



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 their new school year. 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. Our vision, below, encapsulates this in the strapline with the word 'Excellence'. Excellence means being excellent academically, excellent in terms of sports, music, performance and simply, to become the most excellent version of ourselves that we can be. 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,



Daniel Fell
Headteacher

Our School Vision and Mission

Our school vision strapline is 'Excellence, through God who strengthens us', which indicates our desire to be a school that pursues excellence in everything that we do. We want to focus our minds and our energy on everything which is true, 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 become, and remain, outstanding.

Our full vision is '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

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.

Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.

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

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.

Times

Children can come into school from 8.30am until 8.45am. The entrance for Year 3 children is through the double doors to the right-hand side of the school building (around the side of the vegetable patch). Registration takes place at 8:50 am each morning. Any child arriving after this time will be marked late.

At the end of the school day, 3.15pm, children are brought out through the same double doors to the right-hand side of the school building by their class or PPA teacher.

Break time for Year 3 is 10.00am until 10.25am. This includes 10 minutes of active time where children take part in organised skipping, walking or running activities.

Lunch is 11.45 am until 12.45pm. The children will be out on the playground for the first part of their lunch break and will be taken into the hall to eat their lunch at approximately 12.15pm. When the children have finished their lunch, they are able to return to the playground.

School Meals, Milk and Fruit Snacks

We serve delicious and healthy hot meals cooked by the team at the AIP (Alliance in Partnership) and delivered to us fresh, hot and ready to serve. Meal times are an enjoyable part of the day with children having a choice of meal from our counter service. In a change from previous years, all parents, whether eligible for free school meals or paid meals, will need to book and reserve their children's meals each week. This must be complete each Wednesday by midnight for the following week. Further information can be found on our social media posts or via the school office. The current menu for the children at school is available to all parents on Parent Pay.

At playtime, children are able 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').

The Buckingham Park School Breakfast Club provides breakfast in a safe, secure and relaxed environment together with a range of activities for the children before school. The children are encouraged to be responsible and grow as individuals with guidance from qualified, experienced school staff. Breakfast Club is not funded by the school. A small charge is made to parents are intended to cover the cost of staffing, food and resources. If you are interested in your child attending please contact the school office.

Equipment

Each day your child will need to bring:

- A water bottle (**bottles should contain water only. Juice or flavoured water is not permitted. Drinking water is available in school should bottles need topping up**)
- A book bag or small rucksack
- A PE Kit (see below)
- Reading book and record (these are provided by the school and should be brought into school even if your child has not read)

All items should be clearly named.

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 9.30am on the day of the absence. If you arrive late, your child should be brought to the main entrance where he or she will be signed in and taken to class.

The school does not support holiday and extended leave during term time as this disrupts children's education and has an adverse effect 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.

School Uniform

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

Uniform items

- 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 (no trainers, boots or slip on shoes)
- Baseball cap or sun hat (available with school logo)
- In the summer term, children 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)
- Optional Navy Blue hoody with school logo* (available to order from PL schoolwear)

Other items

- Jade Green or Navy Blue Book bag (available with school logo)
- A clear, non-spill water bottle
- Navy Blue zipped reversible fleece coat with school logo* or a dark coloured school coat

Jewellery

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.

Hair

Long hair should always be tied back neatly with a simple bobble, scrunchy or alice 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 colours should be avoided.

Headscarf (Hijab)

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

Bags A drawstring PE bag and Book Bag (and lunch box for those bringing in lunch) are sufficient for the vast majority of school days. Older children who walk, cycle or scoot to school independently may bring a small rucksack which can be stored in the luggage racks in the corridors.

School uniform items marked * are available from our schoolwear partners:

Bucks Schoolwear Plus, Aylesbury: <http://bucksschoolwearplus.co.uk>

My Clothing: <https://myclothing.com>

PL Schoolwear: <https://plschoolwear.co.uk>

Frequently, we will hold second hand uniform sales in school which are based on a donation. All uniform is donated from families and checked to make sure it is in good condition before being sold.

