

Welcome to Year 5



Questions

- ▶ If you have any questions that we haven't answered, please feel free to ask at the end of the presentation after we have completed the RHSE content for Year 5.
- ▶ As this is a public chat we are unable to discuss individual children, if you have a question about your own child please use the planner.

Teaching staff

- ▶ 5M - Miss Mooney
- ▶ 5S - Miss Shine
- ▶ 5WP - Mrs Williamson and Mrs Pennington

LSAs

- ▶ Ms Baker
- ▶ Mrs Aitken
- ▶ Mrs Dobson

Uniform

We are having a real drive on ensuring the children are wearing the correct uniform including for games lessons.

- ▶ Children must bring jumpers and coats as they still go outside in the cold
- ▶ Children must have black school shoes not black trainers or boots
- ▶ **Ensure all articles of clothing are named**

Please refer to page 9 of the school planner for more information

PE

Our PE slots are on a Monday and Friday.

- ▶ Children must arrive at school in their PE kit (earrings and watches removed)
- ▶ Children must have black school shoes and spare socks in a carrier bag - just in case they get muddy!
- ▶ Children must have trainers and not plimsolls
- ▶ Children cannot share PE kits with other children including siblings
- ▶ **Ensure all articles of clothing are named**

Please refer to page 9 of the school planner for more information

Equipment

Water bottles

- ▶ Should be brought to school everyday and should be named
- ▶ Children now take their water bottle with them to the lunch hall so it is vital they have a water bottle and it is clearly named so it can be returned if left somewhere

Break time snacks

- ▶ Must be fresh fruit or vegetables - no cereal bars, nuts, bars or fruit winders.
- ▶ WE ARE A NUT FREE SCHOOL

Our lunch slot is now at 12.20 - 1.15, Year 5 eat second at approximately 12.50 so a snack is highly recommended!

Classroom equipment

- ▶ Appropriate equipment should be kept in a small pencil case that can be stored in your child's tray. It should not be too distracting!
- ▶ Please check that your child has ALL the equipment needed and that they have spare pens and pencils. Unfortunately we do not have spares!

Pencil case contents

Pens

- ▶ Blue handwriting pen and spares (not a biro) These are used all day and can run out quickly as the children work so hard 😊
- ▶ A green biro is required for editing - this is used daily

Pencils

- ▶ Pencils are to used every day, children will need to sharpen their own pencils (please provide a sharpener as we are unable to share equipment)

Glue

- ▶ Every child should have a clear glue stick NOT the fluorescent or coloured ones

Pencil crayons

- ▶ Children will need a small set of pencil crayons not felt tips

Rulers and scissors

- ▶ Children can borrow a 30cm ruler and a pair of scissors, but it would be helpful if they have their own

Planners

We are continuing to promote the use of our school planners as an essential tool for the following:

- ▶ Communication between home and school
- ▶ Recording homework and reading at home each evening or weekend. When recording reading, please indicate the page numbers the child has read and initial after. Children are rewarded reading points for reading daily.
- ▶ Aids for homework and learning in class

- ▶ These are checked daily

Planners should be signed over the weekend. They will not be signed in class if there is no evidence recorded of regular reading or homework.

End of day arrangements

- ▶ The allocated pick up time for year 5 children is 3:20 - 3:30
- ▶ Your child is to tell their teacher they are being collected before walking off site
- ▶ Letter from the office must be filled in and returned if you wish your child to walk home
- ▶ In exceptional circumstances, if you are running late, you must inform the office
- ▶ If there is a change of pick up, please ensure you write a note into your child's planner

Rewards

Whole school

- ▶ Team points
- ▶ Head teacher awards
- ▶ Special mentions
- ▶ Star of the week
- ▶ Secret student
- ▶ Excellence certificates

