

Bearwood



Primary School

**Welcome to
Upper Phase!**

2025/26

**Year 5/6
Badger
Class**

Miss C
Cowdell

**Lead and
Year 5/6
Grey Wolf
Class
Teacher**

Mr L Marshall

**Year 5/6
Otter
Class
Teacher**

Miss A
Maaka

Upper Phase Staff Team

LSAs

Mrs Fenton
Mrs Weaver
Miss Rai
Mrs Tang
Ms Smith

**Year 4
Hedgehog
Class Teachers**

Ms Parry (AHT)
Mrs Haden
(AHT)

Our Vision

We aspire to be an outstanding, values-based school at the heart of our diverse community.

Striving for excellence, our focus is to enable our children to be resilient and independent learners whilst also considerate of others.

Through an all-encompassing curriculum, our children will achieve their highest potential and have a firm foundation on which to build successful and productive lives in an ever-changing world.

Aspire

Succeed

Excel

High Expectations

- Keep up, not catch up.
- Expect all children to achieve.
- Leading children to a way of thinking that allows them to grow, developing their minds in order to achieve more than they might at first believe possible.
- We want our children to be determined and learn from their mistakes as an important part of the learning process.



Voice 21

- Improving students' oracy skills
- Every child has the opportunity to develop strong communication skills.
- Become more confident, articulate their ideas in discussions, talk like an expert.
- Prepared for future challenges.



The importance of attendance

- **Academic Success**
- **Social Development**
- **Good Habits**

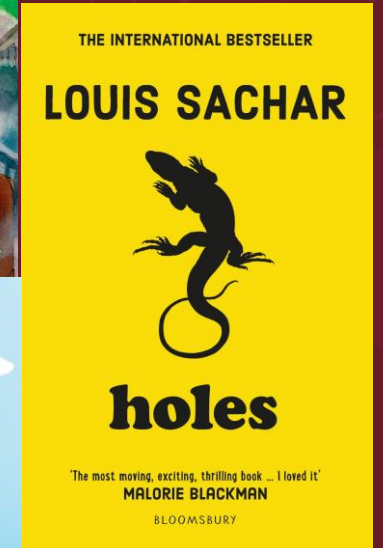


SATs - Year 6

- Will take place between Monday 11th May and Thursday 14th May
- Pupils will be tested on grammar, spelling and punctuation, reading and mathematics.
- Allow the school to see progress made over KS2.
- Presentation in early spring 2026 for more information.

Reading

- Focus on comprehension skills
- Shared reading lessons
- Accelerated Reader
- Reading across the curriculum
- Reading at home



Writing

- Write clearly, accurately and coherently
- Adapt language and style for a range of purposes and audiences
- Understanding and manipulating punctuation and grammar
- Apply spelling rules
- Excelling throughout the curriculum



Writing criteria

Year 4

Working towards	Expected	Greater Depth
<p><u>Composition</u></p> <ul style="list-style-type: none"> - Use a consistent and appropriate structure in non-fiction texts - Write narratives with a clear beginning, middle and end. - Proofread with growing confidence - Describe settings, characters and plot <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Organise their writing into paragraphs around a theme - Maintain accurate tense throughout a piece of writing. - Use some fronted adverbials <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use the full range of punctuation from Y1 to Y3, including inverted commas. - Use apostrophes for singular possession confidently <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell some prefixes and suffixes taught at Y3/4 correctly. - Spell homophones correctly <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Use a neat, joined handwriting style consistently. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> - Write a range of fiction and non-fiction pieces with a consistent and appropriate structure. - Write narratives with a coherent plot. - Proofread confidently and amend their own and others' writing. - Describe more details settings, characters and plot to engage the reader. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Use fronted adverbials - Choose nouns or pronouns to aid cohesion and avoid repetition - Use expanded noun phrases <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use apostrophes for plural possession with increasing confidence <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell most prefixes and suffixes taught at Y3/4 correctly. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> - Write a range of narratives that are well-structured and paced. - Settings, characters and plot engage the reader and add atmosphere. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Always maintain accurate tense throughout - Use ambitious modifying adjectives and prepositional phrases in noun phrases <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use all necessary punctuation in direct speech, including a comma after the reporting clause, and punctuation within the inverted commas. - Consistently punctuate apostrophes for singular and plural possession <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Apply all the spelling rules and guidance from Y3/4

