

The background of the slide is white and features several hand-drawn rainbows in various colors (orange, red, yellow, green, blue, purple) and small hearts in various colors (orange, pink, grey, brown).

**Year 5 Curriculum**  
**Information**  
**2023-2024**  
**Miss Rushton**




## Welcome to Year 5!

Your children have all made a fantastic start to the school year and have already achieved so much!

As your children move up through Key Stage 2, my expectations and the routines continue to be very much the same as in Year 4.

Throughout their time in Year 5, I hope the children continue to develop their ability to show resilience, independence and confidence in not only their academics but in embracing what makes them unique!

As well as this, we will develop the children's ability to work with initiative and to show more maturity in preparation for moving through Upper Key Stage 2.





# Weekly Teaching Arrangements

- **Miss Rushton** is in all day, Monday to Friday with Wednesday afternoons as PPA times
- **Mrs Marshall and Mrs Donkin** support within Year 5 every morning
- Mrs McLeod supports in Year 5 in the afternoons, except Friday.



# English

We will cover a range of genres this year, including persuasive writing, biographies, poetry and narrative writing.

Each 'block' of work typically lasts three to four weeks and will focus on:

- Reading comprehension
- Vocabulary
- Spellings, Punctuation and Grammar (SPaG)
- Independent/extended writing
- Handwriting – big push to join letters fluently
- Speaking and listening



# Maths

We follow the White Rose Scheme which you will have become familiar with through Home Learning tasks. It is based on **Maths Mastery** principles.

Each week we focus on the following strands:

- \* **Fluency (the acquisition/proficiency of a skill)**
- \* **Reasoning**
- \* **Problem solving**





# What might mastery look like?

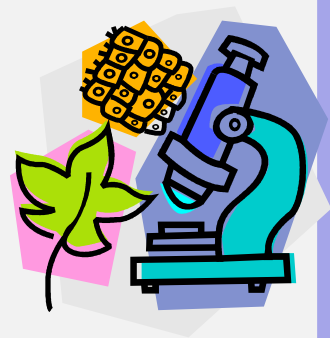
- True or False
- Prove it
- Open ended questions
- If this is the answer, what is the question?
- Find all of the solutions
- Spot the mistake



# Science

## **Main topics:**

- Properties and changes of materials.
- Forces
- Earth, Sun & Moon.
- Living things and their habitats
- Animals including humans





## R.E

We follow the 'Come and See' R.E. curriculum in line with Hexham and Newcastle diocese.

Each term we cover three units of work, and we additionally study two units learning about other faiths - in Year 5 we study Islam and Judaism.

The Autumn term units are Ourselves, Life Choices, Hope and Islam.

We also have daily prayers, prayer journals and class worship.





## Prayer and Worship

Prayer and worship is at the heart of everything we do as a school. We will continue to take part in daily prayers in class, share the daily focus Ten Ten resources and the weekly assembly will be shared in Key Stage 2.

We will also be leading class liturgies and welcome grown up's into school to worship with us. Our first class liturgy will take place on **Friday 20<sup>th</sup> October.**



# Whole School Core Subjects Overview-RHE sessions

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> <li>-Handmade in Love</li> <li>-I Am Me</li> <li>-Head, Shoulders, Knees and Toes</li> <li>-Ready Teddy?</li> </ul>	<ul style="list-style-type: none"> <li>-Let the Children Come to Me</li> <li>-I am Unique</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Girls and Boys*</i></li> <li>-Clean and Healthy</li> </ul>	<ul style="list-style-type: none"> <li>-Get Up</li> <li>-The Sacraments</li> <li>-We Don't Have To Be the Same</li> <li>-<i>Respecting our Bodies</i></li> </ul>	<ul style="list-style-type: none"> <li>-<i>What is Puberty?*</i></li> <li>-<i>Changing Bodies*</i></li> <li>-<i>Boy/Girl Discussion Groups*</i></li> </ul>	<ul style="list-style-type: none"> <li>-<i>Calming the Storm</i></li> <li>-Gifts and Talents</li> <li>-<i>Body Image</i></li> <li>-<i>Funny Feelings*</i></li> <li>-<i>Girls' Bodies*</i></li> <li>-<i>Boys' Bodies*</i></li> </ul>	<ul style="list-style-type: none"> <li>--<i>Spots and Sleep*</i></li> <li>-<i>Seeing Stuff Online*</i></li> <li>-<i>Making Babies (Part 1)*</i></li> <li>-<i>Making Babies (Part 2)</i></li> <li>-<i>Menstruation*</i></li> </ul>
Spring	<ul style="list-style-type: none"> <li>-I Like, You Like, We All Like</li> <li>-Good Feelings and Bad Feelings</li> <li>-Let's Get Real</li> <li>-Growing Up</li> <li>-Role Model</li> <li>-Who's Who?</li> <li>-You've Got a Friend in Me</li> <li>-Forever Friends</li> </ul>	<ul style="list-style-type: none"> <li>-Feelings, Likes and Dislikes</li> <li>-Feelings Inside and Out</li> <li>-God Loves You</li> <li>-Special People</li> <li>-Treat Others Well</li> <li>-Say Sorry</li> </ul>	<ul style="list-style-type: none"> <li>-Super Susie Gets Angry</li> <li>-<i>The Cycle of Life*</i></li> <li>-<i>Being Safe*</i></li> <li>-<i>Good Secrets and Bad Secrets*</i></li> </ul>	<ul style="list-style-type: none"> <li>-What Am I Feeling?</li> <li>-What Am I Looking At?</li> <li>-I am Thankful</li> <li>-Jesus My Friend</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Life Cycles*</i></li> <li>-<i>Sharing Online</i></li> <li>-<i>Chatting Online</i></li> <li>-<i>Safe In My Body*</i></li> </ul>	<ul style="list-style-type: none"> <li>-<i>Emotional Changes</i></li> <li>-Is God Calling You?</li> <li>-<i>Under Pressure</i></li> <li>-Do You Want a Piece of Cake?</li> </ul>	<ul style="list-style-type: none"> <li>-Sharing Isn't Always Caring</li> <li>-Cyberbullying</li> <li>-<i>Types of Abuse*</i></li> </ul>
Summer	<ul style="list-style-type: none"> <li>-Safe Inside and Out</li> <li>-My Body, My Rules</li> <li>-Feeling Poorly</li> <li>-People Who Help Us</li> <li>-God Is Love</li> <li>-Loving God, Loving Others</li> <li>-Me, You, Us</li> </ul>	<ul style="list-style-type: none"> <li>-Three in One</li> <li>-Who is My Neighbour?</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Physical Contact*</i></li> <li>-<i>Harmful Substances</i></li> <li>-Can You Help Me?</li> <li>-The Communities We Live in</li> </ul>	<ul style="list-style-type: none"> <li>-Friends, Families and Others</li> <li>-<i>When Things Feel Bad</i></li> <li>-A Community of Love</li> <li>-What Is the Church?</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Drugs, Alcohol and Tobacco*</i></li> <li>-First Aid Heroes</li> <li>-How Do I Love Others?</li> </ul>	<ul style="list-style-type: none"> <li>Self Talk-</li> <li>The Trinity</li> <li>-Catholic Social Teaching</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Impacted Lifestyles*</i></li> <li>-<i>Making Good Choices</i></li> <li>-Giving Assistance</li> <li>-Reaching Our Potential</li> </ul>