Class

- Read-onopoly scheme
- Golden time

Our Behaviour Chart

	<p>Gold an invitation from Mrs King and Mrs O'Connor for afternoon tea. This is for outstanding behaviour and attitude to learning, going above and beyond.</p>
	<p>Silver (this is similar to our gold from the old behaviour chart) A silver sticker will be placed into the children's planner if they've moved up to silver on that day. This is for excellent behaviour and attitude to learning.</p>
	<p>Green in Year 3 & 4 they will receive a green sticker if they stay on green all week or move up to silver or gold. This is where everyone starts the day, this is the expected behaviour and attitude to learning.</p>
	<p>There is an initial verbal reminder before being moved down to blue. Blue: Think about it! This is the warning to indicate you have been spoken to. There is no consequence to moving on to blue and by making better choices can move back up to green.</p>
	<p>Purple: Make better choices! This is a second warning resulting in a consequence. A restorative conversation is to be had and a compromise of consequence decided.</p>

Creative Curriculum

- ▶ Over the past few years, we have successfully adopted a more holistic approach to teaching and learning which combines English with the wider curriculum.
- ▶ Across the year, we will have five main units:
 - Living Things - Charlotte's Web
 - Earth and Beyond - La Luna and Cosmic
 - South America - Journey to the River Sea
 - Tudors - Treason
 - Titanic - The Titanic Detectives Agency
- ▶ Every week we will teach a minimum of five Creative Curriculum lessons which combine grammar, reading and writing. These skills are also promoted in other subjects.
- ▶ We have found that this approach encourages children to make much clearer links in their learning, inspires better quality writing and promotes higher levels of enthusiasm and engagement.

Maths

- ▶ We use the White Rose Scheme alongside a number of other resources.
- ▶ It is taught in blocks which build upon the children's prior knowledge and understanding
- ▶ The children complete fluency, problem solving and reasoning questions
- ▶ We promote the use of manipulatives and diagrams to support their basic skill base
- ▶ The children are taught to explain their reasoning and supported through modelling

Creative Curriculum	Life Cycles <i>Charlotte's Web</i>	<i>Earth and Beyond</i> <i>La Luna</i> <i>Cosmic</i>	<i>Titanic</i> <i>Detective Agency</i>	<i>Tudors</i> <i>Treason</i>		<i>South America (including Mayans)</i> <i>Journey to the River</i> <i>Sea</i>
English	Letter Writing Descriptive writing	Non-fiction writing Narrative Character and setting descriptions	Newspaper Report Recount	Diary Report writing Letter writing Biography	Narrative Non-chronological report Formality Setting descriptions Newspaper report	
Maths	Place Value Addition and Subtraction	Statistics Multiplication and Division	Perimeter and Area	Multiplication and Division Fractions	Decimals and percentages	Properties of Shape Position and Direction Measurement Volume
Science	Properties and changes of materials	Science- Earth and space Sun, planets, solar system Forces	Pulleys and Gears	Biomes Animals including humans		Life cycles Plant reproduction
Art and Design	Quentin Blake- learn to sketch in his style Symmetrical patterns using wool	Design a planet Artist – Peter Thorpe – using pastels		Tudor Rose using <u>paper mache</u> Tudor split portraits		Layers of the rainforest using paints Joaquin Torres Garcia - artist
Computing	We are cryptographers	E-safety We are game developers	We are artists	We are web developers	We are bloggers	We are architects
Design Technology				Make a Tudor doll and design and create a Tudor outfit		Design and create a jaguar mask using papier mâché and paint
French	Pets Adding Colour	Earth and Space vocabulary OR Nationalities	Animals Adding adjectives	Classroom Instructions	Feelings in French – I like, I don't like, I love Basic verbs	Transport, Colour adjectives
Music	Rap music	Star Wars Rap, Earth and Space	Music analysis – listening skills	Tudor Music	Pitch Notation revisited	Story telling in Music
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Religious Education	What is the 'Golden Rule' and are they all the same? Who did Jesus say 'I am'?	Christmas Yr5: Why is light an important sign at Christmas?	How did Jesus' teaching challenge people?	Easter Y5: How do Christians know what happened at Easter?	How can churches help us understand Christian belief?	Sikhism - What do Sikhs value?