Year 5

Working towards	Expected	Greater Depth
<p><u>Composition</u></p> <ul style="list-style-type: none"> - Write for a range of purposes and audiences with sustained ideas. - Describe settings and characters with awareness of the reader - Use organisational and presentational devices relevant to text type - Proofread work to assess the effectiveness of writing and make corrections. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Select appropriate grammar and vocabulary to match the purpose of their writing - Organise writing into paragraphs <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use the full range of punctuation from Y1-Y4 mostly correctly. <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell some prefixes and suffixes taught at Y5/6 correctly. - Spell some complex homophones correctly <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Write legibly and fluently at increasing speed 	<p><u>Composition</u></p> <ul style="list-style-type: none"> - Confidently select structure and organisation of a text to support audience and purpose. - Describe settings, characters and atmosphere to engage the reader. - Proofread by removing unnecessary repetition or details. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Use dialogue to convey a character and advance the action with increasing confidence. - Use a range of linking words/phrases between sentences or paragraphs to build cohesion (e.g. time adverbials) - Use relative clauses - Use adverbs and modal verbs to indicate degrees of possibility. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use commas to clarify meaning or avoid ambiguity - Use brackets, dashes or commas to indicate parenthesis <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell many prefixes and suffixes taught at Y5/6 correctly. - Spell many complex homophones correctly 	<p><u>Composition</u></p> <ul style="list-style-type: none"> - Produce sustained and accurate writing from different genres for a range of audiences and purposes. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Use carefully chosen vocabulary to enhance mood, clarity meaning and create pace. - Consistently link ideas across paragraphs - Dialogue consistently shows character and advances the action. <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell most prefixes and suffixes taught at Y5/6 correctly. - Spell most complex homophones correctly

Year 6

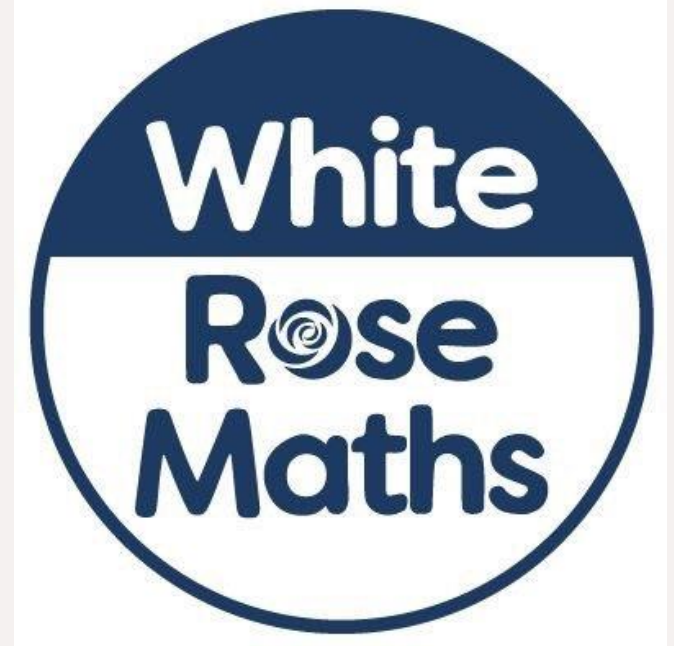
Working towards	Expected	Greater Depth
<p><u>Composition</u></p> <ul style="list-style-type: none"> - Write for a range of purposes - In narratives, describe settings and characters - In non-narratives, use simple devices to structure the writing and support the reader (e.g. subheadings, bullet points). <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Use paragraphs to organise ideas <p><u>Punctuation</u></p> <p>Use mostly correctly:</p> <ul style="list-style-type: none"> - Capital letters and full stops - Question marks - Commas for lists - Apostrophes for contraction <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell most words from the Y3/4 spelling list, and some words from the Y5/6 spelling list. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Write legibly. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences - Describe settings, characters and atmosphere. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Select language that shows awareness of the reader. - Use dialogue to convey character and advance the action. - Select vocabulary and grammatical structures that reflect what the writing requires. - Use a range of devices to build cohesion within and across paragraphs. - Use verb tenses consistently and accurately throughout writing <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use the range of punctuation taught at KS2 mostly correctly. <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Spell correctly most words from the Y5/6 spelling list - Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Maintain legibility in joined handwriting when writing at speed. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what they have read as models for their own writing. <p><u>Vocabulary and Grammar</u></p> <ul style="list-style-type: none"> - Distinguish between the language of speech and writing and choose the appropriate register. - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use punctuation precisely to enhance meaning and avoid ambiguity

Maths

We aim for pupils to develop a **mastery** of maths by allowing them to develop a **long, deep and secure understanding** of mathematical concepts.

