

Year 5 Curriculum Chat 2022



The Team

Selin Akyildiz:	5P Class Teacher, Year 5 Team Leader
Kirsten Schmidt:	5B Class Teacher
Jemma Driver:	5O Class Teacher
Grace Ludlow:	5R Class Teacher
Tim Ibbotson:	Maths Sets Teacher and Assistant Head

Supporting our children will be Jo Bewick, Charlie Hambis, Bob Houghton and Mario Vitrano

Also working with Year 5 this year will be Gemma Curtis (art), Jason Bichri (PE) and Lisa Grostate (swimming).

The Year 5 Day



Children take part in **maths** and **English** lessons most mornings. Lessons are roughly an hour.

During the afternoons, we teach the wider curriculum areas: **history, geography, PE, science, music, art, PSHE, religions & world views, Latin and D&T.**

The timetables for each class will be on the website shortly.

Curriculum Coverage



History

The Ancient City of Baghdad
Anglo Saxons
Vikings
Norse Culture
Creation of England & Scotland
Early Civilisations of the Americas

Science

Materials and their Properties
Animals Including Humans
Forces
Living Things and their
Habitats
Earth & Space

Geography

California - drought
Oceans
Migration
North & South America
The Amazon Basin
Connected Amazon

Religion and world views

What does it mean to belong to a religion – Islam?

How do we make moral choices?

Why are some journeys special?

Maths and English

- Our focus in maths and English often changes from week to week. The best way to keep up with our learning goals for each week and to support learning at home is to look at the weekly overview.
- The weekly overview goes out on Google Classroom every Friday afternoon.
- If you have any questions regarding the weekly overview or how to support your child's learning, you are welcome to arrange a time to meet with us.



Maths

- Children are in sets for maths according to their current learning needs.
- There are five sets, each taught by one of the Year 5 teachers, and also Mr Ibbotson.
- We assess the groupings regularly and make adjustments where we think they will be beneficial.
- Each set follows the same learning objectives, but the depth and support will vary according to the needs of the children in the set.



English

- We cover a range of text types and writing techniques in our English lessons – different genres of narrative, poetry and also non-fiction genres.
- In addition to English lessons, we teach reading in several different ways throughout the week. Children take part in whole class reading lessons. We also provide many different opportunities for independent reading and children do small group guided reading sessions with their teacher every two weeks.
- We encourage children to foster their own choices of reading material. However we may also send some children home with a book selected with their reading level/ needs in mind.

Spelling

- Every Friday we send a list of spellings to practise at home. You will find these in your child's spelling book and also on the weekly overview.
- Children also practise these spellings at school so they need to bring their spelling books to and from school daily.
- Spelling tests take place every Friday.
- Each week the spellings focus on a linking spelling rule/ pattern or word type.



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 group 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, but also to reflect on how they can improve and progress.



Writing Task	Examples	Did I do it?	Teacher check
Use interesting adjectives to describe a person, place or thing.	<ul style="list-style-type: none">• He had a strong, handsome face and bright blue eyes.• The blade of the knife was sharp and vicious.• The doors opened to a bright, spacious room.		
Use at least two fairy tale phrases in your story.	<ul style="list-style-type: none">• Alas, poor Sam was left heartbroken and alone.• From that day on, he was always alone.• Verona's father, sent messages far and wide.• Verona ran out of the castle, and lo and behold, Sam was waiting for her.		
Write a rhetorical question at the end of a paragraph	<ul style="list-style-type: none">• She could not choose. Here was Camo, rich and handsome. Was there ever such a hard decision to make?• Sam hid behind the bush, not daring to make himself known. What else could he do?• Camo was so well dressed, Sam despaired. How could he compare with such a man?		

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.



Home Learning

Once a half term, Home Learning is put on the website for each year group. There are a range of activities for children to access, including short tasks, games, longer projects and helpful website suggestions.



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.

Junior Behaviour Consequences Chart		
Stage	Unacceptable Behaviours	Consequence
1	<ul style="list-style-type: none"> • 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 • Being inside without permission at playtime 	<p>Child to receive a reminder.</p> <p>If children are running inside, they will be asked to go back and walk.</p> <p>After 3rd reminder, child to miss 5-10 minutes of playtime or, if disruptive in class, time out in another classroom.</p> <p>Child to make up lost time with teacher/TA in the classroom.</p>
2	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour • Answering back or arguing with an adult • Intentionally damaging resources • 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 • Swearing • Stealing from others 	<p>Dealt with by LT Member</p> <p>Child to be spoken to by their Year Team Leader or given 10 minutes time out in another classroom or with another adult. Where appropriate, children will make up lost learning time at break or lunch.</p> <p>Year Team Leader will monitor persistent Stage 2 behaviours.</p> <p>If children cheat 3 times in a game, they will receive a one-week ban from participation in playground games. Teachers or TA on duty need to report to child's class teacher.</p>
3	<ul style="list-style-type: none"> • 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 	<p>Escalated to SLT</p> <p>Child sent to see SLT Member.</p> <p>Teacher informs parents of incident.</p> <p>Child sent to the Reflection Room for 40 minutes of their lunch hour.</p> <p>Details are reported to SLT and Year Team Leader in brief e-mail and logged on a behaviour record sheet.</p>
4	<ul style="list-style-type: none"> • Persistent Stage 3 behaviour • Rude or disrespectful remarks about the race, culture, religion, gender, sexuality, disability or family circumstances 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) • Fighting with a peer • Serious violence resulting in physical injury • Threatening an adult 	<p>Sent to member of SLT</p> <p>SLT either call home or arrange meeting with parents.</p> <p>Child spends two sessions in the Reflection Room.</p> <p>Where the behaviour is persistent, the child will receive an internal exclusion, where they spend a morning or an afternoon out of class with another member of staff.</p>
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 child or others in the school.	

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 through till 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.



Swimming

- It is a really exciting part of the year when your child takes part in their school swimming sessions!
- Each class will have a block of eight swimming sessions.
- It is a statutory requirement for all children to take part.
- We have had a good experience with the facilities and swimming instructors at Park Road Pool over the years.
- We are also lucky enough to have Lisa Grostate, an experienced and fully qualified swimming instructor supporting our most anxious/ inexperienced swimmers.

Other information

- Punctuality – school starts at 8:55 am
- When your child will be absent due to illness–
please let the school office know by 9am.
- Snacks
- Suitable clothing and footwear on PE days
- Water bottles
- Walking home/ to the gate

