Livingstone Primary and Nursery School

Year 5 Class Handbook 2026-27

Welcome to Year 5

This handbook will provide you with important
information about the standards in Year 5 at Livingstone.



Mrs Cockburn
Class Teacher

Safeguarding

As a school, we are committed to safeguarding and meeting the needs of children. We have a safeguarding policy which is available on the school website and from the Designated Safeguarding Officers.

Communication

Throughout the year, you will receive communications from us about a variety of subjects:

. Important dates
. Upcoming events
. Educational visits and workshops
. Signing up for extra-curricular clubs and extended services

Most communications are text or emailed, in the school's Friday newsletter and on Arbor. Please ensure that your contact information is up-to-date with the school office so that you can receive all emails and texts.

Behaviour

We expect all pupils to be well-behaved and have high standards of themselves, both inside and outside of school. We have ten core values that we promote at Livingstone: respect, responsibility, care, patience, understanding, cooperation, appreciation, determination, friendship and honesty. Bullying is not tolerated and any incidences are dealt with in accordance with our behaviour policy.

Lunches

The school provides a free cooked meal for all pupils, which includes vegetarian options. Our school lunches are balanced, healthy and varied. We also have a salad bar that the children are encouraged to visit.

Please contact the office if you will be providing your child with a packed lunch instead. We ask that packed lunches are healthy and that they contain no nut products due to allergies within the school.

Attendance

Good attendance and punctuality are vital for success at school and to establish positive life habits that are necessary for future success.

All pupils are expected to be in the playground from 8:45am every day. If pupils are not in school by the time the register is taken (8:55am), the office is notified and the pupil will receive a late mark.

Authorised absences are only permitted for valid reasons including:

- Illness
- Medical or dental appointments (ideally appointments should be booked after school or during school holidays)
- Religious observance
- Family bereavement

Only in **exceptional circumstances** may an absence be authorised during term time.

Inform us on the first day of your child's absence and keep us updated throughout the absence period. After 3 days of consecutive illness the school may require medical evidence to support the absence; this could be in the form of a doctor's note or prescribed medication etc.

Wherever possible, parents should always try to arrange medical and dental appointments after school hours or during school holidays.

Please note: we do not advocate that sick children come into school. Pupils who have vomited and/or have diarrhoea should be kept away from school for 48 hours after the last incidence of vomiting/diarrhoea to avoid the risk of spreading infection to others, particularly to pupils in school with serious medical conditions.

If the school is not contacted and a valid reason is not provided for absence, this is recorded as an **unauthorised absence**.

Unauthorised absences are those which the school does not consider essential or reasonable. They can include:

- Forgetting school term dates
- Going on holiday
- Arriving at school long after the register has closed
- Celebrating birthdays

Holidays during term time

The school **cannot** be expected to authorise an absence for a holiday during term time. Taking holidays during term time means that pupils miss important school time – both educationally and for other school activities. **Exceptional circumstances do not include cheaper costs, family availability or weather conditions.**

You may be fined if you take your child on holiday during term time without permission from the Headteacher, who will liaise with the Educational Welfare Officer (EWO). **Legal action may involve a Fixed Penalty Notice or being taken to court.** A penalty notice of £80 may be issued as an alternative to prosecution, but this will rise to £160 if it is not paid within 21 days. Failure to pay a penalty notice may lead to **prosecution.**

Parents who fail to ensure that their children attend school face the risk of imprisonment and parenting orders. Parenting orders involve attending a counselling and guidance programme, usually a parenting class.

Attendance matters!
Don't underestimate the importance of 100 percent attendance. Even one day missed can have an effect on learning:

- **98%** attendance means **4** school days missed
- **95%** attendance means **10** school days missed
- **90%** attendance means **19** school days missed
- **80%** attendance means **38** school days missed
- **5 minutes** late each day means **3** school days missed

<u>Uniform</u>
At Livingstone, we expect all pupils to wear the correct school uniform to promote pride in themselves and the school. All items of clothing should be clearly labelled with your child's full name. Stud earrings and wristwatches are acceptable; otherwise, no other jewellery should be worn.

Leggings, boots, colourful laces and sporting thermals are not part of the school uniform.

Please ensure your child wears the following uniform every day:
. appropriate plain black shoes
. plain grey, black or white socks / or grey tights
. white shirt or polo shirt
. blue school jumper (with the Livingstone logo)
. grey school trousers / skirt / dress
. light blue summer dress/grey shorts



PE Kit

On Wednesdays, pupils need to come to school wearing their PE kit. Unless informed by the class teacher, this is the only day they should need it. All items of clothing should be clearly labelled with your child's full name and stored in a suitable bag. Pupils in Years 3 – 6 can have a roll-on deodorant in their bag.

