss McDonald - This meeting is about how to support your child in this penultimate year of school. It will be useful for parents of children in Year Five.

Year 6 SATS – Miss Tuck- How to support your child with their SATS

SATS (Year 6 only)

We will do everything we can to help your children to achieve the best results they can in the least stressful way possible.

Please support your child by:

- Making sure they attend school every day
- Listening to them read, reading to them, discussing what they have read to check their understanding
- Helping them to practise spellings
- Helping them to practise times tables (You can use TT Rockstars)
- Encouraging them to do their homework and helping them when needed
- Encouraging them to get plenty of sleep, eat well and drink plenty of water
- Talking to us about any worries

SECONDARY SCHOOL APPLICATIONS

Please come and talk to us if
you need any support with
filling in the forms.

Please inform us if your child
will be absent for a school visit.



Open events

Please visit the school websites and book.

HBS –

Wednesday 16th September

Open Evening 6.00pm - 8.30pm

Friday 18th September

Open Morning 9.30am - 11.00am

Monday 21st September

Open Morning 9.30am - 11.00am

HGS – Tuesday 22nd September, 9–11.30am.
Thursday 24th September, 9–11.30am.
Wednesday 30th September 2025, 9–
11.30am.

TPS – Thursday 1 October 2026, 5.30–8.30pm.
Friday 5th October to Monday 12th October

Application Deadline – 31st October 2026

COMMUNICATION

In the mornings, the gates will be opened by a member of staff and they will be available to pass messages on. For the Autumn Term, the planned pattern is:

Mondays – Mrs Magdeburg

Tuesdays – Mrs Magdeburg

Wednesdays – Miss McDonald

Thursdays – Miss Tuck

Fridays – Mrs Bailey (SENCO)

Alternatively, an email can be sent to admin@pirton.herts.sch.uk or we can have a conversation after school.

Please do come and speak to me about anything.

WEBSITE

We have a page on the school website. You will find the following:

- Timetable
- Weekly blog
- Blurb
- This presentation (and any other parent meetings after they have taken place)
- Curriculum information

... and much more!

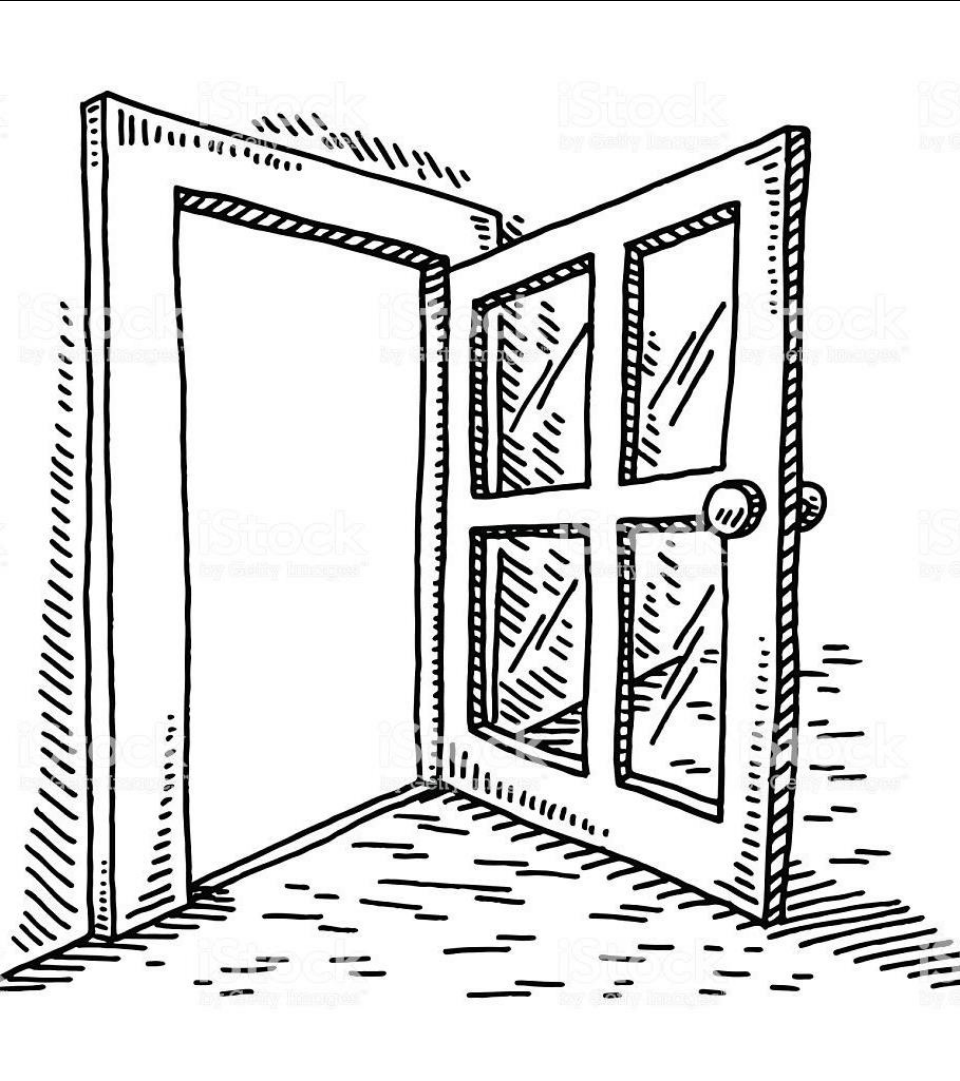
DO YOU
HAVE ANY
QUESTIONS?



Thank you for coming!

We are looking forward
to an exciting year with
your children!

If you have any
questions, then please
do arrange to see us.



OPEN DOOR COMMUNICATION