

**Welcome to Year 5**



# Staff

## Teachers

Caracal (5A)- Mr Husbands (Mrs Maher / Ms Woodgate teaching while Mr Husbands is absent)

Snow Leopards (5B)- Miss Arnold (T W Th F), Mrs Hughes (M)

## Tas

5A - Mrs Visram (M T W) Mrs Morgan (W Th F) and Miss Creswell

5B – Mrs Hill

## PPA cover

Mrs Hughes (W)



# Expectations

- Wearing the correct uniform with PE the uniform on PE days. The PE uniform is only to be black. We do not insist on black trainers.
- Water bottle and snack to be provided.
- Bag that fits in the locker.
- Ready for learning when they come into school.

# Home Learning

- These are new books this year and replace the reading record. It is a place to record the children's learning at home. Please don't use these as a way to contact the teacher and use the usual communication via the staff in the office.
- Reading is really important, even when they get to year 5! We use My5High5 which is where you record when you have heard your child read. We will be checking these books on a FRIDAY.
- We will be giving out appropriate spellings based on their groups. Our spelling test will be on FRIDAY.
- TTR or Sumdog work will be set for your children. We would ask that your child accesses this during the week. These certificates will be stuck in their Home Learning Books.

# Snacks and lunch

Year 5 have snacks in the morning. Please only send:

- Fruit
- Veg
- Cheese

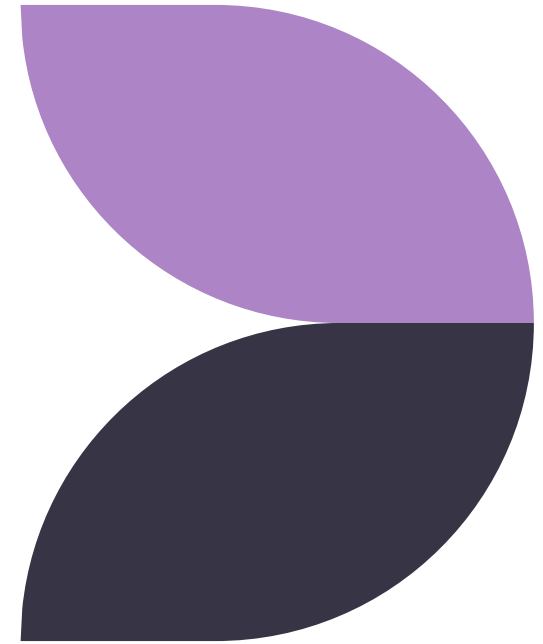
Lunch:

- 12.30 in Keeler hall
- Packed lunches and school dinners are together
- Once they have finished, they go outside



# P.E

- Tuesday and Friday
- Hair tied back
- No earrings
- Children will be expected to participate unless school has been notified.



# Curriculum



Subject / Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>Cosmic!</b></p> <p>Reading Skills (VIPERS – vocabulary, inferring, predicting, explaining, retrieving and summarising)</p> <p><b>Bronze and Sunflower</b></p> <p><b>Writing Outcomes-</b></p> <p>Diary Entries</p> <p>Poetry</p> <p>Narratives</p> <p><b>SPaG</b></p> <p>Use a full range of punctuation from previous year groups</p> <p>Use devices to show cohesion across paragraphs</p> <p>Evaluate and edit their own work</p>		<p><b>The Secret Garden</b></p> <p>Reading Skills (VIPERS – vocabulary, inferring, predicting, explaining, retrieving and summarising)</p> <p><b>The Wonderful World of Food</b></p> <p><b>Writing Outcomes-</b></p> <p>Information texts</p> <p>Non-chronological reports</p> <p><b>SPaG</b></p> <p>Use relative clauses beginning with a relative pronoun</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Select and use organisational and presentational devices that are relevant to the text type (bullet points, headings and underlining)</p>		<p><b>Who Let the Gods Out</b></p> <p>Reading Skills (VIPERS – vocabulary, inferring, predicting, explaining, retrieving and summarising)</p> <p><b>The Odyssey</b></p> <p><b>Writing Outcomes-</b></p> <p>Persuasive letters</p> <p>Newspaper reports</p> <p><b>SPaG</b></p> <p>Use brackets, commas and dashes to indicate parenthesis</p> <p>Proofread words to precis longer passages by removing unnecessary repetition or irrelevant details</p> <p>Use adverbs and modal verbs to indicate degrees of possibility</p>	
Maths	<p>Number: Place value</p> <p>Number: Addition and subtraction</p>	<p>Number: Multiplication and division A</p> <p>Number: Fractions A</p>	<p>Number: Multiplication and division B</p> <p>Number: Fractions B</p>	<p>Number: Fractions B</p> <p>Number: Decimals and percentages</p> <p>Measurement: Perimeter and area</p> <p>Statistics</p>	<p>Geometry: Properties of shapes</p> <p>Geometry: Position and direction</p> <p>Number: Decimals</p>	<p>Number: Decimals</p> <p>Measurement:</p> <p>Converting units</p> <p>Measurement: Volume</p>

