

YEAR 5

CURRICULUM MEETING



What will we be covering?

- ▣ Well being – physical and mental health
- ▣ Our learning culture
- ▣ Maths overview
- ▣ English overview
- ▣ RE overview
- ▣ RHE overview
- ▣ Expectations in Year 5
- ▣ Responsibilities in Year 5
- ▣ Home learning
- ▣ Safeguarding

Expectations in Year 5

- ▣ High expectations of appearances (uniform, PE kit, earrings and hairstyles) and behaviour
- ▣ Independent learning – Applying growth mindset
- ▣ Role models for younger children
- ▣ Preparing for year 6 – young leaders
- ▣ To be organised and prepared for lessons

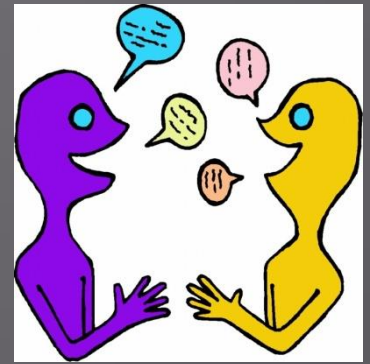


Our Learning Culture

- ▣ Independence
- ▣ Respect
- ▣ Enthusiasm
- ▣ Collaboration
- ▣ Our learning muscles



Talk Partners



- ▣ Changed weekly.
- ▣ Children must persevere even if they don't normally choose to work together – that's real life!
- ▣ Talk partner evaluations:
 - Weekly
 - Two stars and a wish
 - Children agree what they think a good talk partner is.
 - They are accountable for their feedback – it must be constructive.
- ▣ Currently no achievement assemblies

Questioning



- No hands up
- Randomiser/lollipop sticks used
- This encourages children not to switch off in the lesson, and always participate
- Talk partner discussion is always given
- Finger voting
- Show me on your whiteboard



Behaviour and Attitude to Learning

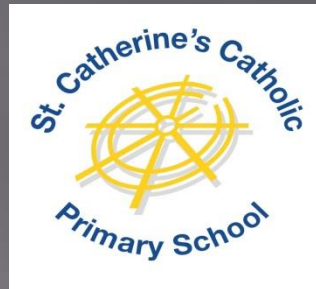
Three step escalation: Reminder, Warning, Timeout

Children will be asked to move their name to the reminder when they display low level disruption in the classroom and/or not following the school and classroom rules

Children will be moved on to the warning and then timeout if they continue to display this behaviour

There may be some instances where an instant 'Timeout' is required and parents/carers will be informed if this is the case

Has anybody got any questions?





