



Curriculum Map - Year 5

Learning and laughing in the light of God's love



Our School Creed

This is our school,

Let peace dwell here,

Let the school be full of contentment,

Let love abide here,

Love of our school,

Love of one another,

Love of mankind,

Love of life itself

And love of Jesus.

Let us remember That as many hand built our school, So many hearts make our school.

Amen

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Headteachers Introduction

Welcome to the new academic year 2022- 2023! It is very much hoped that we will have an uninterrupted year and that we can start to reintroduce more enrichment opportunities to go alongside the curriculum. These presentations will aim to provide information about the curriculum your child will follow this year.

We hope to be able to work more in partnership with parents as we develop the children's knowledge and skills in all subjects. We look forward to working with you this year.

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Attendance

Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every day, arriving at school on time and attending every lesson.

Gates open at 8:35am and children are expected to be in their classrooms at 8:45am.

Gates will close at 8:55am. Any arrivals after that time will need to sign in via the main office.

Registers are taken at 8:55am; children who are not in class when the register is taken will be marked as late.

The register closes at 9:00am; children still not present at this point are classed as absent.

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Attendance Continued

Absence during term-time interrupts continuity of teaching and learning and disrupts the educational progress of individual children. We do recognise there will be occasions where children will be absent from school due to illness and/or unavoidable medical appointments.

If your child is unwell or needs to attend a medical appointment please call or email the school office as soon as possible

As part of our safeguarding procedures, we call families if a child is not present at registration and we have not been alerted to the absence by their parent carer. Please ensure that we have at least 2 contacts on file and they are current details.

Attendance is regularly monitored internally and by Surrey County Council; we work in partnership with parents to ensure that children attend school and will contact parents to discuss any concerns;

Please contact the school if you have any concerns about attendance – we are here to help.

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Behaviour and Relationships

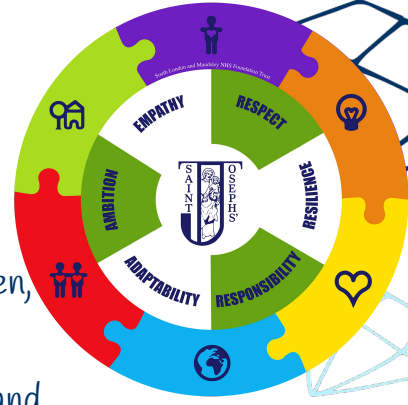
Our policy incorporates developing positive behaviour for learning and relationships, with managing behaviour in school (rewards and sanctions).

Each class sets out clear expectations for behaviour and we use a consistent reward chart across the whole school.

We work with children in class, in small groups and individually to support the development of healthy relationships. We also work closely with parents so that we take a holistic approach to this area of development.

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Our Core Values



Respect for God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.

Responsibility for my actions, behaviour, learning, honesty, attitude, equipment and decision making.

Resilience – we enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.

Empathy – we understand and value how other people feel and consider their emotions.

Adaptability – we can reflect and adapt to working independently and collaboratively.

Ambition – we have high expectations for ourselves, the community and wider world, as well as being proud of our achievements.

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Our Wheel of Wellbeing

As part of our wellbeing focus, we also have 5 questions we ask each pupil should they feel the need to talk to one of our staff about an issue that has occurred

- *What happened?*
- *What were you thinking?*
- *How were you feeling?*
- *Who else has been affected?*
- *What do you need / or have to do so that the harm can be repaired?*

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Children in all classes will be checking in with how they are feeling throughout the school day. This is to encourage independence. Teachers will then be able to observe any changes and have discussions with children when needed.

There are four different zones (four different levels of alertness)

Blue Zone – You have low state of alertness. You are feeling sad, tired, sick or bored. Your brain is moving slowly and you can feel a bit sluggish

Green Zone – This is where you are feeling calm, happy, focused or content. Being in this zone shows control (Where we are most of the time!)

Yellow Zone – When you have heightened state of alertness. You have some control of your body. You can be feeling frustration, anxious, silliness or nervousness. You are starting to lose some control.

Red Zone – This is where you are in an heightened state of alertness. You may be feeling angry and rage. This zone can be best explained by not being control of you body.

Learning and laughing is

Our Saint in Year 5

- Last year, each Year group decided on a Saint.
- The Saint that was selected in Year 5 was Saint Cecilia.
- She is a patron saint of music and of musicians.



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Assessment at St Joseph's

- All children are assessed against the National Curriculum objectives
- Based on the objectives taught, children will be assessed as one of the following:
 - Greater Depth
 - Expected
 - Working Towards
 - Below
- Information on where your child is working will be relayed during parents evening and at the end of the year.