Year 5 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-8.50	Morning Activity: Times Tables	Morning Task	Morning Task	Morning Task	Quiet Reading
9 – 10.00	PE		5M Music/French alternate weeks		PE
10.00 – 11.00		Daily Mile	Daily Mile	Daily Mile	
			5S Music/French alternate weeks	5M ICT	
11.00 – 11.15	B	R	E	A	K
11.15 – 12.20			5WP Music/French alternate weeks	5WP ICT	
12.20 – 1.15	L	U	N	C	H
1.20-1.35	Spelling	Spelling	Spelling	Spelling	Spelling
1.15 – 3.15 Pick up 3.20				5S ICT	
	2.30 Jeremy Assembly 1 LSA	2.30 Upper School Assembly Year group meeting	2.30 Celebration assembly/Check- up time All staff in	Times tables	2.30 Class led Assemblies All staff in

Homework

Please refer to page 10 of the school planner which details homework expectations.

Homework is set on Wednesday and is due in on a Monday.

It will generally be an English, Science or Maths based activity.

Reading— we ask that children read 5 days a week for 15 minutes at a time as a minimum.

Times tables— we ask that children practice their tables 5 days a week for 15 minutes at a time as a minimum.

We encourage children to use Timestable Rockstars as a method of building up their speed and fluency to support mental arithmetic.

Children are responsible for recording their homework and reading in their school planner.

Please can we ask that parents check and sign planners over the weekend.

Before and after school provision

Breakfast Club

- ▶ Starts at 7.40am
- ▶ Finishes at 8.30am

The Den

- ▶ Starts at 3.10pm
 - ▶ Finishes at 5.45pm
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- ▶ Contact the school office for more details to book a place

RHSE Year 5

We are now going to cover what is taught during the RHSE element of the PSHE curriculum.

How the unit 'Changing Me' will be taught in Year 5

- ▶ Once a week
- ▶ Lessons will be taught in individual classes
- ▶ Girls and boys will be taught together, however there will be occasions when the girls or boys will have additional time with their class teacher to talk about key topics

Post-box questions

- ▶ Children will be able to post any questions into a post box which will be placed in each of the classrooms. Teachers will then look at these together as a year group and answer accordingly.

Session 1

- ▶ Being aware of own self image/body image and being positive about your self image.
- ▶ Key Vocabulary - self image, body image, perceptions, characteristics, personal, unique, parents

Session 2 - puberty for girls

- ▶ Key Vocabulary: puberty, menstruation, periods, sanitary towels, sanitary pads, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus

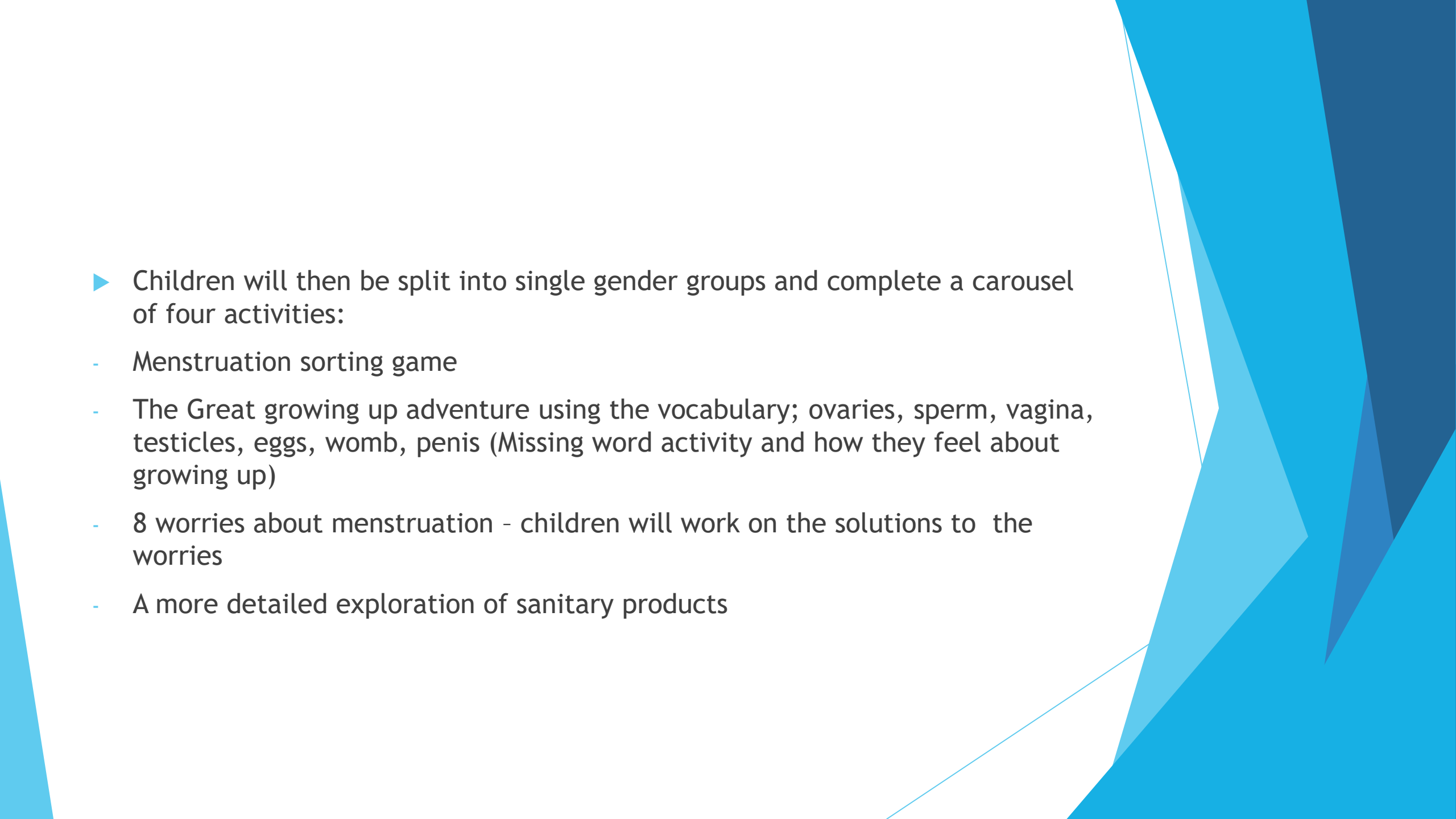
The children are taught:

