



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Welcome to Year 5

A handbook for parents

A Welcome from the Headteacher

Welcome, or welcome back, to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Headteacher

Our School Vision and Mission

'Excellence, through God who strengthens us'. We want to be a school that pursues excellence in everything that we do. We want to fix our minds and our energy on everything which is true, noble, right, admirable, excellent and praiseworthy. As a school based on Christian values, we trust that God will help and strengthen us as we strive to be outstanding and remain outstanding.

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community.

Our Values

We adopt the following Christian Values as guiding principles:

We are kind, helpful and polite
We do our best
We are honest

We share
We are peacemakers
We forgive others

We take care of everything,
and everyone

Whilst these are Christian values, we recognize these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school, in our staff, and in each of the young people we have the privilege to teach and care for.

Our Aims

To be a learning community where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

To be a Christian community where:

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

To be a local community where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on Christian values, and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



This special behaviour code is displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our acts of collective worship.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

Important Adults in Year 5

Mrs Batchelor	Class teacher	Miss Mumford	Class teacher
Mr Goddard	Teaching Assistant	Mrs Perry	Teaching Assistant
Mrs McNeill	Teaching Assistant	Miss Hair	Deputy Headteacher
Miss Anderson	Upper KS2 Phase Leader		

Times

We register the children at 08.40am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with his or her parent, from 08.30am, and into the class, with their teacher, shortly after. At the end of the school day, 3.15pm, children are brought onto the playground by their class teacher.

School Meals, Milk and Fruit Snacks

Our school dinners, cooked by Chef Fraser at the Blueprint Hub Kitchen, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals – why not try the meals for a month and enjoy the full range of the menu? Meals should be paid for using ParentPay. If you think your child may be eligible for a free school meal, please let us know.

At playtime, children are allowed to have a piece of fruit or vegetable. This should be brought in from home. We only accept fruit or vegetables (no dried fruit or fruit based products such as ‘fruit flakes’).

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

Each day your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- A PE Kit (see next page)

Helping in class

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

School Uniform

It is expected that all children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- Navy blue polo shirt with school logo
- Jade Green sweatshirt or cardigan with school logo
- Grey socks or tights
- Black school style shoes (strictly no trainers, boots or slip-ons)
- Baseball cap or sun hat (available with school logo)
- Navy Blue zipped reversible fleece coat with school logo* or a dark coloured school coat
- In the summer term, girls may wear a one piece navy and white gingham dress

P.E. and Games:

- White T-shirt with school logo*
- Navy blue shorts
- Traditional black plimsolls
- Navy blue track suit (optional, but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. Earrings, of any kind, should not be worn. No exception will be made for recently pierced ears.

No make-up or nail varnish should be worn.

Long hair should always be tied back neatly with a simple bobble, scrunchy or alic band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

A navy or dark blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9.30 am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where he or she will be signed in.

The School does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect on their progress. Leave of absence will only be granted in exceptional circumstances.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

Communications

We like to keep you informed about what is happening in school and we hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstance, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews are held in the Autumn and Spring terms. A written report based upon observations of your child's progress is sent home at the end of the Summer term and a further parent-teacher interview is available if you wish.

In general, the school will keep you well informed through our newsletters, briefing papers, information sessions, and website. Please make sure you keep your information up to date in the office, remembering to tell us about any changes to your telephone numbers or email addresses.

School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scootering route to school. This reduces congestion around the school and improves safety for all.

If you need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

Parent Teacher Association (PTA)

We have an association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Association, led by a committee, organises community events, raises additional funds for the school, and provides support in very practical ways.

The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your Admission form, we asked that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specializes in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, un-educational games, email accounts etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways which are appropriate to their age and understanding.

As part of your Admission form, we asked that you give us your consent for your child to have access to the internet and, in time, be given his or her own email address.

Our full policy for Network and Internet Access which includes our website policy is available from the school's website.

School visits and activities

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

What to do if things go wrong

We want do our very best to educate and care for your children properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the headteacher, then please contact the school office to make an appointment to see him. As long as the headteacher is in school, he tries to see people on the same day he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chairman of Governors, whose name and address can be found in the school office.