Curriculum Maps & Topics

- ▣ We are starting the year with a whole school book topic based on the Oliver Jeffer's book 'Here We Are: Notes for living on Planet Earth'. This topic is only for a few weeks to mark our 'coming together' after lockdown and the summer.
- ▣ We ensure the curriculum meets the needs of all of our learners. Curriculum map on the school website – a range of science, history and geography based topics (see next slide)
- ▣ Our curriculum is designed so that children learn through experiences and visits as frequently as possible, but this is extremely difficult now due to COVID-19. There are currently no trips or visitors planned, however the teachers will aim to make the curriculum as engaging as possible with a range of experiences for the children.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---|---|--|--|--|--|
| Topic | Pharaohs | Peasants, Princes and Pestilence | Alchemy Island | Allotment | Off with Her head! | Stargazers |
| Possible real life opportunities | Egyptian Day | | | Allotment visit | The Globe Theatre Tower of London Hampton Court Palace | Visit Observatory |
| High Quality Texts | A range of non-fiction texts | 'Fog' by Sandberg; Non-fiction books | The Lion The Witch and the Wardrobe; | A range of non-fiction texts; | The Bloody Tower; | Various moon myths and legends; |
| English | Chronological reports; Fact files; Mystery stories | Journals using parenthesis; English poetry; Persuasive speech | Fantasy narrative; Non-chronological reports; Soliloquies; | Non-chronological reports; Explanations; Narrative | Biographies; News reports; Persuasive letters | Myths and legends; Newspaper reports; Science fiction/graphic narrative |
| Maths | Place value; Addition and subtraction; Statistics | Statistics; Multiplication and division; Perimeter and Area | Multiplication and division; Fractions | Fractions; Decimals and Percentages | Decimals; Properties of Shape; Position and Direction | Position and Direction; Converting Units; Volume |
| R.E | Creation | God's Covenant | Inspirational People | Reconciliation | Life in the Risen Christ | Other Faiths |
| Science | | Living things | Properties and changes of materials | Plant reproduction and life cycles; Lifecycles of mammals, amphibians, insects and birds; | | Forces; Earth and space |
| Computing | | Collecting, evaluating and presenting data and information | Digital photography; Debugging programs; Gaming | Using the web; Word processing | Research; Data handling; Presentation | Programming; Stop-frame animation |
| History | Ancient Egypt | 14th century England | | | The Tudors | Significant individuals - Galileo Galilei, Isaac Newton; 1960's Space Race |
| Geography | Human and physical Features of Egypt; The River Nile; Tourism | Using maps | Map reading; Using coordinates; Human and physical features | Land use; Food origin; Geographical skills and fieldwork; Map work; Climate | Historic maps | Locating physical features |
| Art & Design | Drawing artefacts; Headwear; Hieroglyphic amulets | | | Botanical drawing and painting; Wire sculpture | Portraits; Sketching Tudor fashions; 3-D modelling | Printing; Design |
| Design & Technology | Clay water carriers; Egyptian food; Model tombs and pyramids | Sketch books; Printmaking; Historical recipes | Electrical circuits; Designing a board game | Cooking and nutrition; Making planters; Making structures for growing plants | | Selecting materials; Design research; Structures; Evaluation |
| P.E | Athletics; Dance | Athletics; Invasion Games | Gymnastics; Net and Wall Games | OAA; Dance | Athletics; Striking and Fielding | OAA; Health Related Exercise |
| PSHE | Kester's Adventures; Gifts and Talents; Spots and Sleep | Our bodies; Stereotypes and Diversity (Respectful Relationships); What Makes Democracy? (Being a Responsible Citizen) | Body Image; Funny Feelings; Emotional Changes; Seeing Stuff Online; Working Together and Aspirations (Respectful Relationship, Careers); Media Literacy and Digital Resilience (Internet Safety and Hacks) | Making Babies; Menstruation (Girls only); Is God Calling You?; Under Pressure; Do You Want A Piece of Cake?; Self Talk | Sharing Online; Chatting Online; Physical Contact; Money (Economic Wellbeing, Being a Responsible Citizen) | Trinity House; Catholic Social Teaching; Reaching Out |
| French | Weather; Seasons | Alphabet; Coordinates; Numbers | A Walk Around Town | What to Eat?; The Two Frogs | The Gingerbread Man | The Solar System |
| Music | | Composing and singing | Composing; Recording and editing software; Atmospheric music; Graphic scores | | Tudor music; Composition | Space-inspired music and lyrics |