Science	<p><b>Earth and Space</b></p> <p>This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.</p>	<p><b>Forces &amp; Mechanisms</b></p> <p>This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.</p>	<p><b>Properties &amp; Changes in Materials</b></p> <p>This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes and use common indicators to identify irreversible changes.</p>		<p><b>Animal life cycles</b></p> <p>This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age.</p>
Geography	<p><b>Investigating Our World - Core skills</b></p> <p>This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p>		<p><b>Sow, Grow and Farm</b></p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>		

History	<p><b>Dynamic Dynasties</b></p> <p>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the <u>lasting legacy</u> of the first five Chinese dynasties, some of which can still be seen in the world today.</p>				<p><b>Groundbreaking Greeks</b></p> <p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the <u>lasting legacy</u> of ancient Greece.</p>	
R.E.	<p>Why do some people think God exists?</p>	<p>If God is everywhere why go to a place of worship?</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</p>	<p>What does it mean to be a Muslim in Britain?</p>	<p>What does it mean to be a Muslim in Britain?</p>



## Art & Design

### Tints, Tones & Shades

This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.

### Tactile

### Nature's Art

This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.

### Expression

This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.

Design & Technology		<u>Moving Mechanisms</u>  This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.		<u>Eat the Seasons</u>  This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.		<u>Architecture</u>  This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.
Music	Uxun' On a Prayer	Classroom jazz	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
P.E.	Gymnastics 1 Hockey	Dance 1 OAA	Gymnastics 2 Handball	Dance 2 Badminton	Football Athletics	Swimming Cricket
MFL	Les planets	<u>Quelle est la date</u>	<u>En classe</u>	<u>Les vêtements</u>	Les habitats	Les Jeux Olympiques
Computing	We are game developers	We are cryptographers	We are artists - fusing geometry and art	We are web developers	We are bloggers	We are architects - creating a virtual space
PSHE	<u>Being Me</u>  1. My year ahead 2. Being a citizen of my country 3. Year 5 responsibilities 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter	<u>Celebrating Difference</u>  1. Difference cultures 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Does money matter? 6. Celebrating difference across the world	<u>Dreams and Goals</u>  1. When I grow up (my dream lifestyle) 2. Investigate jobs and careers 3. My dream job. Why I want it and the steps to get there 4. Dreams and goals of young people in other cultures 5. How can we support each other? 6. Rallying support	<u>Healthy Me</u>  1. Smoking 2. Alcohol 3. Emergency aid 4. Body image 5. My relationship with food 6. Healthy me	<u>Relationships</u>  1. Recognising me 2. Safety with online communities 3. Being in an online community 4. Online gaming 5. My relationship with technology: screen time 6. Relationships and technology	<u>Changing Me</u>  1. Self and body image 2. Puberty for girls 3. Puberty for boys 4. Conception 5. Looking ahead 1 6. Looking ahead 2

# Assessment

**NFERs – Taken every seasonal term for Maths, Reading and SPaG**

**CATs – Verbal and Non-Verbal Reasoning tests to support your decision whether to enter your child for the Kent Test**



# Who to contact

**For general enquiries and admissions please email:**

[admin@headcorn.kent.sch.uk](mailto:admin@headcorn.kent.sch.uk)

**To contact a member of our Senior Leadership Team or for confidential matters please email:**

[slt@headcorn.kent.sch.uk](mailto:slt@headcorn.kent.sch.uk)

**To contact a member of our Inclusion Team please email:**

[inclusion@headcorn.kent.sch.uk](mailto:inclusion@headcorn.kent.sch.uk)

**Thank you**