Further information can be found in the full uniform policy on our school website.

Communication

We like to keep you informed about what is happening in school and we hope that you will keep us posted on any information that might assist us to support your children. For example: a change in family circumstance, illness or bereavement. Staff are available to discuss any concerns you may have. In the morning, messages may be passed on to teachers via our communication point or by contacting the school office. If you would like to speak directly to your child's teacher please email the office to make an appointment for a meeting. If you need to speak to teachers urgently they are often available at the end of the school day.

Parent-teacher meetings 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 meeting is available if you wish.

In general, the school will keep you well informed through our newsletters, Weekend Words, 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.

The Use of Photographs

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

- To record and assess progress
- To celebrate achievement in our newsletters
- For publication in school documents and local press
- For publication in 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.

School Travel

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

If you do need to drive to school, please ensure that you find a safe place to park and then complete your journey to school on foot. Parking is available in Jubilee Square or on other roads nearby the school. Please do not park in the school car park, Buckingham Lodge Care Home's car park or in Culpepper Close itself. Please be mindful of safe parking, not idling cars and the impact your parking has on pedestrians and access to nearby residential properties.

Parent Teacher Association (PTA)

The PTA is an association of parents, governors, staff and friends of the school which exists to support the school's work. Our main role is to raise funds for the children of Buckingham Park. We work closely with the school to decide what the priorities are for fund-raising... and with a growing school there are many! We've helped to buy phonics reading books, an outdoor library, girls and boys football kits, music lessons, African drumming lessons and Pantomime every Christmas. This summer the school play equipment is being replaced with a generous donation from the PTA.

The PTA committee and its volunteers have raised funds by organising School Discos, Film nights, Christmas and Summer Fayres, and not forgetting a very successful Colour Run.

We believe a vital role of a PTA is to help build a community within the school that's more than just dropping off and picking up your children each day; it's also about getting to know each other and enjoying events outside the school day.

If you wish to get involved, make new friends and help create some fun activities for all the children to enjoy please do get in contact with us pta@buckinghampark.org

Use of email and the Internet

Increasingly we make use of the internet, using it across the full range of the curriculum and for programmes such as Emile and Times Tables Rock Stars. We use an internet service provider which specialises in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, non-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. Some visits or events may require the payment of a voluntary contribution. If so, this will be clearly explained in a letter with details of how payment should be made.

What to do if things go wrong

We want to 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. There may be times that an alternative meeting time will need to be arranged.

Each key stage has a Phase Leader who are also able to deal with any questions, queries or complaints.

If you wish to discuss the matter with the deputy headteacher or headteacher, then please contact the school office to make an appointment. Someone will get back to you as soon as possible.

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. A full copy of the arrangements for the consideration of complaints is available from the school website.

There is further guidance in the Parent and Carers Code of Conduct which can be found at the end of this document.

The Curriculum in Year 5

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 will 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 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 and Design, Computing, Design & Technology, Geography, History, Music, and Physical Education. For these foundation subjects, we have much more flexibility regarding what we cover in these subjects and how we plan and teach them.

As a Church of England school we believe that Religious Education plays a central role in a broad and balanced curriculum that we offer enabling our pupils to participate fully in life in modern Britain and the wider world. Whilst a greater emphasis is placed upon the Christian faith in RE, we believe that it is important for young people to learn about a wide range of faiths as well. The Church of England Vision for Education (2016) points out that education should be 'hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.'

High Achievers

If your child is achieving well, we 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.

More information about our entire school curriculum, including schemes of work, skills and progression documents and information on our 'wider' non academic curriculum can be found at

<http://www.buckinghampark.bucks.sch.uk/our-curriculum.html>

At Buckingham Park we follow the Oxford Diocese Scheme of Work. Each unit has a “Big Question” which has been created to allow children to experience a range of theological, philosophical and social elements. The big questions address syllabus questions and topics.