Catch up learning

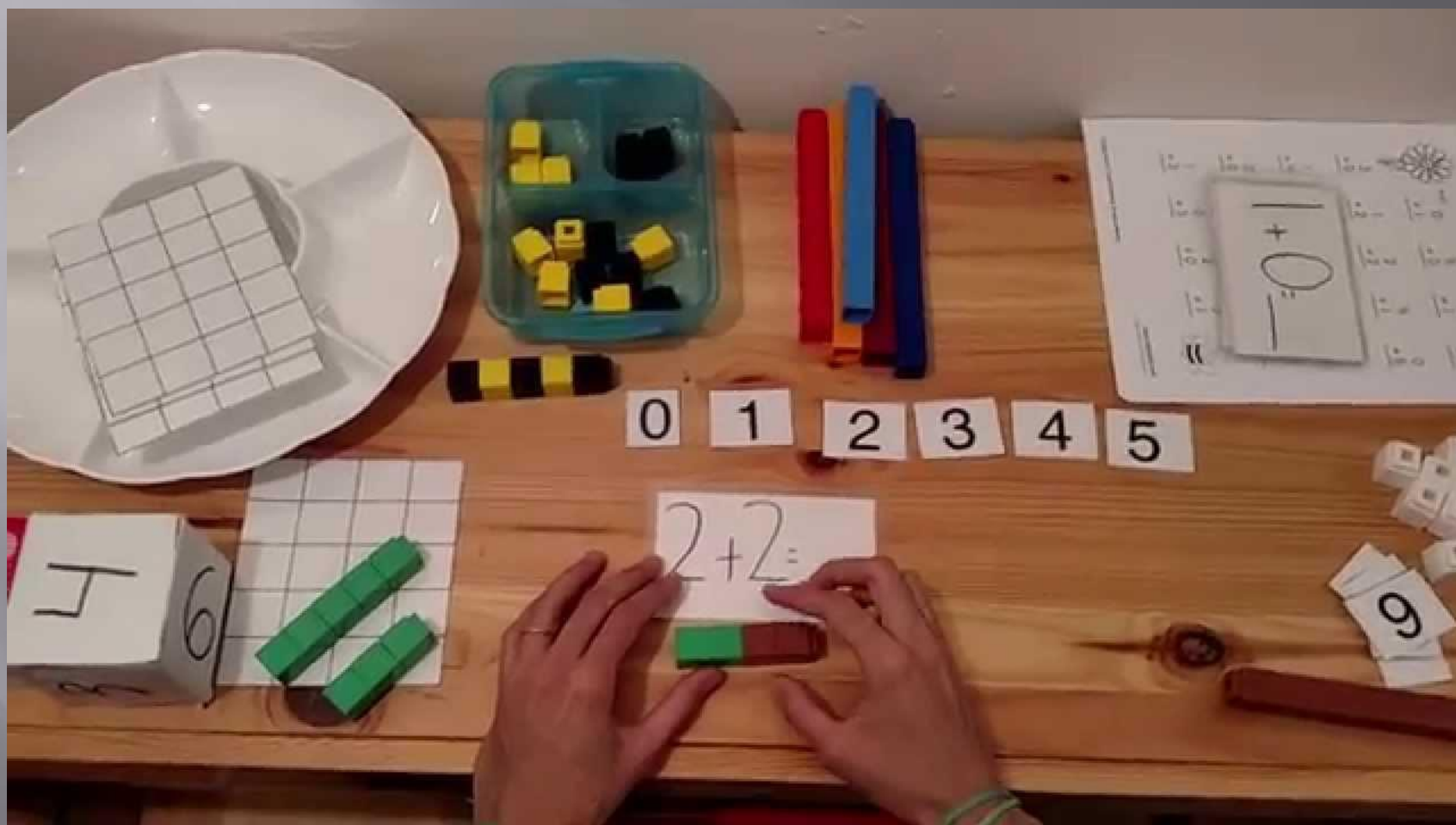
- ▣ Maths – constant review and recap of prior learning. We use White Rose for our maths learning which has been tailored to compensate for the fact that children have potentially missed a term's worth of learning.
- ▣ English – our spellings scheme repeats and builds on prior learning and uses constant recap and review strategies.
- ▣ Writing and grammar – we will be revisiting the previous year groups grammar and punctuation and sentence types and then building on top of this
- ▣ Reading – ERIC time continues this year
- ▣ General good teaching practise! Lots of assessment for learning throughout lessons, misconceptions addressed, different levels of challenge etc

Maths in Year 5



- ▣ Normally 3 levels of challenge – fantastic, amazing, incredible
 - Children must consider carefully what the task is and whether they feel they can attempt it from their understanding of the input.
- ▣ Ensuring consolidation and understanding.
- ▣ Times tables tests weekly
- ▣ Challenging: fluency, reasoning and problem solving
- ▣ Mastery of concepts
- ▣ Application of skills -formal methods
 - real life problem solving
 - half-termly investigations