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Religious Education

As a Catholic school Religious Education is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p.6)

RE is split into three important strands: Catholic Life, Teaching and Learning and Collective Worship.

RE Syllabus:

St Joseph's uses the Religious Education Programme 'Come and See' by Victoria Hummell. This programme follows the Diocesan Syllabus approved by the Catholic Bishops of England and Wales and adopted by the Diocese of Arundel and Brighton.

Teaching Time Allocation: (This does not include times of Collective Worship) is 10 % of the time table.

Collective Worship

Monday – Whole school Gospel assembly

Tuesday – Thursday – In class

Friday – Celebration assembly

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RE Topics

Autumn

Ourselves

Life Choices

Hope

Spring

Mission

Memorial Sacrifice

Sacrifice

Summer

Transformation

Freedom and Responsibility

Stewardship

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Year Group Teachers



Miss A
O'Flaherty



Miss A
Silva



Mr J
Edwards



Teaching assistants

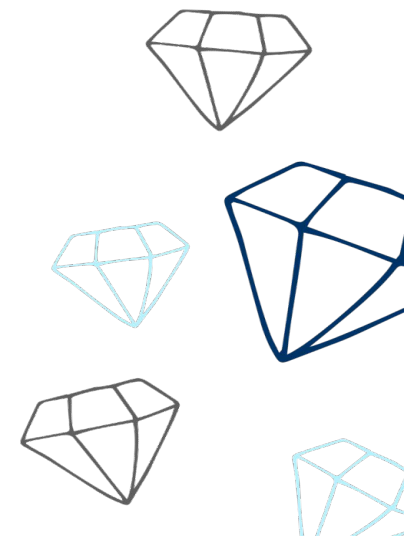
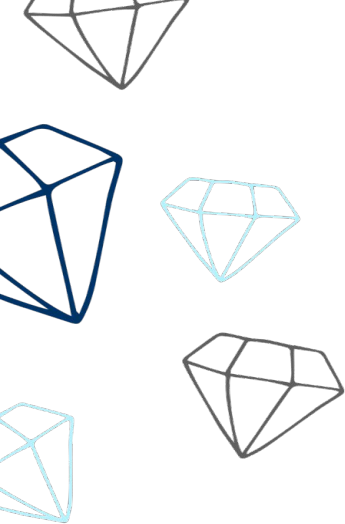


Mrs. R
Rampeearae



Miss. J
Moore

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Additional Staff



Mr. T
Kavanagh



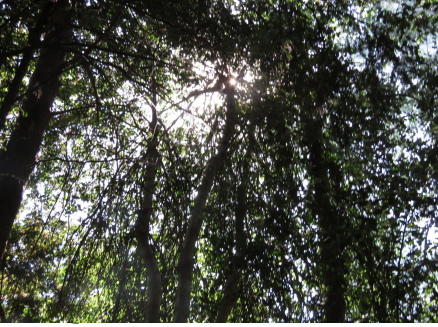
Miss. B
O'Callaghan



Mrs.S
Stockwell



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Forest School



*It is outside learning and an extension to the curriculum.

*It's a chance to learn in a different way by being immersed in extremely fun challenges in a more relaxed environment.

*It links to the the topic 'Animals and Humans 'RE, events and seasonal changes.

*Sessions are broadly child-initiative, but experiences are built on.

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Forest School



* The children will do a wide range of activities. Yet the big focus in Year 5 is in groups the children will prepare and cook bread on whittled sticks over an open fire.

* The children love Forest School sessions and the fun and laughter is echoed round our woods.

* Please make sure your children are equipped for each session with suitable warm clothing etc and have a change of shoes too. Also please remember It's always much colder in the Forest.

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What is Forest School?

You see Tree climbing , I see risk taking, perseverance, balance and co-ordination.

You see running around, I see building friendships with peers, developing confidence, co-operation, developing their fitness.

You see den building, I see making choices, problem solving, learning from mistakes, team building, imaginative and creative building.

You see fire lighting, I see over-coming worries, risk taking, determination and resilience skills.

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How we teach English Writing

We follow the Talk for Writing process:

Talk for Writing Process

<ul style="list-style-type: none">• Cold writing task (unaided writing, baseline oral story)• Set key focus and goals for the unit• Select, adapt or create a model text	Daily spelling, sentence and paragraph activities	Preparation
<ul style="list-style-type: none">• Oral learning of model text• Reading as a reader• Reading as a writer• Boxing up the text / Create the toolkit		↓ Imitate
<ul style="list-style-type: none">• Planning• Whole class / group teaching• Daily shared, guided and independent writing• Daily feedback		↓ Innovate
<ul style="list-style-type: none">• Guided and independent writing• Application across the curriculum• Hot task• Feedback• Publication or performance		↓ Independent Application *Invent

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How we teach English Writing

Structure	Original	Your own
Opening	Joe & Rachel - twins	Gabe brother - younger brother & sister (Zoe)
MC's friend	Searching for rabbit	dog sniffs out (under dog)
	find small black box	chicken bones
	Tug it loose	neighbour's garden
	crabbing joints	pined

Suggested actions for the key connectives

A story map guides the children as they orally retell the story.