YEAR 5	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	Do Muslims need the Qur’an?	Islam/Muhammad (pbuh)/God/Allah/Jibreel
<u>Sacred Texts, Founders/Prophets</u> What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy Books help believers in their daily lives? How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives?		
Unit 2 Autumn 2	Does God communicate with man?	Christianity/Peace/Christmas
<u>Sacred Texts, Festivals, Symbolism</u> What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy Books help believers in their daily lives? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?		
Unit 3 Spring 1	Does the community of the Mosque help Muslims lead better lives?	Islam/Sacred Places/Mosque
<u>Worship, Places of Worship, Religion in the Community</u> How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives? How do places of worship help believers feel closer to God and understand life better? What role do places of worship play in the lives of faith communities? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		
Unit 4 Spring 2	Was the death of Jesus a worthwhile sacrifice?	Christianity/Sacrifice/Sin/Redemption
<u>Founders/Prophets, Festivals, Ethics & Moral issues</u> How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? How do festivals express important beliefs and events in each religion? What do these festivals mean in the lives of individuals and communities? What do the religions teach about God? What do religions teach about we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century?		
Unit 5 Summer 1	Are you inspired?	Christianity/Holy Spirit/Inspiration
<u>Founders & Prophets, Ethics & Moral Issues, Sacred Texts</u> How do the lives, teaching and examples of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do the religions teach about God? What do religions teach about we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century? What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy books help believers in their daily lives? What helps you through your daily life?		
Unit 6 Summer 2	What’s best for our world? Does religion help people decide?	Christianity/Islam/Charity/Zakat
<u>Ethics & Moral Issues, Religion in the community</u> What do the religions teach about God? What do religions teach about we should live our lives? Are religious teachings about how we should live still helpful in the 21 st Century? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		

English

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.

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.

Detailed Reading lists for every age group in the school, devised by our staff can be found via the links on the English Section of our school website: <http://www.buckinghampark.bucks.sch.uk/english.html>

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.

Mathematics

Buckingham Park Primary School teaches mathematics using a 'mastery' approach. At the heart of our teaching of mathematics is the belief that all children can achieve. We teach structured, whole class interactive sessions using the Power Maths scheme which allows children to build a deep understanding of concepts and develop confidence in their mathematics ability. Each child has access to a range of rich and quality tasks, most of which are set in a real-life context and provide a coherent structure through the curriculum to support children on their journey towards a deeper mathematical understanding.

The key areas of learning in Year 5 are:

Number and Place Value

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Calculations

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Measurements

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Shape

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
 - angles at a point and 1 whole turn (total 360°)
 - angles at a point on a straight line and half a turn (total 180°)
 - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

Times Tables

During Year 5 the children are also introduced to Times Tables Rock Stars (TTRS). Times tables tests are set 3 times per week.

Science

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants, living things and their habitats and finding out about different materials. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

Scientific Investigation

Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 5 this may include learning to:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

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 process of reproduction in some plants and animals

Animals including Humans

- describe the changes as humans develop to old age

Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Earth and Space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

The Foundation Subjects

The 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.

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 and Design

We have chosen an approach to Art based on exploring a range of techniques using the Kapow Scheme of Work. Children 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. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 5.

Computing

We use the Rising Stars Switched on Computing programme to teach the three main strands of the Computing curriculum: information technology, digital literacy and computer science.

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6.

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 the traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. It also includes cooking and preparing simple meals as well as finding out about a healthy diet. As with Art and Design we follow the Kapow scheme of work. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 5.

Geography and History

Throughout the year, children will learn about a range of historical events as well as study different geographical locations, both local and worldwide. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 5.

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 instruments. At Buckingham Park we use the Charanga Scheme of Work.

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. We use The PE Hub Scheme of Work

Generally, children will have two PE lessons each week, one indoor and one outside weather permitting. Please ensure your child has an appropriate outdoor PE kit for all seasons.

