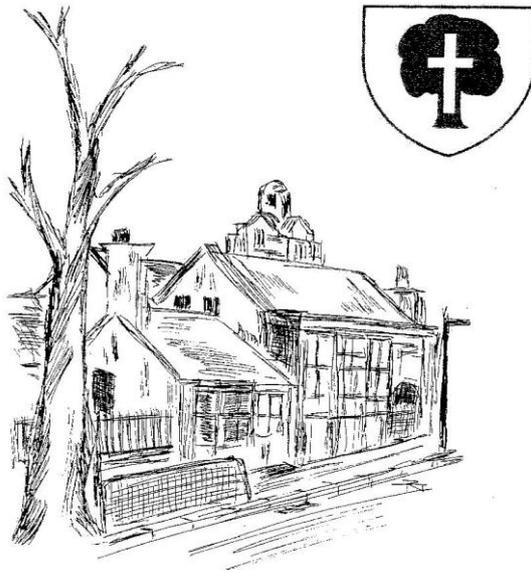


Didsbury C of E Primary School



Curriculum information booklet Year 5

MISSION STATEMENT

Our Christian school exists to provide a welcoming environment in which everyone is cherished and challenged to fulfil their potential.

Class teachers: Mrs L. Taylor/Mrs R. Whittaker
Teaching Assistants: Mrs J. Miller

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Dear Parents and Carers

Welcome to your Year 5 curriculum handbook.

We hope that you find the information useful in answering many of your questions about the next academic year. Any of our staff will be pleased to help you with any questions that may arise.

As your child progresses from one year to the next there are many aspects of school life which are the same and many aspects which will be new. What remains constant is the value we place on each child and the team work and communication which ensures that they enjoy their school life, work hard and develop self-confidence, self-motivation and self-discipline.

We are a caring school. We are all proud of the family atmosphere in our school and the standards we achieve, but always strive to improve.

We have very high expectations of the children and strive to provide the best resources for them, in order to help us to cherish and challenge every child to fulfil their potential.

As we are part of the Healthy School Scheme we promote healthy eating, sport and outdoor activities to equip children with the skills, knowledge and understanding they need to live a healthy, balanced life.

Although this handbook is an important part of our communication with you, it cannot replace the regular contact between parents and staff. We believe that a positive partnership based upon an open friendly relationship between staff and parents is essential to every child's education.

I am sure that you join with us in looking forward to an exciting and successful school year.

Yours sincerely

Mr S Ball – Head of School

Expectations of Year 5

Our positive expectations are based around the school smiler system.

Didsbury S.M.I.L.E.R.

Speak politely to everyone.

Move sensibly and quietly around the school.

Instructions should be carried out first time.

Look after other people's property carefully.

Everybody should be treated with care and kindness.

Remember to be in the right place at the right time with the right equipment.

Children receive a small ticket for any of these good behaviours. One is drawn from a pot on Friday and put into the school box, for the overall winner (who then gets extra house points). An orange card may be given as a warning or a straight red card for bad behaviour. Mr Ball keeps a record of these and will send parents a letter if a child receives three red cards within a short period.

We also have gold, green, orange and red behaviour circles on the wall. A child's name can be moved up or down depending on behaviour.



Equipment

All equipment that the children need will be provided in the classroom. As they get older and more independent, we encourage the children to bring their own pencil cases into school, to keep their equipment safe. Please only send a plain pencil case with a plain pencil, rubber and sharpener! Large, fluffy pencil cases and gadgety pens only distract the children.

Also please remember **no toys** should be brought into school. It only leads to upset when they get lost or damaged.

In Key Stage 1 the children carry all books and information to and from school in a blue book bag. As the children get older they tend to bring in rucksacks and folders. Please consider the size of your child's bag carefully as they are stored in cloakrooms and very large bags tend to fall off pegs and cause a danger to everyone.

In KS2 there is no free fruit. However, we encourage the children to bring a piece of fresh fruit or vegetables, or dried fruit (not packaged fruit bars please). This must be kept separately to the child's lunch (e.g. in a pocket or school bag), so as not to disrupt the school day going back to collect fruit!

PE Kit

This is a plain T-shirt in your child's house colour, or ideally one bought from MCS stores (Fog Lane) bearing the school logo, and plain black or navy shorts. Trainers (not pumps) and a plain track suit will be needed for outdoor games. Long hair must be tied back and all jewellery removed (preferably no earrings worn on PE days).

Please note, school fleeces are too warm to be worn in class, and children will be asked to take them off during lessons.

All equipment and clothes brought from home should be clearly named.

Uniform

We are a uniform school and believe it helps children look smart and gives them a sense of belonging. The children will be expected to wear school uniform colours.

Uniform – girls

White polo shirt

Navy blue cardigan or sweatshirt

Navy trousers, skirt or pinafore

Plain socks white, grey or black

Sensible black school shoes. No boots.

Blue gingham dress

No trainers for daily school use please

Uniform - Boys

White polo shirt

Navy blue sweatshirt or jumper

Grey trousers or school style shorts

Plain dark socks

Sensible black school shoes. No boots.

No trainers for daily use please.

Hair and accessories

No extreme haircuts or styles – e.g Mohican or shaved patterns.

Girls can wear plain hairbands and bobbles in school colours to keep their hair in place.

Make up is not appropriate for school – no nail varnish please.

Earring studs may be worn. Children may wear a watch.