Introduction

This guide is intended to help parents understand what will be taught during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: we have much more flexibility regarding what we cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling.

Tests your child will take

We use tests and other assessments at all stages of our work. For the most part, these are part of our normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

High Achievers

If your child is achieving well, we'll look at the following year group's expectations but we'll also encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

Children needing additional support

If your child is struggling in any area, we will give the additional support needed to ensure he or she makes good progress. If you are concerned about your child's progress just get in touch with us.

Mathematics in Year 5

During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.
Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Fractions and Decimals

- Put fractions with the same denominator into size order, for example recognising that $\frac{3}{5}$ is larger than $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that $\frac{5}{4}$ is equal to $1\frac{1}{4}$
- Add and subtract simple fractions with related denominators, for example $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Measurements

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as 2.5cm \approx 1 inch
- Calculate the area of rectangles using square centimetres or square metres
- Calculate the area of shapes made up of rectangles
- Estimate volume (in cm³) and capacity (in ml)

Shape and Position

- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to 180° , and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape

Graphs and Data

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph

Parent Tip

Much of the knowledge in Year 5 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

Science in Year 5

As children get older, they begin to meet more abstract concepts in science – things which are not so easily tested in the classroom, such as the bodies of the solar system, or changes of state. They will continue to carry out experiments but may also use more secondary resources for research or investigation.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 5, some of the skills your child might focus on include:

- Plan different types of scientific investigation, including controlling variables
- Take measurements with increasing accuracy and precision
- Record data and results using diagrams, labels, keys, tables and graphs
- Use test results to make predictions and to set up more testing
- Identify the evidence that has been used to support or refute ideas

Living Things and their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals

Life cycles include different stages for the main vertebrate groups, such as eggs, larvae and pupae. These can be seen in tadpoles and frogs, caterpillars and butterflies, and of course the chicken and the egg.

Animals including Humans

- Describe the changes as humans develop to old age, including puberty

Properties and Changes of Materials

- Compare the various properties of materials such as hardness, solubility and conductivity
- Use knowledge of solids, liquids and gases to separate mixtures and solutions through filtering or evaporation
- Know that dissolving, mixing and changes of state are reversible changes
- Know that some changes cannot be reversed, such as burning, rusting or chemical reactions

Earth and Space

- Describe the movement of the planets, including Earth, around the Sun
- Describe the movement of the Moon around the Earth
- Use these ideas to explain how day and night occur, and why the Sun appears to move across the sky

Since 2006, scientists have defined Pluto as only a dwarf planet. Consequently, children are now taught that there are only eight planets orbiting the Sun although many will also explain the history of Pluto's past.

Forces

- Explain that gravity is a force which acts on objects pulling them towards the Earth
- Identify the effects of air resistance, water resistance and friction
- Recognise that some mechanisms, such as levers, pulleys and gears, can be used to increase the work of a force

English in Years 5

In upper Key Stage 2 your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts.

Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6. Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.

Themes & Conventions

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar Help

- For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:
- Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Parent Tip

As children get older, they will increasingly take responsibility for their own work and home learning tasks. Encourage your child to work independently on their home learning, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

The Foundation Subjects in Year 5

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

Art

We have chosen an approach to Art which is based on exploring a range of techniques. In Year 5, children will study the following units of work: Drawing, Painting, Printing, Sculpture, Collage and Textiles, and Digital Media.

Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. The full detail of skills progression can be viewed in our art policy.

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

In Year 5 children will undertake the following units of work:

Unit Name	Brief Summary	Aspect of Computing Curriculum
We are game developers	Developing an interactive game	Programming
We are cryptographers	Cracking codes	Computational thinking
We are artists	Fusing geometry and art	Creativity
We are web developers	Creating a web page about cyber safety	Computer networks
We are bloggers	Sharing experiences and opinions	Communication/Collaboration
We are architects	Creating a virtual space	Productivity

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

Design and Technology

This subject includes cooking, including children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There is also some cross-over with Science.