\* statutory curriculum lessons

**Parents to be informed prior to teaching of lessons as they may contain sensitive material. Viewing lesson content on the Ten:Ten Parent Portal is advisable.**

**Parents may wish to access the lesson via the Ten:Ten Parent Portal prior to it being taught to view lesson content.**



# Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.



# Foundation subjects

**Computing** – taught weekly but also integrated into the curriculum.

- **French** – Madame Hewson will deliver a weekly lesson.
- **P.E** – Hockey, football, dance, athletics – **Please note:**  
***P.E. sessions may change day each half term***

Currently, the children come to school in PE kit on Thursday and Friday

**Geography** -Taught half termly. Climates, Energy, Coasts

- **History** – Taught half termly. Early Islamic Civilisation, Anglo Saxons and Scots, Vikings
- **Music** – Recorders, Ukuleles,
- **Art** – Taught half termly. Drawing skills, A Sense of Place (landscapes), Study of an Artist –Leonardo Da Vinci
- **DT** – Taught half termly. Clay vases, Bridges and Food project





- No 'ability groupings'
- All children are given equal opportunity to access the **disciplinary knowledge** from each lesson.
- Children are assessed in each lesson.
- Challenge and support resources are always available for all children.
- Resilience and self drive are key values in our class room.



# Marking and Feedback

Most children learn from actively engaging therefore:

- Children will be allowed the opportunity **to improve/amend/correct** their work in a different colour pen (**purple**) so the improvement is clearly visible.
- A '**Think pink**' strategy will be introduced whereby the teacher will either **highlight an error in pink** which needs to be corrected, or a **pink mark** will be made in the margin so the child has to find and then amend the mistake themselves.
- Teachers may **pose questions** at the end of a completed piece of work which may probe understanding further, seek clarification or to ask the child to develop/improve their work.

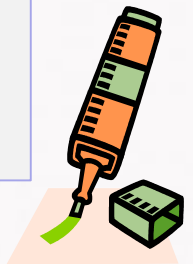
**Lesson objectives** will be **highlighted green** to show whether these have been achieved, or **yellow** if they have only been **partially met**.





# Homework

- Spellings – 10 words given each Monday – test on a Friday
- Times Table Rockstar (minimum of 3 visits per week)
- Reading Books (sent home on a Thursday, to be returned the following Monday)
- English and Maths homework will be set on a Monday to be returned the following Monday.
- Homework will be alternated between one online activity and one paper activity. Eg one week English will be online and maths as a paper copy, the following week-the opposite.







# Multiplication and Division Facts

We cannot stress enough the importance of having a rapid recall of table facts.

According to the National Curriculum, children should be able to recall multiplication and division facts to  $12 \times 12$  by the end of Year 4.

This is crucial for their success in so many areas of Maths.

We would greatly appreciate any support that you can give your child in this area.

YouTube has some fantastic times tables to pop songs.





# Residential Trip : Keswick

The Y5 residential visit for outdoor and adventurous activities has been booked for Monday 17<sup>th</sup> June-Wednesday 19<sup>th</sup> June 2024.

More information and details of the activities will be given nearer the time.



# Additional curriculum information

The following information can be found on the school website, under '**School Information**'

- Age related expectations (ARE) for subjects
- Click on '**curriculum**' for Topic maps for each term –all subjects:
  - Core** – English, Maths, R.E.
  - Foundation** – all other subjects
- The **BLOG** section on the website will give you a snapshot of photos and work which the children have done each week in school – just scroll down to Year 5.
- Check out **TWITTER** for weekly tweets!



## Questions?

If you have any further questions regarding anything in this presentation, or any other business, please do not hesitate to contact me. Please remember you can always contact me on our class email:

**[year5@stoswaldsnewcastle.co.uk](mailto:year5@stoswaldsnewcastle.co.uk)**

I hope your children have a fantastic year!

Miss Rushton

x