



Higham Primary School
Grow, Learn, Believe, Achieve



Welcome to Foxes class
Our teacher is Miss Davey.



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Foxes Class Timetable 2025 to 2026

Year 5 Foxes Class	8.40 – 8.50	8.50 – 9.00	9.00 – 10.00	10.00 – 10.30	10.30 – 10.45	10.45 – 12.00	12.00-1.00	1.00 – 3.30	
Mon	Register & EMW	Maths 60 mins	Whole Class Read 30 mins		English (SPaG focus) + Spelling Shed – Introduce new spellings/test previous 75 mins		AR 20 mins	Art/DT/Humanities/Science 90 mins Class Story +	
Tue	Register & EMW	Maths 60 mins	Whole School Assembly 10.00 – 10.30		English 60 mins	Spelling Shed	AR 20 mins	Art/DT/Humanities/Science 90 mins Class Story +	
Wed	Register & EMW	Maths 60 mins	Whole Class Read 30 mins		English 60 mins	Spelling Shed	AR 20 mins	PSHE 50 mins	Computing 2:10 – 3:10 60 mins Class Story
Thurs	Register & AR	Maths 60 mins	Whole Class Read 30 mins		English 60 mins	Spelling Shed	Art/DT/Humanities/Science 75 mins	PE (Hall) 2:15 – 3:15 60 mins Class Story	
Fri PPA	Register & EMW	PPA 8:40 – 11:10 RE/Music/French			PPA 8:40 – 11:10 RE/Music/French	Maths (inc Arithmetic Focus) 50 mins	AR 20 mins	Art/DT/Humanities/Science 85 mins Celebration Assembly 2.45 to 3.10	

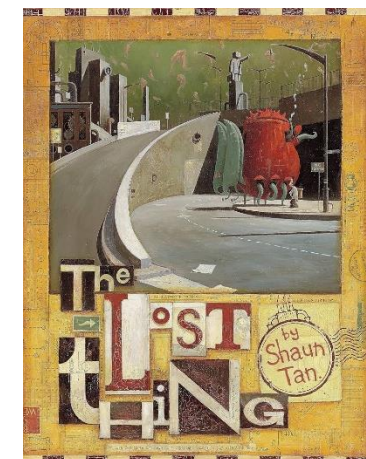
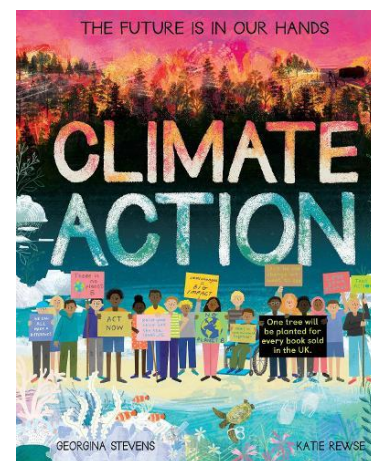
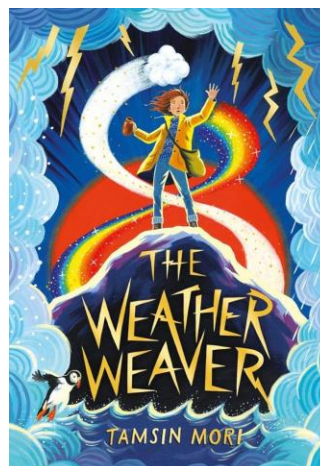
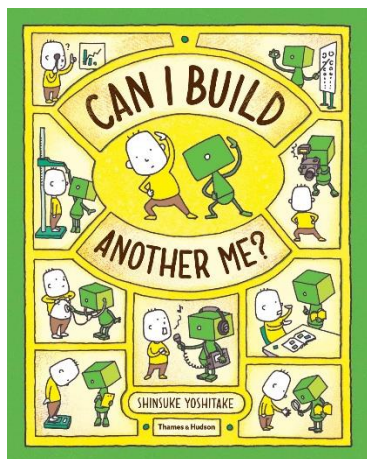
Timetable of the Day



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English

- In term 1, the children will work on a variety of texts to generate their own writing across a range of genres, including descriptions, non-chronological reports, diary entries, biographies and poetry. Some of these will be linked to our learning in other subjects areas and others will be standalone pieces.





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English - Spellings

- This year, Foxes class will continue to use Spelling Shed as their spelling programme. They will have a 30 minute lesson every week which will focus on a spelling rule or pattern, followed by daily spelling activities linked to the spelling rule or pattern being studied.
- New spellings will be given every Monday and tested the following Monday. A list of the spelling rules/patterns which we will study during the year, along with exemplar words, will be available on the class page of the school website for your information.
- You will also find the weekly Spelling Shed homework as well as year 3/4 and 5/6 statutory spelling word lists on our class page. The first set of words, and accompanying homework, will be given out on Monday 8th September with the first spelling test taking place on Monday 15th September.
- Pupils all have a Spelling Shed account and will have access to the online games which will support them in strengthening their recall.





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Accelerated Reader

- Please sign up to HOME CONNECT using the link provided on the letter which was sent home in week one. If you need another copy, let us know.
- Please enable “Email Notifications” so you can see how your child scores on their quizzes.
- All pupils need to bring in their AR book and reading record every day. We have time dedicated to reading every day.