The year 5 units are:

Unit 1	Structures (Frame structures)
Unit 2	Food (Celebrating culture and seasonality) Including cooking and nutrition requirements for KS2
Unit 3	Electrical Systems (More complex switches and circuits)

Geography and History

In Geography and history, children will follow these units of work:

History: The Vikings	Children will study all aspects of Viking life, from invasions to everyday life.
Geography: North America	Children will learn about the physical and human geography of North America including The Rocky Mountains.
History: Ancient Greece	Children will study aspects of life in Ancient Greece.

Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

We use a fabulous on-line resource to support our music teaching which includes a range of musical genres from Abba to Benjamin Britten!

In year 4, children follow the following units:

Autumn 1	Don't Stop Believin'	Rock	Cover versions, 80s music, literacy links, analysing performance.
Autumn 2	Five Gold Rings	General Christmas	
Spring 1	Classroom Jazz 1	Jazz	History of music - Jazz in its historical context
Spring 2	Benjamin Britten – A tragic story	Benjamin Britten (Western Classical music), Folk, Big Band Jazz	The historical context of Jazz and Folk music.
Summer 1	Stop!	Grime, Classical, Bhangra, Tango, Latin Fusion	Composition, link to bullying.
Summer 2	Reflect, Rewind and Replay	Western Classical music and recap on previous units	Listening to some Western Classical music and place the music from the units we have worked through in their correct time and space. Consolidating the foundations of the language of music.

Physical Education

Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition. Generally, children will have two PE lessons each week.

In Year 5, children undertake four gymnastics units, four games units, two dance units, and two athletics units. Detailed unit plans are available to parents on request.

Religious Education

We follow the locally agreed syllabus for RE. Children learn about, and from, religions. Our curriculum is based on 'Big Questions'.

In Year 5, we follow the following units of work:

Autumn 1	Do Muslims need the Qur'an?	Sacred Texts, Community, Traditions What do different sacred texts reveal/say about God? What do different sacred texts say about what it means to be human? What rules for living are found in different sacred texts?
Autumn 2	Does God communicate with man?	Sacred Texts, Festivals, Symbolism Where do our ideas of right and wrong come from? How far are humans different from animals? Are religious teachings about how we should live still helpful in the 21st century? How do our beliefs and attitudes help us make sense of our lives and experience?
Spring 1	Does the community of the Mosque help Muslims lead better lives?	Pilgrimage, Community, Founders & Prophets How can experience influence what we believe? How can going on pilgrimage affect believers' belief in God? What beliefs do different pilgrimages show about what it means to be human? How can going on pilgrimage affect the lives of individuals and communities?
Spring 2	Was the death of Jesus a worthwhile sacrifice?	Founders & Prophets, Festivals, Ethics & Moral issues What do different sacred texts reveal/say about God? How do the lives, teachings and example of the key religious figures in the different religions provide a sense of something to live for?
Summer 1	Are you inspired?	Founders & Prophets, Ethics & Moral Issues, Sacred Texts What qualities do we most admire in people and why? What does our behaviour say about the type of people we are? How do the lives, teachings and example of the key religious figures in the different religions provide a sense of something to live for?
Summer 2	What's best for our world? Does religion help people decide?	Founders & Prophets, Ethics & Moral Issues, Natural World Are religious teachings about how we should live still helpful in the 21st century? How do our beliefs and attitudes help us make sense of our lives and experience? Where do our ideas of right and wrong come from?

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

In Year 5 we follow these units:

Unit 1: Myself and My Attributes Unit 2: I Have Feelings Unit 3: Stay Safe and Healthy	Unit 4: Ups and Downs Unit 5: Valuing Self and Others Unit 6: Learning More about Others Unit 7: Making Good Choices
Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education	

Languages

Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.