- ▶ How a girl's body changes during puberty and to understand the importance of looking after themselves physically and emotionally
- ▶ To understand that puberty is a natural process that happens for everyone

Session 2 - puberty for girls

Required for the lesson:

Year 5 lesson	Range of sanitary products Carousel of activities - Menstruation Match cards A set of menstruation worry cards The <i>Great Growing up Adventure</i> sheet Private post box Animation: <i>The Female Reproductive System</i>
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- ▶ Children will then be split into single gender groups and complete a carousel of four activities:
 - Menstruation sorting game
 - The Great growing up adventure using the vocabulary; ovaries, sperm, vagina, testicles, eggs, womb, penis (Missing word activity and how they feel about growing up)
 - 8 worries about menstruation - children will work on the solutions to the worries
 - A more detailed exploration of sanitary products

Session 4 - conception and pregnancy

Vocabulary

Relationships

Conception

Making love

Sexual intercourse

Fallopian tube

Fertilisation

Pregnancy

Embryo

Umbilical cord

Contraception

Fertility treatment (IVF)

In this lesson the children are taught

- **that sexual intercourse can lead to conception and that is how babies are usually made**
- **To understand that sometimes people need IVF to help them to have a baby**

- ▶ We focus on relationships that involve physical attraction
- ▶ We introduce the term “conception” (the moment when a new life begins)
- ▶ We cover how conception can happen in different ways (same sex relationships, IVF, egg donation, artificial insemination, surrogacy)
- ▶ We also explain that people can choose to adopt.


Session 5 - Looking Ahead

In this lesson the children will;

- Identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent)
- Identify what I am looking forward to when I move to my next class

Key Vocabulary;

Teenager, milestones, perceptions, puberty, responsibilities
Change, hope, manage, cope, opportunities, emotions, fear,
excitement, anxious

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- ▶ Please note that parents do have the option to withdraw their child from the following sessions only;
 - Puberty for girls
 - Puberty for boys
 - Conception

 - ▶ We highly recommend that all children participate in all lessons, however if you do wish to withdraw your child this needs to be in writing and addressed to the Co-Headteachers.

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to dark navy blue. The shapes are primarily triangles and polygons, creating a dynamic, modern aesthetic. The central area is white, providing a clean space for the text.

Thank you for your time.

Do you have any questions?