Personal, Social, Health and Citizenship Education (PSHE)

At Buckingham Park School we teach PSHE through a scheme called Jigsaw.



What is Jigsaw?

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches children about diversity, such as disability, racism, power, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. They also have the opportunity to share their aspirations, dreams and goals for others in different cultures/countries and their dreams for their community and the world.

Healthy Me covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with themselves and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in accordance with our SRE policy. Please see the school website for more information.

The Year 5 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English Class texts and Writing Progression	Zelda Claw and the Rain Cat model text Narrative Structure: Suspense Story The Tunnel diary entry model text Non-narrative structure: 1 st Person recount	The Tunnel discussion model text Non-narrative structure: Discussion – 2-sided argument	Grendel model text Fiction Focus: Characterisation of hero and villain	Beowulf fights Grendel model text Fiction Focus: Action – Defeat the Monster	Beowulf model text Narrative Structure: Journey Story	Icarus model text Narrative Structure: Warning Tale Poetry
Whole Class Reading Texts	Cosmic: One Small Step for Boy Kind Frank Cottrell		Beowulf Michael Morpurgo		Journey to Jo’Burg Beverley Naidoo	
Maths	Place value within 1,000,000 Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions Decimals and percentages	Measure – perimeter and area Graphs and tables	Geometry – properties of shapes Geometry – position and direction Decimals	Negative numbers Measure – converting units Measure – volume and capacity
Science	Properties of Materials		Earth and Space	Forces	Living things and their Habitats	Animals including Humans
	<i>Can properties and materials change?</i>		<i>Can anybody survive in space?</i>	<i>Are forces everywhere?</i>	<i>What happens if part of the life cycle stops?</i>	<i>Does everybody get old?</i>
History	The Victorians		The Suffragettes		Anglo Saxons and Vikings	
Geography		<i>Spatial Sense</i>		Hills and Mountains		Trade
Art & Design	Painting and mixed media: Portraits	Drawing: I need space	Sculpture and 3D: Interactive installation	Anglo Saxon art	Craft and design: Architecture	Maya Patterns- printing T-shirts
DT	Combining different fabric shapes Dream catchers		Frames structures Viking Longboats (linked to humanities)		Food – Celebrating culture & seasonality Tortillas (Linked to humanities)	Mask Making- linked to Mayan Gods
Computing	E-safety We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects

PE	Dance-Bollywood OAA (Outdoor and adventurous sports)		Basketball Gymnastics	Dance Invasion games - Football		
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including SRE)
RE	Do Muslims need the Qur'an?	Does God communicate with man?	Does the community of the Mosque help Muslims lead better lives?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired? What's best for our world? Does religion help people decide?	
Music	Livin' on a Prayer	Classroom Jazz 1	Make you feel my love	Drumming	Drumming	Drumming
French	French monster pets	Space exploration - in French	Shopping in France	French speaking world	Verbs in a French week	Meet my French family

Home Learning in Year 5

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.

In Year 6, we will set formal home learning, where the children will access an English activity and a Maths activity which will be linked to their learning in class. This should be handed in to teachers in class.

We also expect our children to be reading at home. That can be independent reading, supplemented by a conversation with your child about the book they are reading or paired reading with an adult. We also expect children to be completing 45 minutes and 3 progressions a week on Maths Whizz. All children will have a log in to Maths Whizz

<https://whizz.com/>

We will provide spellings for the children in Year 6 each week and these can be accessed and practiced through the Emile website or app. The number of spellings will vary week on week, but will support their spelling practice ahead of their spelling assessment at the end of the year.

<https://www.emile-education.com/>

Buckingham Park Church of England Primary School is proud to be a caring school which aims to create a learning environment in which every individual is safe, happy and successful. 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. Partnership between parents and carers is crucial in this, in a supportive and appropriate manner. This document outlines the school's expectations of its Parents and Carers.

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 recognise 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 community. We expect all members of our school community to follow these and instil them in their children.