We do this by:

- Small, manageable steps.
- A variety of representations
- Helping pupils make connections, spot patterns and ask questions.
- Encouraging pupils to be clear in their reasoning.
- Be fluent in the fundamentals of mathematics



Term	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Autumn	Column addition & subtraction - 3 digits (Y3 recap)		Place Value within 10000				Addition and Subtraction		Multiplication and Division – Times Tables			Length and Perimeter		<i>Consolidation</i>
Spring	Multiplication and Division B Formal Methods					Area	Fractions							
Summer	Decimals				Shape		Position and Direction		Statistics	Money		Time		

Term	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Autumn	Column addition & subtraction - 3 digits (Y3 recap)		Place Value within 10000				Addition and Subtraction		Multiplication and Division – Times Tables			Length and Perimeter		Consolidation
Spring	Multiplication and Division B Formal Methods					Area	Fractions							
Summer	Decimals				Shape		Position and Direction		Statistics	Money		Time		

Term	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Autumn	Place Value within 100,000				Addition and Subtraction		Multiplication and Division B Formal Methods			Fractions				
Spring	Fractions	Decimals and Percentages				Calculating with Decimals		Multiplication and Division A Properties of Number			Negative Numbers			
Summer	Perimeter and Area		Volume	Statistics		Shape			Converting Units	Position and Direction				

Term	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Autumn	Place Value within 100,000				Addition and Subtraction		Multiplication and Division B Formal Methods			Fractions				
Spring	Fractions	Decimals and Percentages				Calculating with Decimals		Multiplication and Division A Properties of Number			Negative Numbers			
Summer	Perimeter and Area		Volume	Statistics		Shape			Converting Units		Position and Direction			

Term	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Autumn	Place Value within 1,000,000				Multiplication and Division				Fractions, Decimals and Percentages					
Spring	Properties of Number		Area, Perimeter and Volume		Converting Measures		Geometry		Statistics	Ratio and Proportion				
Summer	Structures in Maths Revision				SATs Week	Problem Solving and Investigations								

Term	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Autumn	Place Value within 1,000,000				Multiplication and Division				Fractions, Decimals and Percentages					
Spring	Properties of Number		Area, Perimeter and Volume		Converting Measures		Geometry		Statistics	Ratio and Proportion				
Summer	Structures in Maths Revision				SATs Week	Problem Solving and Investigations								

Times Tables

$2 \times 2 = 4$								
$3 \times 2 = 6$	$3 \times 3 = 9$							
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$						
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$					
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$				
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$			
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$		
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$	

Year 4 Times Table Check - June

1		2	
$4 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$8 \div 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$
$12 \div 4 = \underline{\quad}$	$24 \div 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$
$5 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$
$4 \times 3 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$
$20 \div 4 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$24 \div 4 = \underline{\quad}$
$3 \times 4 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$
$6 \times 4 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$
$24 \div 4 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
$3 \times 4 = \underline{\quad}$	$20 \div 4 = \underline{\quad}$	$20 \div 4 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$4 \times 6 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$24 \div 4 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
$8 \div 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$8 \div 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$
$4 \times 5 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$20 \div 4 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$

First part of 4 times table

Science (Y4)

Rocks	Animals, including humans (skeletons)
States of matter	Living things and their habitats
Conservation	Light

Science (Y5/6)

Forces	Earth and Space
Properties of Materials	Living things and their habitats
Changes of Materials	Animals including humans - life cycles

History/Geography (Y4)

Stone Age to Iron
Age

Winnersh and
Milan

Roman Britain

Ancient Egypt

Water: Ecology,
aid and rivers



History/Geography (Y5/6)



Benin – an
African Kingdom

Britain at War:
World War Two



Our World:
Climates and
Biomes

Art and DT (Y4)

Drawing: Ratio
and Proportion
(faces)

Sculpture - make
a gift box

Sculpture in art

Textiles: making a
wallet/purse

Digital Media:
Save the planet
presentation

Bread Making

Art and DT (Y5/6)

Abstract Art

Textiles: Make a
tote bag

Sketching: ratio
and proportion

Electrical
systems: alarms

Collaging

Cooking:
vegetable soup

Religious Education

Year 4



Do Christians need to go to church?
Is forgiveness always possible?



Sanatana Dharma (eternal duty)
The river Ganges
Deities
Leading a good life

Year 5/6



How significant is the idea that God intended for Jesus to die?
How can Christians show commitment to God?



Year 5/6

How far would a Sikh go for their faith?
Sacred teachings
How can Sikhs show commitment to God?

