



Coleridge Primary School

Learners for life

CREATIVE, CARING, RESILIENT

Welcome to the Year 5 Curriculum Chat



The Team:

Jamie Breuer:	5B Class Teacher, Year 5 Team Leader and STEM Leader
Jenny Leung:	5P Class Teacher and Music Leader
Jessica Razimbaud:	5R Class Teacher
Andrea Horton:	5O Class Teacher
Jo Webb:	Maths Sets Teacher
Teaching Assistants:	Louise Green, Rachel Lambert, Charlotte Green, Ruth Penycate and Dave Nice



Structure of the day

- English and Maths lessons will take place every morning.
- During the afternoons, we have timetabled in Top, Science, Music, Computing, Physical Education, Philosophy, Latin, Religious Education and Personal Social Health and Emotional

WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10.15	Maths	Maths	Maths	English	English
Assembly	Assembly	Spelling workshop	Assembly	Singing assembly	Showing Assembly
Break					
11 – 12	English	English	English	Maths	Maths
Lunch					
1.00 – 2.00	History/Geo	Science	Art	Latin	PE
2.00 – 3.15	History/Geo	Science	Art	PE	PSHE/P4C/RE
	Guided reading	Guided reading			Golden time

WEEK2

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10.15	Maths	Maths	Maths	English	English
Assembly	Assembly	Spelling Workshop	Assembly	Singing assembly	Showing Assembly
Break					
11 – 12	English	English	English	Maths	Maths
Lunch					
1.00 – 2.00	History/Geo	Science	PE Mario	Library	Music/Comput
2.00 – 3.15	History/Geo	Science	PE Phillip	Latin	Golden time
	Guided reading	Guided reading			

- The timetables for each class are on the school website, as will this Slide Presentation.



Wider Curriculum Coverage

Our History and Geography Topics this year are:

- The Romans
- Weather and Climate
- Space
- Anglo Saxon and Celtic Settlements
- The Mayans

Our Science Topics are:

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



Maths and English

Our focus in English and Maths can change from week to week. The best way to see what we are covering and to support learning at home is to look at the Weekly Overview, which is on the school Website.

If you have questions regarding the overview or how to support your child's learning, you are welcome to arrange a time to meet with us.

Year 5 Weekly Overview

This page aims to give information about the subject areas that your child will be covering in their classes and in their English and Maths sets. This information is for the week commencing: **Monday 23rd September 2019**

<h3>English</h3> <p>This week, we will look at ways to make our writing more interesting, using such features as alliteration, simile and metaphor. We will also write character descriptions for <i>Beowulf</i>.</p>	<h3>Maths</h3> <p>To start the year, our maths topic is Place Value. This week, we will read, write, round, compare and order numbers to 1 million, as well as apply these skills to negative numbers.</p>	<h3>Topic</h3> <p>Our topic this term is 'The Romans'. We will learn about the Roman Empire. We will also begin our Latin course that we will continue for the rest of the year.</p>
<h3>Grammar</h3> <p>This week, we will focus on adding detail to our sentences using adjectives and adverbs.</p>	<h3>Spellings</h3> <p>This week, we are looking at words with the short /i/ sound but spelt with a 'y'. <i>Spellings will be sent home every Tuesday. The children will need to bring their Spelling Books in every Tuesday.</i></p>	<h3>Science</h3> <p>Our topic this term is 'Properties of Materials'. We will look at states of matter (solid, liquid, gas), as well as learn about the physical properties of materials.</p>
<h3>RE</h3> <p>In RE, we will look at a variety of religions and learn about how people express their beliefs and identity.</p>	<h3>Other Information</h3> <p>The Year 5 Coffee Morning/Curriculum Chat will take place on Tuesday 24th September at 9am in the WEST hall.</p>	



Maths

From the week beginning 30th September, the children will be in sets according to their learning needs. We assess these groupings on a regular basis and want to keep this a fluid process in order to make adjustments where we think they will be beneficial.

Each set will follow the same learning objectives, but the depth and support will vary according to the set.

All five sets teachers meet to plan and discuss children's learning and progress weekly.

A letter went out Monday with a brief rationale of sets teaching and will be followed with a more detailed one to be published on the school's website in the coming weeks.





English

English is taught in classes in Year 5. Both research and our results have shown that teaching English in classes, as opposed to sets, is beneficial for the majority of children.

Writing

- Our aim is to inspire children to write through a range of teaching strategies.
- We use high quality texts as a starting point for a unit of work.
- We then aim to immerse the children in the text through discussion, drama, debate and practical activities related to the language or theme of the text.
- The children are exposed to lots of examples of language and sentence structure before writing. Where possible, we link English topics to our afternoon work.

Spelling

- Words and patterns from the Year 5 Spelling list will be taught every Tuesday during 'Spelling Workshop'.
- Our focus is on investigating different spelling rules and patterns as well as word recognition.



Reading

Children read with the teacher once every fortnight through a guided reading workshop.

Children can bring in their own reading books or choose one from the library. However, we may send some children home with a book selected with their reading level in mind.

The children will visit the school library once a fortnight. They are allowed to borrow up to two books.



Classics

Children will be learning Latin as part of the Classics instead of Spanish in Year 5.

We are following a course called Maximum Classics.

The course comprises of an hourly lesson each week, of which 30 minutes will be language based and 30 minutes will be learning about Classical Culture.