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Maths

- Maths homework is not formally set. However, all children are encouraged to practise their times tables recall using TT Rockstars.
- We use White Rose as the basis for our Maths lessons.
- This term we will be looking at place value, addition and subtraction and multiplication.



Autumn

Number

Place value
FREE TRIAL

[VIEW](#)

Free trial

Number

Addition and
subtraction

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Number

Fractions A

[VIEW](#)



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Topics

- In term 1 and 2, our humanities topic will be 'Awesome Earth'.
- During this topic work, pupils will learn about the power of nature. They will learn about how volcanoes and earthquakes and will use maps to locate the parts of the world which form the 'ring of fire'.
- They will investigate the ways in which natural disasters have destroyed environments and impacted communities and will go on to look at how human activity can affect the world we live in.
- They will look at a range of environmental issues and natural disasters, the impact these have on the people living in the areas, and how people survive when natural disasters strike.





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Topics

- Our science work this term focuses on forces such as gravity, air resistance, water resistance and friction.
- Pupils will explore falling objects and raise questions about the effects of air resistance. They will explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.
- Pupils will also learn about levers, pulleys, and gears and explore their effects. This will link into our future design technology work.





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PE

- Our PE day this year is Thursday. Should this need to be changed, you will be notified in advance.
- Please make sure your child is wearing the correct PE kit:
 - T-shirt in house colour (Twist, Copperfield, Peggotty or Pip)
 - Fleece in house colour or black hoodie
 - PE shorts in green/black
 - Jog bottoms or legging in black only
 - No logos on any items of clothing- please wear plain black only.





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Cooking

- As part of our Design Technology curriculum, all of the children will get the opportunity to take part in cooking lessons with Mrs Siggers in the kitchen.
- The children will not all go at the same time and may not cook until the end of the year. The children have been split into groups and each group will attend six sessions across the term.
- When it is your child's turn, you will receive a letter with all of the details. In order to cover the cost of the ingredients, we are asking for a contribution of £5 per child. This only needs to be paid when it is your child's turn.
- They will also need to bring in a Tupperware box each week to take home their cooking.



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What they need to bring each day

- Reading book and Reading Record Book (yellow A5 book)
- Named water bottle
- All clothing named clearly
- Snack in a named pot
 - Fresh fruit – prepared and ready to eat
 - Fresh vegetables – prepared and ready to eat
 - Plain breadsticks (nut / sesame seed free) – out of their wrapper and in a named snack pot.
 - Pitta bread or other bread – out of their wrapper and in a named snack pot.





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School Trips and Events

- School trips and workshops have not been finalised for this year yet, however we aim to give you as much notice as possible.
- Swimming takes place for Y5 in the Spring term. We go to Cygnet Leisure Centre each week where the children have a 55-60 minute lesson taught by qualified swimming instructors. More details to follow.
- PGL (29/04/26 – 02/05/26) – There will be a meeting nearer to the time to go over the arrangements for this.





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How to support your child at home

- Helping with homework – please support your child to practise their times tables using TT Rockstars and their Spelling Shed spelling words.
- The importance of hearing your child read, even when they are an independent reader, cannot be overstated. Reading aloud helps to develop an understanding of appropriate tone and volume as well as closely observing punctuation in the text. Discussing what they have read helps build the skills of inference, deduction and prediction.
- Strengthening reading fluency and comprehension can also have a positive impact on writing. Reading and writing draw upon the same skills, knowledge, and processes in terms of being able to read and comprehend text and in terms of being able to write text. Another way of thinking about this is that when you write — if you're doing it the right way — you have to think about your reader.



In 2026, the government has decided we will have a National Year of Reading. They are doing this because:

- Fewer children are choosing to read for fun, especially as they get older.
- Reading helps you do better at school, makes you feel happier, and gives you more choices for the future.
- Families play a really important part, so the government wants parents and carers to read more with their children at home.
- They want to make sure all children, no matter where they live, have the chance to enjoy books and improve their reading.

Why Reading is Important

- **Builds focus and attention** – improves concentration and ability to stay engaged for longer.
- **Boosts knowledge and confidence** – the more children read, the more they know, and this builds self-esteem.
- **Expands vocabulary and communication** – avid readers learn new words in context, making it easier to express themselves.
- **Raises achievement** – strong reading habits support success across all areas of the curriculum.
- **Stimulates creativity and thinking** – reading challenges the brain, sparks imagination, and develops new ways of thinking.
- **Improves spelling naturally** – seeing words repeatedly reinforces correct spelling.
- **Encourages empathy and cultural awareness** – books open up new worlds, ideas, and perspectives on people, places, and beliefs.



Questions you can ask at home...

Vocabulary

Find and explain the meaning of words in context

Example questions

- 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

Make and justify inferences using evidence from the text.

Example questions

- 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

Predict what might happen from the details given and implied.

Example questions

- 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

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- 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

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- 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?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?



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Thank you for coming.

Do feel free to ask questions.

Alternatively, an email can be sent to the school office who will pass on any queries.

This presentation will be available on the

Foxes class page of the school website.