Our Code of Conduct

We expect all parents, carers and visitors to our school to:

- Respect and demonstrate the caring ethos of the school and its values
- Understand that parents and teachers need to work together for the benefit of the children and set a good example of communication in their speech, conduct and behaviour.
- Respect the professional judgements of staff members
- Approach the correct school staff to help resolve issues of concern directly following the flow chart in this document.
- Not make contact with our staff, children or other members of the community on social media and respect their own private lives.
- Ensure that children have high levels of attendance and are on time for school each day
- Respect that we are a nut free school and ensure nut products are not sent into school with your children.

In order to promote a peaceful and safe school environment, we are unable to tolerate parents, carers or visitors who:

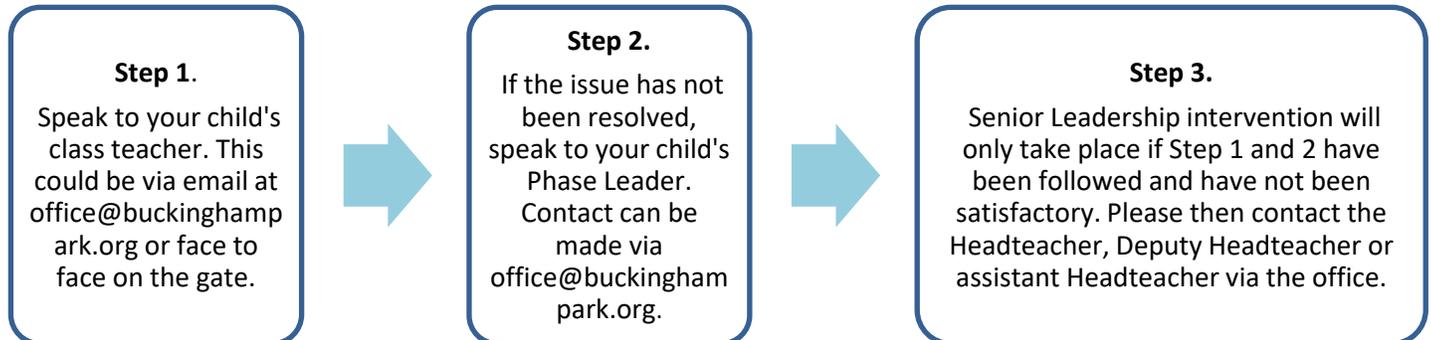
- Disturb school staff including trying to speak to them when they are supervising children
- Breaching school security – including entering the building without using the intercom when another parent/visitor is entering.
- Any behaviour which causes upset, distress or alarm to children, staff or other parents

- Shouting, loud or offensive language, swearing, cursing or displaying temper
- Threatening behaviour towards staff, governors, other parents or children
- Damaging or destroying school property
- Abusive, persistent or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupil/parents/staff on the school site or on any form of social media. Any concerns you have about the school must be made through the appropriate channels by speaking to relevant staff and allowing this to be dealt with fairly, appropriately and effectively.
- The use of physical aggression towards another adult or child. This includes physically punishing your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, or consuming alcohol or drugs on school property
- Bringing dogs on to school premises (except trained assistance dogs)

Communication with school

We are extremely fortunate to have a supportive and friendly parent body who recognise that educating children effectively is a process that involves collaborative work between parents and carers. We value this strong relationship we have with our parents and this helps us to achieve the very best for the children. For these reasons we continually welcome and encourage parents or carers to participate fully in the life of our school.

Parents are expected to follow the below flowchart if there are any issues which need to be resolved.



Breaches of the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident. Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher. The headteacher will consult the chair of governors before banning a parent from the school site

Use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming children involved in incidents, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing 'false news'. Social media should not be used as a medium to air any concerns or grievances. Buckingham Park School considers the use of social media websites or apps in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class Teacher, Phase Leader, Leadership Team or the Headteacher, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Buckingham Park School is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases

the school will also consider its legal options or assistance of the police to deal with any such misuse of social networking and other sites.