

Year 5 Curriculum Chat 2024



The Year 5 Team

Selin Akyildiz:	5B Class Teacher, Year 5 Team Leader
Nasra Mohamed:	5P Class Teacher
Rosie Elliott:	5R Class Teacher
Florence Tapp:	5R Class Teacher
Ben Strange:	Maths Teacher and Deputy Head

Supporting our children across the year group:
Sue Wickings

Also working with Year 5 this year will be Gemma Curtis (art), Jason Bichri (computing) and Mario Vitrano (PE).

The Year 5 Day



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

During the afternoons, we teach the wider curriculum areas: **history, geography, PE, science, music, art, PSHE, religions & world views, Latin and computing. Design & technology** is taught as special whole day projects.

Curriculum maps with the details of what we teach in all the subjects can be found on the website.

The timetables for each class will be on the school website by the end of this week.

Curriculum Coverage



History

The Ancient City of Baghdad
Angles & Saxons
Viking Britain
Norse Culture
2nd Viking Age in Britain
Local History Study

Science

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

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 & places 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 ParentHub every Friday evening.
- 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 Strange.
- We assess the groupings regularly and make adjustments where we think they will be beneficial.
- Each set follows the same learning objectives across the year, but the depth, pace 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 develop children's **reading** in different ways throughout the week, for example, in other curriculum areas. We provide many opportunities for independent reading in school, 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 that has been selected with their reading level/ needs in mind.

Spelling

- Every Friday we send a **list of ten spellings to practise at home**. You will find these in your child's spelling book and also on ParentHub.
- 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 morning.
- Each week, the spellings focus on a linking spelling rule/ pattern, or word type. They can be quite sophisticated vocabulary!



Our Style of Learning and Recording



At Coleridge, 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.

Marking

Our marking policy is designed to be meaningful to the children and to support them to move on in 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.



Wednesday 27th September 2023

LO: Use expanded noun phrases to describe a character **I**

SC: I can:

- Use ambitious vocabulary within my expanded noun phrases.
- Correctly punctuate my sentences.

Tuesday 3rd October 2023

LO: To write a plausible ending to a traditional folk tale **I**

SC: I can:

- Use ambitious adjectives to describe character or setting.
- Use a rhetorical question.
- Use traditional fairy tale language.
- Correctly punctuate my sentences.

Assessment

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

This then feeds 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, or further support with their social, emotional and personal development.



Learning at Home

Compulsory

Reading – regularly hearing your child read at home (for a minimum of 10minutes every day).

Spellings – helping your child learn the weekly spellings that are sent home by the school.

Times Table Practice

Optional

Each half term, **Home Learning** is posted on the school website and on ParentHub.

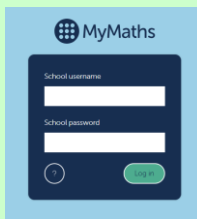
Although Home Learning is **optional**, we strongly encourage your child to complete some of the activities to reinforce the message that learning isn't just confined to the classroom.

There are Home Learning documents for maths, English & wider curriculum subjects.

There is a wide range of activities – some are creative whereas others practise skills learnt in class.

Maths activities are posted on **MyMaths**. You should have login details already.

If you would like to know why some of our learning at home is optional, there is a rationale on our website, in the Home Learning section.



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.



Behaviour

At Coleridge, we have five 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
- Inclusive
- Aspiring