The language elements of the Classics course tie in with the grammar curriculum in Year 5.

The cultural elements are not only fun and interesting, but also tie in with our topic, the Romans.



Our Styles Of Learning and Recording

We favour an approach to learning which offers children a broad range of learning opportunities.

Children will work in a range of groups sizes and independently (where appropriate) throughout the year.

We believe that discussion and enquiry are fundamental learning tools. Children learn best when they are active participants in their own education and are able to share their ideas and discoveries with each other.

Children will record using text books, laptops, posters, sugar paper, whiteboards and books they make themselves. Their work in their text books will be assessed and commented on by teachers.



Marking

Our marking policy is designed to ensure that it is meaningful to the children and can move them on with their learning.

In both Maths and English, children are given opportunities to recognise where they have been successful as well as to determine how to progress.



Assessment

We assess the children's learning in every lesson and make notes on how they manage an activity, and whether or not they have met the learning objective.

These notes then feed into an individual assessment profile, which is completed and updated every half term.

Throughout the year teachers will complete the profile, and will be able to inform you of any areas that your child may need to practise.

You will be informed as to your child's achievement and progress - relative to national expectation - at the end of each year.



Booster Groups and Support

Some children will work with various members of staff in small groups in order to provide further support in a specific area of the curriculum.

Through continuous assessment of the children's needs, we identify children who require further support and ensure that this is put in place.

These small groups will take place during assembly times and in the afternoons. We timetable these carefully to ensure that the children do not miss out on learning in other areas of the curriculum.



Behaviour

At Coleridge, we have three Core Values. These underpin our behaviour policy and our expectations of children's behaviour at school.

We teach and expect our children to be:

- Caring
- Creative
- Resilient



Behaviour

Rewards

- Golden book
- Marbles

Sanctions

- Sanctions for unacceptable behaviour will be set according to this chart which is on the website and in every classroom.

Behaviour Consequence Sheet

Stage	Unacceptable Behaviours	Consequence
1	Calling or shouting out Swinging on chairs Shouting inside, both in classroom and in the corridor Not following simple instructions Continuing to talk after countdown Consistently interrupting others while they are talking Not joining in an activity during learning time Not tidying up Running inside Talking in assembly Intentionally damaging resources Being inside without permission at playtime	Child to receive a reminder. If children are caught running inside they will be asked to go back and walk.
2	Persistent Stage 1 behaviour Answering back or arguing with an adult Running or walking away from a teacher Disrupting the learning of others Throwing things in the classroom Leaving the room without permission Refusing to follow instructions Being deliberately unkind to others Cheating or disrupting other children's playground games Sneaking Stealing from others	(After 3rd reminder) Dealt with by LT Member Child to be sent to their Year Group Leader, or to a different room for a minimum of 10 minutes (this time is then to be made up at break or lunch time) If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games. Teachers or TA on duty need to report to child's class teacher.
3	Persistent Stage 2 behaviour Persistent swearing Physical violence and/or retaliation Persistent refusal to participate Challenging an adult (Persistently answering back or arguing) Being abusive or threatening to others Damage to school property, including the environment	Escalated to SLT Child sent to see SLT member. Teacher informs parents of incidents via phone conversation Child misses lunch playtime and spends time in the Reflection Room Details will be reported to all SLT and Year Group Leader in brief e-mail and logged on a behaviour record sheet.
4	Persistent Stage 3 behaviour Rude or disrespectful remarks about the race, disability, culture, religion gender or sexuality of others Verbal abuse to adult Leaving school without permission Bullying others (This is persistently targeting another child either physically or emotionally and on more than one occasion) Physical and violent fighting Serious violence resulting in physical injury Threatening an adult	Sent to member of SLT. SLT either call home or arrange meeting with parents Child misses lunch playtime and spends time in the Reflection Room for 1 day Child to also spend a morning or an afternoon out of class with SLT. (Work to be set by the class teacher.)
Fixed term External Exclusion	A serious breach, or persistent breaches, of the school's behaviour policy, or where a child's behaviour means allowing them to remain in school would be detrimental to the education or welfare of the pupil or others in the school.	



Home Learning

We believe in providing a wide variety of learning activities that fit with the school's creative ethos. Some of these activities can be undertaken independently, promoting important self-discipline and time management skills. However, other activities bring parent and child together in a shared learning experience. This demonstrates to the child that learning is not solely a teacher/pupil experience and can happen in the home as well as in school.

Maths – once a term – MyMaths and an investigation

English - every half term – grammar and a piece of writing

Wider Curriculum - every half term



Trips

This year we will be booking trips for each year group and will continue with our payment system.

The total cost for all trips will be £30 (£15 for children that receive Pupil Premium). We are asking that parents pay the full £30 this half term and if the trips do not total the full amount then your payment can be carried over to the following year, or credited to your account.

The money for trips should be paid online on the school payment system.

Unfortunately, we cannot book trips until we have received enough contributions.



Problems or Concerns

As a staff we are always open to meeting parents to discuss any issues you have. Please arrange a time with your class or sets teacher.

From 8:40 until 3:15 our focus is the children and managing the learning environment. We are unable to discuss matters in these times which you would not categorise as urgent or integral to your child's day. Conversations about general attainment or on-going social issues are best had at an appointed time.



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Other Information

Punctuality

Snacks – only fruit or veg

PE kits

School grounds before and after school



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Thank you for coming!