Children will work through 11 modules in Year 5:

Module 1 – Numbers 1-100

Module 2 - Hobbies

Module 3 - School

Module 4 - Winter

Module 5 - Descriptions

Module 6 – Spring Traditions

Module 7 – My Week

Module 8 – This is the Bear

Module 9 – Healthy Eating

Module 10 – Café

Module 11 - la Fête Nationale

Module 12 – Peace at Last

The Foundation Subjects in Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	E-Safety (Continuous Unit – See Separate Policy / Plan)					
	5.1 We are game developers	5.2 We are cryptographers	5.3 We are artists	5.4 We are web developers	5.5 We are bloggers	5.6 We are architects
Science	Properties and changes of materials Light and Electricity		Earth and Space Forces 1		Forces 2 Living things and their habitats Animals (including humans)	
Geography & History	H: Vikings		G: Physical and human geography of a region in N. America eg. The Rocky Mountains (link with eg. tourist industry)		H: Ancient Greece	
Physical Education	Gymnastics 1 Gymnastics 2 Games 1 Games 2		Gymnastics 3 Dance 1 Games 3 Athletic Activity 1		Gymnastics 4 Dance 2 Games 4 Athletic Activity 2	
Music	Lean on Me	Don't Stop Believin'	Classroom Jazz 1	Benjamin Britten — A Tragic Story	Stop!	Reflect, Rewind and Replay
Art	Drawing	Painting	Printing	Sculpture	Collage and Textiles	Digital Media
Design Technology	Structures Frame structures		Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)		Electrical Systems More complex switches and circuits (including programming, monitoring and control)	
Religious Education	Do Christians have to take communion?	Is light a good symbol for celebration?	Is a Jewish /Hindu child free to choose their beliefs?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made-up stories tell the truth?

French	<p>Module 1 – Numbers 1-100 Module 2 - Hobbies Module 3 - School Module 4 - Winter Module 5 -Descriptions Module 6 – Spring Traditions</p>	<p>Module 7 – My Week Module 8 – This is the Bear Module 9 – Healthy Eating Module 10 – Café Module 11 - la Fête Nationale Module 12 – Peace at Last</p>
PSHCE	<p>Unit 1: Myself and My Attributes Unit 2: I Have Feelings Unit 3: Stay Safe and Healthy</p> <p>Unit 4: Ups and Downs Unit 5: Valuing Self and Others Unit 6: Learning More about Others Unit 7: Making Good Choices</p>	
	<p>Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education</p>	

Home Learning

We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practising multiplication tables (for ‘Cracking Times Tables’ and number bonds)
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record. In Year 5, however, we would still expect to see a regular parental comment in the book, please.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern. These will be sent home in the form of a list for learning at home.

‘Take Away Learning’ at Key Stage 2

Children in Years 3 to 6 will have additional home learning tasks which will support their learning in school.

There is great benefit to be had from learning at home:

- Helps your child to take responsibility for his or her learning
- Enables parents to support their child’s learning
- Prepares your child for secondary school

Our approach to home learning is called ‘Takeaway Learning’. At the start of a new topic of work and/or term, your child’s teacher group will create a list of home learning tasks. The actual number of tasks will vary and will be determined primarily by the length of time the topic/term will run for and by the age of the children, but we would hope that approximately 15 tasks would be available.

The tasks will be differentiated: some will be fairly straightforward to understand and complete and others will be more difficult and require greater consideration or involve more higher-order thinking skills. The tasks will be presented as a ‘Takeaway Menu’.

Over the course of the following weeks, whilst the topic is being covered, the children will be entirely free to pick and choose which homework tasks they attempt – with your support.

Depending on the tasks and the age of the children, a suggested expectation of accomplishment will be indicated on the menu. For example, a menu might state that at least two ‘medium difficulty’ tasks are to be attempted. Another might say that each child should attempt at least one ‘difficult challenge task’.

The home learning tasks will be presented as a ‘menu’ and, where possible, will be linked to the theme of the topic work. The homework menus will be clearly displayed in every class and on the school website.

Each child will be expected to place any completed tasks into the ‘Takeaway Learning’ tray in his or her classroom.

During the term, your child’s teacher will review any learning tasks which have been completed and an overall comment will be made – either in writing or verbally to your child. This will include some recognition of what the child has been particularly successful with, but might also contain suggestions for further actions or make reference to specific pieces giving ideas for further consideration.

At the end of the topic work or term, each class will hold a sharing session where the children can display their completed take-away homework tasks. This will give children in the class the opportunity to look at the work of their peers and have their own work and effort recognised.

Summary – What to expect in Year 5

- Regular reading
- Cracking Times Tables
- Spelling of High Frequency words and spelling patterns
- Takeaway Learning Menu