Behaviour

Rewards

- Golden book
- Marbles

Consequences

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

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>Dealt with by class teacher or teaching assistant</p> <p>Child to receive a reminder.</p> <p>If children are caught running inside they will be asked to go back and walk</p>
2	<p>Persistent Stage 1 behaviours</p> <ul style="list-style-type: none"> 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 Swearing 	<p>Dealt with by Year Group Leader</p> <p>After 3 reminders in one session (morning or afternoon), the child will miss 10 minutes of their breaktime, and will be spoken to by the Year Group Leader</p> <p>If being disruptive in the classroom, the child will be asked to spend 10 minutes in another room, supervised by an adult</p> <p>If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games</p> <p>Teachers or TA on duty need to report to child's class teacher</p>
3	<p>Persistent Stage 2 behaviour</p> <ul style="list-style-type: none"> Persistent swearing Intentionally damaging school resources or <u>other</u> people's property Stealing Fighting Physical aggression and/or retaliation Persistent refusal to participate Challenging an adult (e.g. persistently answering back or arguing) Being abusive or threatening to others Inappropriate comments made to children or staff 	<p>Dealt with by Senior Leadership Team</p> <p>Child sent to see member of the SLT</p> <p>Child spends 30 minutes of their lunch break in the reflection room</p> <p>Teacher informs parents of incidents via phone conversation</p> <p>Details will be reported to all SLT and Year Group Leader in brief e-mail and logged on MyConcern</p>
4	<p>Persistent Stage 3 behaviour</p> <ul style="list-style-type: none"> Discriminatory remarks about the race, culture, religion gender or sexuality of others Verbal abuse and/or physical aggression towards an adult Leaving school without permission Bullying others (this is persistently targeting another child either physically or emotionally, and on more than one occasion) Serious physical aggression Serious violence resulting in physical injury Threatening an adult Inappropriate sexualised comments or behaviour towards others 	<p>Dealt with by Senior Leadership Team</p> <p>Internal exclusion – either a morning or afternoon out of class, learning in isolation whilst supervised by a member of the SLT (work to be set by the class teacher)</p> <p>SLT either call home or arrange meeting with parents</p>
	<p>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.</p>	<p>Dealt with by the Headteacher</p> <p>Suspension or Permanent Exclusion</p>

Online Activity

In school

- At this age, more and more children are spending time online and have more open access to smart technology.
- The school teaches an e-safety curriculum, gives regular assemblies on staying safe online, and has monitoring and filtering systems for when children are online in the school.
- If you'd like to know more about how we teach **Online Safety** at Coleridge, there's a video and blog on our school website.

At home

- Although the school teaches **Online safety**, it is imperative that you monitor your child's online activity at home. This is to ensure they stay safe, but also that they themselves act appropriately towards others.
- Almost all social media platforms, including WhatsApp, have a minimum age limit of 13 years old. The NSPCC website has age limits and guidance on social media usage and child safety.
- Although the use of phones & social media takes place beyond the school gates, the school does have an obligation to intervene in certain situations, particularly where there are safeguarding concerns. Last year we had a very serious incident stemming from a group of children accessing a social media platform unsupervised, that demanded we contact outside agencies like social services and the police.

Attendance & Punctuality

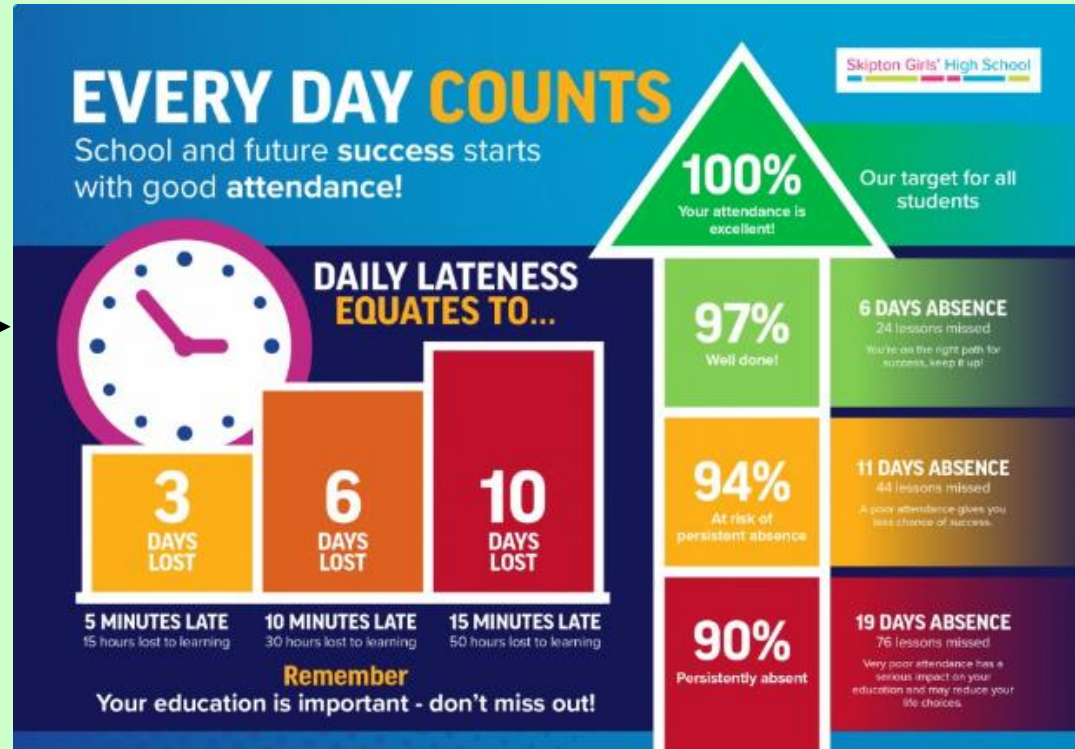
Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning.