PSHE

Year 4

Being a good friend
Keeping safe

RSE

Families and communities

Health: teeth, sleep and keeping active

Year 5/6

Belonging and Identity
Money

RSE

Accidents and Emergencies

Drugs and Health
Careers

Our RSE Policy is on the school website. Before we teach the RSE units, we will invite parents to come to a meeting where we will share what we will cover and the resources we will use with the children.

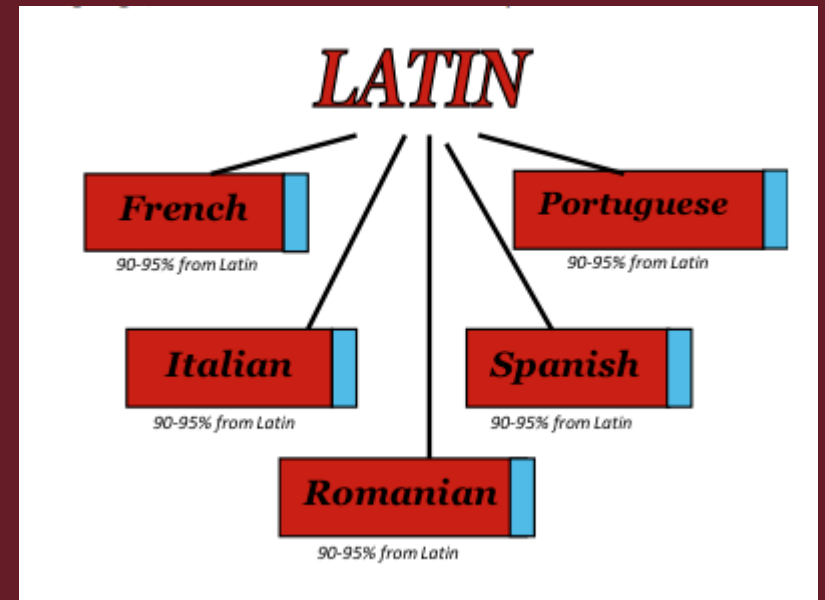
Music



Latin

Latin supports the development of spelling, grammar and vocabulary.

Research shows children who are require additional support experience the greatest gains from Latin.



Physical Education (PE)



Class	PE Days
Hedgehog (Y4)	Tuesday Friday (swimming)
Badger (Y5/6)	Monday Thursday
Otter (Y5/6)	Tuesday Friday
Grey Wolf (Y5/6)	Monday Thursday



Homework

Children should:

- Read every day for 20 minutes. They should record the books they are reading in their home/school reading book.
- LBO
- TT rockstars

Your child will have their logon details for the learning platforms.

Each half-term, we will also email to you a range of additional homework tasks your child can complete. We will send home an exercise book for the homework to be completed in.



Homework grids

English – Recounts

Write a diary entry of a memorable school event or day out, including feelings and details.

Science – Forces

Investigate the buoyancy of different objects. Drop them into a bowl of water: which float and sink? Why do you think this is?

Science – Forces

Research Archimedes: write 5 facts about his discoveries.



English – Non-chronological reports

Write a non-chronological report on your favourite animal (include introduction, subheadings, and fun facts).

History – Benin: An African Kingdom

Make a short presentation or poster about daily life in Benin (food, houses, jobs).

Art – Abstract drawings

Create an abstract drawing using only straight shapes and lines. Colour it in bold colours.



English – Descriptions

Write a description of this character. Who is he? What does he carry and why? What is his story?



History – Benin: An African Kingdom

Imagine you are an explorer visiting Benin for the first time—write a letter home describing what you saw.



Art – Abstract drawings

Make an abstract collage from cut-out shapes, magazine scraps, or coloured paper.



How else can I support my child at home?

- Reading – the key to learning and progress
- Fluency – times tables!
- Homework
- Communication :)
- A note on after-school activities

Year 6 - SATs

- SATs are important, but they are only a snapshot of your child's educational life. Try not to worry or over-stress your child with additional homework or pressure to perform.
- No past papers!

Enrichment Activities

Stonehenge	St. Catherine's Church
Ashmolean Museum	Ufton Court
Loddon River study	Lookout Discovery Centre

Osun Arts Foundation Workshop	Winchester Planetarium
Milestones Museum	Patty Box Workshop
The Living Rainforest	Y6 residential

Additional Information



WATER BOTTLE



FRUIT OR
VEGETABLE BREAK
SNACK



JEWELLERY OR
VALUABLE
BELONGINGS.



BOOK BAGS



SCHOOL UNIFORM



GOING HOME
ALONE



MOBILE PHONES

We're looking forward to a great year!

Any questions?