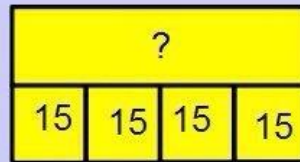
Practical



Pictorial

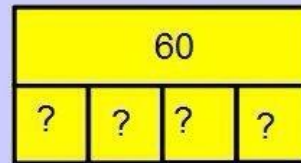
- Representing mathematical concepts explored practically through diagrams and pictures.

Whole unknown...



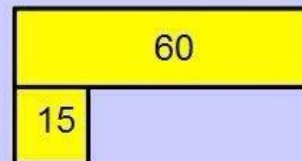
4 children go to the cinema. They each pay £15. How much do they spend altogether?

Size of groups unknown...



4 children go to the cinema. They pay £60 altogether. How much do they spend each?

Number of groups unknown...



Tickets to the cinema are £15. Some children buy tickets that cost £60. How many children bought tickets?

Abstract

Long multiplication

24 × 16 becomes

$$\begin{array}{r} ^2 \\ ^2 ^4 \\ \times ^1 ^6 \\ \hline 2 ^4 ^0 \\ 1 ^4 ^4 \\ \hline 3 ^8 ^4 \\ \hline \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ ^1 ^2 ^4 \\ \times ^2 ^6 \\ \hline 2 ^4 ^8 ^0 \\ ^7 ^4 ^4 \\ \hline 3 ^2 ^2 ^4 \\ \hline 1 ^1 ^1 \\ \hline \end{array}$$

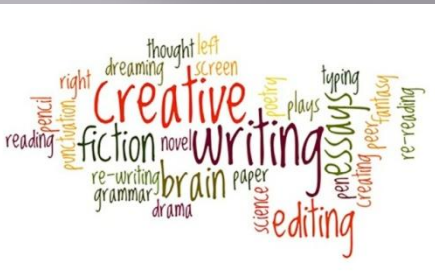
Answer: 3224

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ ^1 ^2 ^4 \\ \times ^2 ^6 \\ \hline ^7 ^4 ^4 \\ 2 ^4 ^8 ^0 \\ \hline 3 ^2 ^2 ^4 \\ \hline 1 ^1 ^1 \\ \hline \end{array}$$

Answer: 3224

Please speak to your child's teacher if you are unsure of a method or a technique that we use in school that is unfamiliar to you



English in Year 5

Developing a personal writing style

- ▣ Complex sentence structure - subordination
- ▣ Punctuation to build on previous years and will include- brackets, dashes and commas, colons and semi-colons, commas to separate clauses
- ▣ Varied and rich vocabulary
- ▣ Writing stamina

Reading

- ▣ Guided reading will be done as a whole class activity
- ▣ Commenting on writers use of language and using techniques learnt in their own writing
- ▣ Focus on comprehension and inference
- ▣ Understanding new vocabulary
- ▣ Being able to EXPLAIN their understanding of their reading
- ▣ Probably a book challenge later on this year... watch this space!

Spellings, punctuation and grammar

- ▣ Spellings to be sent home on a Friday to learn for the following Friday for a spelling test
- ▣ The teaching of punctuation and grammar is embedded in the teaching process

R.E. in Year 5



- ▣ The Way, The Truth & The Life- Assessments throughout the Year after each unit of work. These feed into the end of year report.
- ▣ All That I Am- Emotional Me, Social Me, Physical Me, Spiritual Me, Individual Me (this normally involves visits from our school nurse- TBC)
- ▣ Prayer services- TBC
- ▣ Class Masses – TBC
- ▣ Visits to our local parishes- Mass, Stations of the Cross
- ▣ Christmas service – TBC
- ▣ Collective worships, as well as lunchtime and end of day prayers continue as usual