Leggings, colourful trainers, cycling shorts, football kits and sporting thermals are not part of the school PE kit.

Please ensure your child has the correct PE kit:
. plain black trainers
. white t-shirt
. blue shorts
. black jogging bottoms (plain or with the school logo)



Website

Please visit our school website for more information: https://livingstoneprimaryschool.org/

Educational Experiences

Autumn term	Spring term	Summer term
. River Lea fieldwork	. Meeting for Y6 school journey . Science Museum (TBC)	. Daytrip to France . Knebworth House

Homework

Daily Homework

Pupils are expected to carry out the following daily homework tasks for 20 minutes:

- Reading (to be recorded in their reading diary)
- Times Tables practice (TT Rock Stars)

Their reading diaries are checked weekly, so please encourage your child to read regularly and complete their diary with the date, book title and page numbers.

Weekly Homework

You will be notified about your child's Maths and English homework on Friday via the school newsletter. It needs to be returned to school completed by the following Wednesday. The homework will cover learning they have done at school that week.

Brain Boosters

In addition, your child will receive a 'Brain Boosters' project grid each half term. This has six activities that cover the wider curriculum. It is given out at the end of each half term and is due in the final week before we break up.

If your child completes 2 or 3 activities, they will earn a bronze award.
If your child completes 4 or 5 activities, they will earn a silver award.
If your child completes all 6 activities, they will earn a gold award.

Online Resources

Each child has their own unique username and password for the following websites, which can be found in their reading diaries. Please encourage your child to go on them as often as possible.

- TT Rockstars: https://ttrockstars.com/
- Office 365: https://office.com/
- Letter Join: https://www.letterjoin.co.uk
- Purple Mash: https://www.purplemash.com/login/
- Language Angels: https://www.languageangels.com/
- Some pupils also have access to Nessy: https://www.nessy.com/

Year 5 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Fiction:** *Leina and the Lord of the Toadstools* - narrative **Fiction:** *The True Story of the 3 Little Pigs* - narrative recount from antagonists' POV	**Non-fiction:** *Floodland* - persuasive speech **Fiction:** *Floodland* - shape poetry with metaphors	**Fiction:** *Monster Slayer: a Beowulf Tale* - re-writing a chapter **Non-fiction:** *Viking invasion of Britain* - non-chronological report	**Non-fiction:** *Kensuke's Kingdom* - letter from Michael to Michiya	**Non-Fiction:** *The Highwayman* - romantic letters between Bess, Tim and the HWM **Fiction:** *The Highwayman* - alternative ending - chapter re-write	**Non-Fiction:** *Pig Heart Boy* - balanced argument **Fiction:** *Pig Heart Boy* - narrative
Grammar	**Fiction:** Main and subordinate clauses Past perfect tense Basic sentence punctuation **Fiction:** Simple present tense Progressive present Fronted adverbials Commas Subordinating conjunctions Relative clauses	**Non-fiction:** Present progressive Relative clauses Character phrases Persuasive devices **Fiction:** Figurative language Expanded noun phrases Commas	**Fiction:** Varying sentence structures Alan Peat sentences Suspense language Semi-colons Direct speech **Non-fiction:** Formal language Subordinating conjunctions Relative clauses Colon lists	**Non-Fiction:** Semi-colons Subjunctive form Questions to the reader The perfect tense	**Non-Fiction:** Romantic language Fronted adverbials Prepositional phrases Commas Figurative language **Fiction:** Direct speech Varying position of subordinate clauses Parenthesis	**Non-Fiction:** Subordinating conjunctions Formal language Colon lists Relative clauses **Fiction:** Direct speech Varying position of subordinate clauses Parenthesis
Spelling	Unit 1: words with a silent b Unit 2: -ible suffix	Unit 3: -able suffix Unit 4: words with a silent t	Unit 5: -ably and -ibly suffixes Unit 6: -ent suffix	Unit 7: -ence suffix Unit 8: ei spelling for *ee* sound	Unit 9: -ant, -ance, -ancy suffixes Unit 10: cious spelling for *shus* sound	Unit 11: tious spelling for *shus* sound Unit 12: cial and tial spelling for *shul* sound