Structure	Original	Your own
<u>Opening</u> MCs find something	<ul style="list-style-type: none"> Joe & Robert - beach Searching for shells Find small black bag Tag it, leave Sparkling jewels inside 	<ul style="list-style-type: none"> Double brother - younger brother is better day shift out on day theater box neighbors garden plant
<u>Build up</u> Someone sees them MCs escape	<ul style="list-style-type: none"> Something mean about all dogs Dog barks at them "I'm picky up here and they run" 	<ul style="list-style-type: none"> old granny comes out of the house and shouts at the boys looks in her garden and
<u>Problem</u> MCs hide somewhere Someone follows MCs flee	<ul style="list-style-type: none"> Hide in a dark place Don't Wait and say again all the while but don't for them Try to get into the car Try to get into the car Try to get into the car 	<ul style="list-style-type: none"> Robert's collection, gun hide in a dark place Wait and say again all the while but don't for them Try to get into the car Try to get into the car Try to get into the car
<u>Resolution</u> Someone leaves MCs escape	<ul style="list-style-type: none"> Wait until the dog is gone Wait until the dog is gone Wait until the dog is gone 	<ul style="list-style-type: none"> phone rang, suddenly new area to connect this area with the area through the area Wait until the dog is gone Wait until the dog is gone
<u>Ending</u> MCs find out about subject MCs become hero	<ul style="list-style-type: none"> Wait until the dog is gone Wait until the dog is gone Wait until the dog is gone 	<ul style="list-style-type: none"> Wait until the dog is gone Wait until the dog is gone Wait until the dog is gone

Suggested actions for the key connectives

talk4writing.com

 First	 Next	 After that...	 Later on...
 Finally...	 Because...	 So... / so that...	 Therefore...
 Furthermore	 Additionally	 For instance/example	 Moreover
 Whether or not...	 Although	 However / but	 Also
 On the other hand...	 Unfortunately...	 Fortunately...	 In conclusion...

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How we teach handwriting



This is our cursive handwriting style:

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

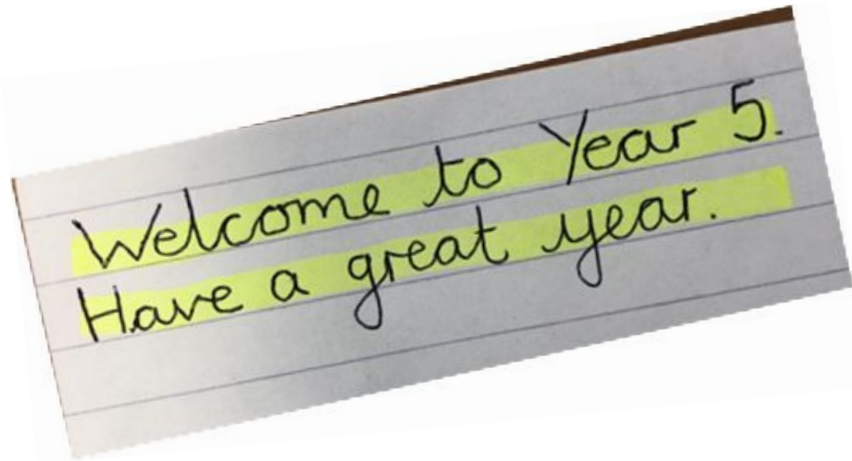
Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

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Handwriting

Please continue to support your child at home. A good way to improve their handwriting is to highlight the line they are writing on – this will help them with their sizing of the letters (apart from the ascenders and descenders).



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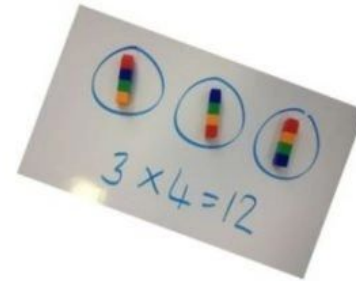
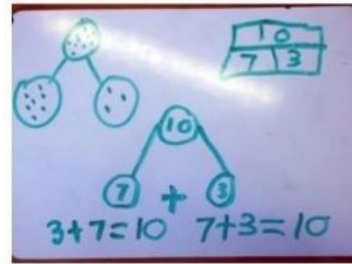
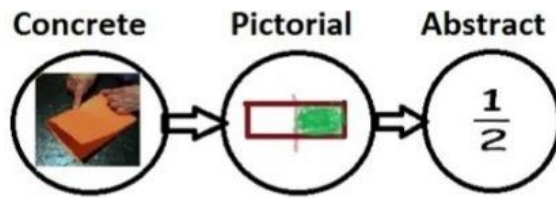
How we teach Maths

We follow the White Rose Scheme of learning which is broken down into blocks. Each block is divided into a series of small learning steps. Together, these small steps cover all the curriculum content that your child needs to know for Year 5.