Relationships & Health Education

- ▣ Relationships and health education now compulsory subject on the curriculum, as of September 2020, although this is not a change for St Catherine's as it has always been prioritised.
- ▣ We are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance).
- **Life to the Full** (from Ten Ten) is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Children will revisit the same topics at an age-appropriate stage through their school life.
- The programme includes:
 - ▣ **Lesson plans** for Years 1 to 6 (EYFS to follow in 2020/21); **High-quality videos** created by Ten Ten specifically for UK-based Catholic primary schools; **Programme of prayer** and worship music to accompany the scheme of work; **Online Parent Portal** for links to home.
 - ▣ Children also have new PSHE exercise books
 - ▣ Comments and suggestions box in the classroom

Other subjects

- ▣ We believe in providing our children with a broad and balanced curriculum
- ▣ Some subjects taught discretely, some through topic.
- ▣ Subjects always taught through topic are Writing and History. Mostly taught through topic although some discrete skills are covered – Geography, Music, computing and science.
- ▣ Discrete – Maths, PSHE, RSE, RE, Guided Reading, PE.
- ▣ PE days this half term – 5C Tuesday outdoor and Thursday indoor PE and 5CM Monday indoor and Tuesday outdoor

After school clubs: Unfortunately we have limited after school extra-curricular clubs running at the moment in order to maintain the integrity of the bubbles.

Home Learning

- ❑ Ofsted say that homework should only be set if it's appropriate to the needs of the children. As previous years, we will focus on spelling rules, times tables and reading fluency and comprehension.
- ❑ Weekly spellings will be sent home for the children to practise and, most importantly, to learn and understand how to apply the rules.
- ❑ Emails will be sent weekly informing you of the learning for the following week.
- ❑ If your child is confident and adept at these, he/she will be able to apply these skills across the whole of his/her learning.

Home Learning

- ▣ We don't necessarily believe in book lists however, if you are after some quality reads, try these websites. They are far more up-to date than us and have their own recommended reading lists

www.lovereadings4kids.co.uk

www.booktrust.org.uk

www.wordsforlife.org.uk

- ▣ Throughout the year we will be asking your child to find out information about different subjects – they will then share their knowledge with their peers during whole class feedback/ discussion sessions which will help the children to consolidate their knowledge, clarify any misunderstandings and to learn new information. We will send emails home informing you of any subjects to be investigated.

Safeguarding



- ▣ Safeguarding Policy

- Keeping Children Safe in Education

- ▣ Designated Safeguarding Officers

- Miss Kelly
- Ms Evans
- Mrs Ward
- Miss Pavlou
- Mrs Whatley

E-Safety is Paramount



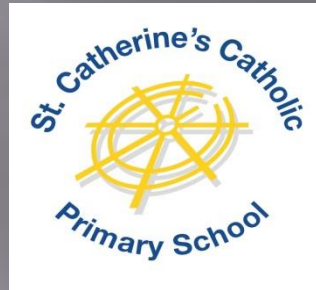
- ▣ E – Safety Policy (on website)
- ▣ E-safety curriculum
- ▣ Does your child have unsupervised access to a laptop or computer?
- ▣ www.thinkuknow.co.uk
- ▣ Parental Controls
- ▣ Please inform us if you are aware of a child using it incorrectly, we have a responsibility to report it. Please report to us any incidents of cyberbullying or unkind texts between children.
- ▣ Please ensure you and your child have signed:
 - Acceptable Use Policy
 - Parents Acceptable Use Policy Monitoring

Communication/ Information



- ▣ Website
- ▣ Newsletter
- ▣ Texting Service
- ▣ E-mails to you. If you wish to email a message to the class teacher, send it to the office and they will forward it.

Parent and teacher consultations will happen this term and the appointments will be via Zoom rather than face-to-face.



Thank you for coming we look forward to working in partnership with you to support your children in reaching their full potential in Year 5.



Primary Skills Builder Framework - By phase.pdf