Maths	Place value up to 1,000,000 Addition & subtraction Multiplication & division	Fractions	Fractions Multiplication & division	Decimals & percentages Area and perimeter Statistics	Decimals Position and direction Shape	Volume Converting Units Negative numbers
Science	<u>Properties of Materials</u> Classifying materials Insulators & conductors States of matter	<u>Changes of materials</u> Reversible changes Irreversible changes Dissolving	<u>Forces</u> Gravity Water resistance Air resistance	<u>Earth and Space</u> The Solar System Movement of planets Movement of Earth & Moon	<u>Living Things</u> Plant reproduction Comparing life cycles of animals and insects	<u>Animals inc. Humans</u> Human life cycle Changes into old age Puberty
History/ Geography	<u>Rivers</u> UK place knowledge and map work Human and physical geography Land use changes over time Comparing settlements around rivers		<u>Anglo Saxons and Vikings</u> Viking settlements UK county place knowledge Chronology of invasions and a unified England Battle of Stamford Bridge and the Battle of Hastings		<u>Tudors</u> Tudor family tree and chronology Elizabeth I's relationship with Mary, Queen of Scots Crime and punishment The Spanish armada Drake / Raleigh exploration	
RE	<u>BQ1: What is real?</u> Higher beings from Abrahamic and Dharmic viewpoints, Humanist views and impact on lives		<u>BQ2: Where do we come from?</u> Cosmic plans and designers, and understanding different beliefs on the creation of the universe		<u>BQ3: How do we know?</u> Content TBC	
Computing	<u>Computer Science</u> Algorithms and decomposition		<u>E-Safety and Digital Literacy</u> Using technology safely, respectfully and responsibly		<u>Creative Use of Computing</u> Selecting and using tools to present information	
Art	<u>Painting and Mixed-Media</u> Self-portraits Studying Chila Kumari Singh-Burman		<u>Sculpture, 3D and Craft</u> Architecture and monument design Studying Zara Hadid and Hundertwasser		<u>Drawing</u> Collage and print-making The purpose of drawings in the 1950s 'Space Race'	
D&T	<u>Structures</u> Frame structures - bridges		<u>Mechanical Systems</u> Pulleys – motorised vehicles		<u>Food</u> Celebrating culture and seasonality - bread	
PE	Outdoor: Netball Indoor: Foundations of Gymnastics	Outdoor: Tag rugby Indoor: Foundations of Dance Swimming at NBLC	Outdoor: Adventurous activities Indoor: Gymnastics 2	Outdoor: Tennis Indoor: Dance genres	Outdoor: Athletics Indoor: Rhythmic gymnastics	Outdoor: Cricket Indoor: Dance choreography
Music	<u>Melody and harmony in music</u> Orchestral and gospel		<u>Composing and chords</u> South African pop and orchestral		<u>Freedom to improvise</u> K-pop, orchestral, fusion (pop, funk and hip-hop)	
PSHE	Mental health and wellbeing, Personal safety, Self-respect and personal goals, being left out, and Stereotypes and diversity		Healthy lifestyles, Friendships and coping with bullying, Working together and aspirations, and Media literacy and digital resilience		Puberty, Legal and illegal drugs, Relationships, What makes a democracy, and Money	
French	Numbers to 100 Food in a cafe	Places in a city Time and directions	Clothing and weather Conjunctions and adjectives		Trip to France Shopping	Planets Adjectival agreement

For the National Curriculum, please click here: Primary National Curriculum

Religious Education

From 2025, Barnet schools are required to teach the new Barnet Agreed Syllabus for RE. RE teaching will focus on six big questions: What is real? Where do we come from? How do we know? What is our situation? What is our goal? and How do we get there? We are working closely with the local authority updating the content of our RE curriculum. The six big questions are covered over two years.

Interventions/Additional Learning Opportunities

At Livingstone, we provide additional learning opportunities to boost and challenge pupils of all abilities. Every half term, we analyse pupil attainment and progress and using this information select pupils for interventions, including pupils with special or additional educational needs, the more able, those who need a "boost" and those eligible for Pupil Premium.

The school employs specialist teachers and teaching assistants to deliver these programmes and parents are expected to support their children to make the most of these opportunities.

Here are some of the interventions we offer:

Additional adult support during English, Maths and Guided Reading lessons
Fresh Start – a phonics, reading and spelling scheme to support the development of reading for KS2 pupils
First Class @ Number – a Maths consolidation programme
English - extension for the more able
Maths - extension for the more able
Small group teaching of Reading, Writing, Phonics and/or Maths by an intervention teacher
Pastoral care – includes social skills, mindfulness and cognitive behavioural therapy
Fine and gross motor skills interventions, such as handwriting or additional PE
Talk Boost – speech and language development for EYFS and KS1 pupils

Extended Services

At Livingstone we provide a comprehensive extended day which includes a Breakfast and After-School Club from 8:00am until 5:45pm, for which there are charges. We make bookings and payments as easy as possible with our online School Money system.

Our extra-curricular programme includes a range of fun activities that take place after school. Pupils are encouraged to regularly participate to support their development of skills as well as enrich their social, physical/mental wellbeing.

Activity clubs run from 3:15 - 4:15pm. Our club timetable does include the following:

. Football
. Yoga
. Dance
. Multi-sports
. Athletics
. Netball
. Cricket
. Choir

Enquiries can be made at the school office.

Please click here for details of pricing: Extended Services Pricing 2026/27