Brain science tells us that by learning maths in small, related chunks, your child will remember more. We also ensure that we follow a concrete–pictorial–abstract approach for each block (see next slide).



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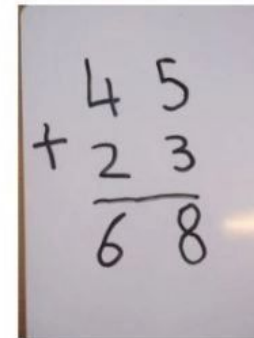
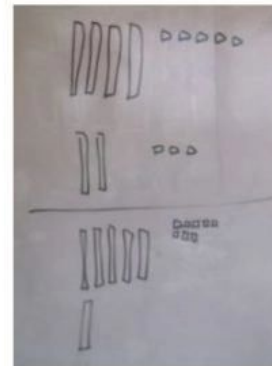
Some examples of how CPA could work:

CONCRETE

PICTORIAL

ABSTRACT

$$45 + 23$$



Learning a

The importance of times tables:

All children across the country should know their times tables up to 12 x 12, at the end of Year 4.

We would encourage all children to practise at home, as much as possible, on the TTRS website using their own login details.

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Autumn Term

Topics: Beast Creator and Groundbreaking Greeks

Maths

- Number: Place value (3 weeks)
- Number: Addition and Subtraction (2 weeks)
- Multiplication and Division (1 weeks)
- Number: Multiplication and Division (2 week)
- Fractions A (4 weeks)

English

- Fiction - Change tale
- Non-fiction - Animal fact file
- Fiction - Journey tale
- Non-fiction - Explanation text

Science

- Living things and their habitats
- Materials

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Spring Term

Hola Mexico and Allotments

Maths

Multiplication and Division

Fractions

Decimals and percentages

Fractions

Perimeter and Area

Statistics

English

Fiction – Beating the Monster tales.

Non-fiction – Non-chronological report

Fiction – Finding tale

Non-fiction – Discussion text

Science

Forces

States of matter

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Summer Term

Topics – Vikings and Stargazers

Maths

- Shape (3 weeks)
- Position and Direction (2 Weeks)
- Decimals (3 weeks)
- Negative numbers (1 week)
- Converting units (2 weeks)
- Measurement volume (1 week)

English

- Fiction – Wishing Tale
- Non fiction – Recount
- Fiction – Warning Tale
- Non fiction – Persuasive writing

Science

- Animals and Humans
- Earth and space

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Other Important Information

Homework

- Two pieces per week. It will be consisting of Maths and either SPAG or reading comprehension. These will be sent on Friday and will need to be completed on Wednesday.
- Each week you will be given spellings on Google classroom to practice.

Google Classroom

- All key notices will be placed on GC

Residential/Trips/Enrichment Days

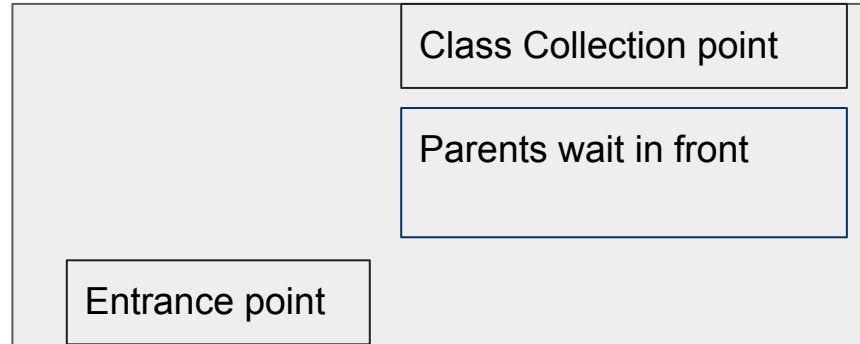
- TBC
- This is what we would like to do:
 - Allotments
 - Viking Day
 - Museum
 - Observatory

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End of day procedure

When you are picking up your child at the end of the day:

- You will need to wait for the teacher to dismiss the child from the collection point.
- Do not at anytime take the children when they are walking to the collection point.



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