



Year 5
Curriculum Meeting for Parents and Carers

Summer 1
Key Information and Dates

Summer 1 Theme: Greece

Big Question: Where is Greece and why is it such a popular destination?



Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



Personal Development

SMSC - spiritual, moral, social and cultural development.



Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.

English and English Texts



- English Lessons
- Poetry and creative writing





Maths

Explore:

Includes questions related to various lesson objectives as an introductory activity for pupils.

Master:

Introduces new concepts through a C-P-A approach with the use of engaging pictures and manipulatives.

Guided Practice:

Children work with a partner for further consolidation of concepts.

Independent:

Children work through questions independently applying skills taught during the lesson.



Science



How did you show you were a scientist in this topic?	
Scientific skills	Practised ✓
I have made observations over time of the Moon to collect evidence to help explain how the Earth, Sun and Moon move.	
I have used secondary sources of information to research planets in the Solar System.	
I have drawn line graphs and bar charts to look for patterns in data that compares the planets in the Solar System.	
I have carried out a comparative test to explore the shadows created by 3D shapes to model eclipses.	
I have used scientific language to develop my own conclusions and explanations of the phenomena I have observed.	

Working towards: I can explain what the Solar System is and name the eight planets in the Solar System in order of their distance away from the Sun.	Expected: I can name the eight planets in the Solar System in order and I can describe the difference between the geocentric and heliocentric models of the Solar System. I can explain how people's ideas of the Solar System have changed over time.	Greater depth: I can explain how people's ideas of the Solar System have changed over time. I can explain how the Moon orbits the Earth to cause a month. I can explain how the Earth's movement causes night and day.
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These are our working scientifically skills that we practice every half term



Geography

- Why are Greece and the Isle of Wight popular destinations?
- Children learn about the countries in Europe (including Russia) in relation to where Greece and the UK are located. They should also consider key cities, key human and physical features and environmental regions.



Art and Design

- In this unit, the children will be learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.



Computing

- Pupils will start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Pupils will layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.



PSHE

- Emotional Literacy/Social Skills
- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.
- I can recognise the feeling of jealousy, where it comes from and how to manage it (in the context of friendships and sibling relationships).
- I understand how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.



Religious Education (RE)

- The big question in RE this year is ‘What impact do beliefs have on actions?’
- Pupils will be taught about the life and teachings of Muhammad and develop their understanding of why he is significant to Muslims. They should reflect on how the practice of quiet contemplation could be used in their own lives.



Physical Education

- PE Days - In Year 5 our PE Days are on Tuesdays and Fridays. This has changed from before.
- This half term we are focusing on Sports' Day and Capture the Flag.
- Please ensure that your child is in the correct school PE kit on the days they have PE.



Behaviour & Expectations

- Punctuality and attendance are crucial - lessons start at 9:00am - remember soft start begins from 8:45am so families can arrive at school from this time.
- Safeguarding: Please do let the teacher know if your child has had an accident or has a mark or bruise. Please do not be offended when we ask about them.
- We expect pupils to make the most of every lesson - focus and attention are key (and we ensure the lessons are enjoyable and memorable).
- Please download the **MyEd App**. If you have concerns about attendance, please speak to Mrs Fordham or Mrs Tshuma.



Home Learning

- Teams logins
- TTRS
- Oxford Owl Logins

Home Learning at Brampton Primary 2022-2023								
Activity	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Each child should be read to every day. Parents and carers record this at least 5x a week in the reading records.		Each child should read at home every day for at least 10-15 minutes. Parents and carers record this at least 5x a week in the reading records.	Each child should read at home every day for at least 10-15 minutes. They record this at least 5x a week in the reading records.	Each child should read at home every day for at least 20-30 minutes. They record this at least 5x a week in the reading records.			Each child should read at home every day for at least 20-30 minutes. They record this at least 5x a week in the reading records. To be implemented in 2022/23: each child to read a banded book, as well as having access to a class library book.
	Each child to visit the school library once a week and take out a book they would like to have read to them or that they would like to read.							
	Each child to visit their local library on a regular basis.							
RWI/phonics and Comprehension	The sound of the week will be uploaded onto Tapestry. Parents and carers ask questions about the book they are reading to their child.	RWI books will be brought home each week, the sounds at the front of the book need to be practised with an adult at home, each day. The book should be read throughout the week, building fluency. RWI books contain comprehension questions for parents to discuss with their child.		Optional for parents – class teachers will provide a question and answer sheet for comprehension practice each week that can be completed and marked at home.				
	The children will bring home their RWI spelling log book that contains spellings that the individual child needs to rehearse (words that the child is struggling with).							
All children have access to Oxford Reading Buddy (ORB) online, where comprehension activities can be completed.								
Spelling	10 spellings will be sent home each week from the National Curriculum based on the child's current level. They will be tested on these spellings in the following week.							
Maths	Each week, the children will be given a practical activity that can be completed at home to consolidate the week's learning. This can be recorded on Tapestry.		Online Numbots activities <i>Number bonds to 20</i>	Online Times Tables Rock Stars (TTRS) activities Y2 – Focus on x2, x5 and x10 Y3 – Focus on x3, x4, x6 and x8 Y4 – All tables			MyMaths At least one task to be set and completed each week.	
	Numbots Activities		MyMaths Activities			Online Times Tables Rock Stars (TTRS) activities		
Projects	Half termly project based on the whole school theme for the half term and the year group 'big question'.							
All children expected to complete.				Optional				



Supporting Pupils at Home

- Please ensure that your child reads every evening (aim for 20 minutes). You can help by discussing the meaning of key words and asking questions about the book that your child is reading.
- Ensure that an adult has signed the child's reading record each day.
- Encourage your children to read a range of reading material - magazines, graphic novels, newspapers etc.
- Children also benefit from being read to.



Brampton Behaviour Policy

- We use BPS points, good news notes and celebration assemblies to reinforce positive behaviours and good work.
- We use a learning zone system in class for behaviour - consequences for not following the school rules include time out in another classroom and a blue letter home.
- Very poor behaviour at break or lunchtime may result in pupils being given a behaviour reflection - missing some of their lunch break with a member of SLT.



Class Worry Boxes

- Worry boxes provide a way for pupils to share any concerns or worries they have with their teacher - there is one in every classroom and these are checked regularly throughout the day.





Healthy Body, Healthy Mind

Please provide your child with:

- A water bottle - the children will have access to their bottle all day.
- A healthy packed lunch or request a school meal.

Optional:

- A healthy morning snack -a piece of fruit.



Key Dates for Summer 1

- Thursday 18th April- Summer 1 Curriculum Meeting
- Y6 Assessment Week - WB 13th May
- End of term assemblies:
 - Tuesday 21st New Zealand (9:15am) and Australia (2:30pm)
 - Thursday 23rd Japan (9:15am) and Madagascar (2:30pm)
- Thursday 23rd May - Last Day of Term



Volunteers

We are looking for parents and carers to volunteer to accompany classes on their educational visits.

We would like to create a bank of people who can be called on to support the school in ensuring all children are able to attend at least one educational visit each half term.

Parents and carers who are interested would be asked to complete a DBS as part of our safeguarding policy.



Any Questions?