Coming in even a few minutes late can be very unsettling for a child, and means they might miss the start of a lesson.

Permission for absence will only be granted for:

- Illness
- Medical appointments
- Religious holidays
- Exceptional circumstances



Children can still attend school with minor coughs & colds. The **NHS** have a website page called '**Is my child too ill for school**' which outlines if you should send your child to school or not.

Attendance

Nationally, there is an 'attendance crisis' in schools. School attendance is significantly lower than pre-pandemic levels.

There is a major drive from the Government to tackle poor attendance. This includes new attendance guidelines for all schools.

If the school are concerned about your child's level of attendance, a member of the school **Senior Leadership Team** will contact you to talk about this and work with you to try and improve your child's attendance.

"School absence is at crisis levels, wreaking havoc on children's education and future life chances. Persistent absence remains eye-wateringly high, up 60 per cent on pre-pandemic levels, with one in five children persistently absent." 29 Feb 2024

CSJ The Centre for Social Justice
<https://www.centreforsocialjustice.org.uk> CSJ

Call for Immediate Action on School Absence Crisis

The Guardian

Ofsted reforms to focus on inclusion, behaviour and attendance

Far-reaching reforms aim to support most vulnerable children and 'recognise growing challenges facing education'



GOV.UK

Major national drive to improve school attendance

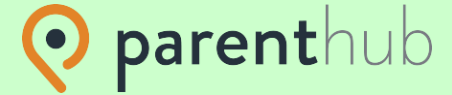
Attendance hubs to more than double to support 1000 more schools and £15 million investment to expand the attendance mentor pilot programme.

8 Jan 2024



Communication

ParentHub



We really encourage all parents to get the **ParentHub** App. This is the school's main method of communication. Having the App is the best way of knowing what is going on in your child's year group.



Parent WhatsApp groups

The school does not wish to try and micromanage parent discussions outside the gates, but please can we ask you to approach the school if you have any issues or concerns rather than taking to WhatsApp to discuss them with other parents in an open forum. Unfortunately, we have found that these sorts of discussions can sometimes lead to misinformation and exacerbates issues rather than improve them for those concerned.

Please talk to school staff in the first instance if you have any concerns about your child.



Communication with Teachers



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

From 8:50 through till 3:25 our focus is the children, their lessons, and managing the learning environment. We are unable to discuss matters in these times which you would not categorise as urgent or integral to that particular day. **Conversations about general attainment or on-going social issues should be had at a mutually agreed time.**

Other information

- Punctuality – school starts promptly at 8:55am
- When your child will be absent due to illness, please let the school office know by 8:50am
- Pick-up time
- Snacks
- **No jewellery policy** except stud earrings
- Suitable clothing and footwear, and hair tied back on PE days
- Water bottles
- Walking home/ to the gate



Thank you for coming!