Coming in and out of school

The main corridor into the school is a hive of excitement in the mornings and afternoons. We ask that you do not accompany your child into school. Parents are encouraged to say goodbye on the playground and allow the children to walk into school independently at 8.45am when the bell goes.

After school the children meet their parents/carers on the large playground off Gilbrook Road. If there is nobody there to collect them, they must come back into school with their class teacher and wait in the library.

We are always in the playground after school and can chat informally with you then, or you can write us a note in your child's home school diary. Before school we are very busy and would ask that you use this time only for emergency communication, and longer discussions are organised for a mutually convenient time. Thanks

Curriculum Topic Planner

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction - myth Rudyard Kipling	Historical story	Non-chronological reports	Persuasive writing	Explanations -	Modern fiction - 18 th Emergency
Numeracy	Place value, + and -, 2d and 3d shapes, multiplication	Time, fractions, length, division, subtraction	Place value, Mental and written + and -, capacity, angles, symmetry, Mental and written x	Division, fractions, co-ordinates, time, handling data	Place value, Mental /written + and -, time, shape, mass, handling data	Mental /written x and ÷ , fractions/ percentages, volume cube numbers
RE	The Bible	Islamic social life Christmas Matthew and Luke	Daniel	Easter - Victory	The Torah	Jesus the teacher Why do Christians sing in worship?
Humanities	Victorians		Africa		Water worlds - raging rivers	
Science	Materials	Materials	Forces	Earth in space	Living things and habitats	Animals including humans
PSHE	All about me	Self esteem	Friendships and relationships	Opinions and values	Health and safety	Growing and changing
PE	Games- Netball Gymnastics - flight	Hockey/ Handball Victorian dance	SWIMMING gym - bridges	SWIMMING African Dance	Cricket/ Tennis gym - balances	Athletics Dance for the show
Music	Victorian music	Victorian music	Ukulele	Samba	Music for the show	Music for the show
Art/ DT	William Morris printing	Victorian moving toys portraits Christmas	African art	Mother's day and Easter art	Lake reflections, parts of a river	Father's Day, Imaginative ocean painting
Computing	Programing (developing an interactive game)	Computational thinking (cracking codes)	Computer networks (creating a webpage about cyber safety)	Communication/collaboration (sharing experiences and opinions)	Productivity (creating a virtual space)	Creativity (fusing geometry and art)

More curriculum information!

Mrs Miller teaches art lessons when Mrs Taylor has planning and preparation time. Mr Briggs will teach music. If you have any books, artefacts or expertise in any areas, particularly science or art, please let us know.

PSHE is taught throughout the year and will include a variety of themes. We will always include the growing and changing topic (see outline below).

<u>Lesson No.</u>	<u>Theme</u>	<u>Title</u>
<u>1</u>	Personal identity, self-esteem and confidence	Different roles
<u>2</u>	Friendships and relationships	Different relationships
<u>3</u>	Growing up	Inside body parts
<u>4</u>	Body changes	Recognising puberty changes
<u>5</u>	Hygiene	Hygiene in a social situation
<u>6</u>	Personal safety	Keeping yourself safe

We also welcome any time that you can offer us to help in the classroom with reading etc, or art/food technology on Tuesdays. The weekly timetable is quite flexible, but we will provide a copy for you in September.

Homework information

We appreciate how important the links between home and school are, and the need for us to work together to ensure an excellent education for your children.

By Year 5 children can decode their books, some will continue to bring reading books home. They should be brought back to school EVERY day, and your child needs to tell the teacher when they need to change a book (there is no set changing day!).

Other children can choose their books from the class or school libraries; please take care of these as there is not an unlimited supply of books. They can also bring a book from home to read during reading lessons. It would be beneficial if you could discuss the content of the book your child is reading and test their comprehension skills, as this is even more important than the ability to decode words.

Please sign and comment in the diary whenever your child reads at home.

Please help us by making sure that you **sign your child's homework diary at least each weekend**, on the page at the end of the completed week.

There will be a taught session of spelling each week in differentiated groups across the phase, and this spelling pattern or rule will be reinforced with other activities. The next week the children will have to apply the spellings to a dictation test (rather than a list of 10 words to be tested in isolation). This will be happening on a Wednesday, so look out for word lists which will be sent home regularly, although it may not be every week. Please practise these at home.

Please help your child learn and **practise multiplication and division facts**. Regular tables tests will take place, with the aim that your child will be able to apply all tables **up to 12 x 12** by the end of the year.

You are also welcome to use the educationcity and purple mash websites to which your child should have individual login details.

Homework is given out on Fridays to be handed in the next Wednesday. There will be a small piece of Literacy and Numeracy each week. This will often be on a sheet to be stuck into an exercise book. It may include research to be written up, sentence activities or creative work (which may be done on a computer if your child prefers).

Maths homework, depending on the activity, will be differentiated to an appropriate level.

If you are unsure about which methods to use, just write us a note in your child's home school diary. The school calculation policy is also on the school website. We suggest that your child should spend about 20-30 minutes on each activity.

If your child does not bring their homework in on time, there may not be time for it to be marked. If your child does not complete their homework, they may be asked to stay in and complete it at lunch time.

Trips and Visits

Victorians – Christmas at Dunham Massey

Outdoor learning – Residential at Conover Hall

Water worlds - River Mersey trip

Africa – drumming workshop

Healthy Schools – Manchester City Football Club

Whilst we all enjoy these enrichment activities, it has become increasingly difficult to cover the shortfall in contributions for trips. Please let us know if you are unable to afford school visits, so that we can decide whether trips are viable.