POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS

Love Learning, Love Life!

YEAR 5 CURRICULUM

5P- Mrs Finch

5G- Mr Aked

POWNALL GREEN PRIMARY SCHOOL

Curriculum design

Intent

Love learning, love life!

Our curriculum is designed to be:

Inspiring and ambitious - challenging all children to aim high

Sequenced and coherent - carefully planned to help knowledge and skills grow

Knowledge-rich and vocabulary-rich - broadening understanding and oracy

Inclusive - ensuring every child feels valued, supported and able to flourish

'The Pownall Experience' brings this to life through enrichment opportunities that go far beyond the classroom - helping children become well-rounded, enthusiastic learners who love learning and love life!

Implementation

Our curriculum is implemented through an evidence-informed approach. We draw upon the best available research to help us teach in ways that make a real difference. High-quality teaching at Pownall Green includes explicitly linking new knowledge to what children already know, breaking it down into manageable chunks, and providing clear explanations supported by helpful visuals and demonstrations. We check understanding regularly and respond to children's needs, offering scaffolded practice to help all children progress and achieve their best

Impact

The impact of our curriculum can be seen in our learners.

Our children:

- Do their best and aim high in all they do
- See choices as opportunities to grow and achieve
- Embrace challenges with confidence and resilience
- Work well collaboratively and think of others
- Are well prepared for their next steps
- love learning and love life!

Choice… Challenge…Collaboration…

POWNALL GREEN PRIMARY SCHOOL

The Pownall Experience



We are passionate about offering every child opportunities that go far beyond our ambitious curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, create lasting memories, and truly embrace the Pownall Experience. At Pownall Green, we love learning and we love life!

DAY-TO- DAY ARRANGEMENTS

The school day

Start of morning session	EYFS and KS1 8:35am – 8:45am **KS2 – 8:40am - 8:50am**
Morning register closes	EYFS and KS1 8:45am **KS2 – 8:50am**
Start of afternoon session and close of registration	EYFS - 12:45pm KS1 - 12:50pm **KS2 – 1:15pm**
End of day	EYFS and KS1 - 3:15pm **KS2 – 3:20pm**

For this year group:

- **PE days are:** Thursday. Additional PE days in Spring and Summer term.
- **Swimming day:** Friday (Autumn term)
- **Homework:** set on a Thursday to be completed for the following Tuesday

Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

Mobile Phones

Children who travel unaccompanied to and from school may carry a phone in case of emergency but once in school, these must be turned off and handed to the class teacher for safekeeping. Phones are returned at the end of the day and should not be switched on until they have left the school campus.

Security arrangements

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion.

Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents**/**carers and any other appropriate agencies to promote the welfare of our children.

School Uniform

Everything that is brought in to school including all school uniform MUST BE NAMED	
Standard Uniform	• Grey pinafore dress / skirt • *Gold embroidered sweatshirt / cardigan* • *Short sleeved embroidered yellow polo shirt* • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts
Footwear	• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	• Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	• *T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)* • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers
Other Options	• *Brown Book Bag for EYFS/KS1 (optional)* • Bags need to be small enough to fit in to their locker.
Jewellery, Hair and Make Up	• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	• Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	• Jumpers/cardigans should not be tied around waists.

Home-school communication

The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and celebration of school life.

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers via the admin email address and mark FAO. Teachers will endeavour to get back to you within 3 working days of receiving an email. Teachers do not routinely check their emails during the day, for urgent messages please contact the school office e.g. please do not send going-home arrangements to this address.

The Parents Page on the Website www.pownallgreen.co.uk
Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Science	Forces	Properties of materials	Changing materials	Earth and Space	Living things and their habitats	Animals including humans
History	Britain's settlement by Anglo-Saxons & Scots	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Early Islamic civilization, including a study of Baghdad c. AD 900			
Geography	Castleton residential – Geographical skills and fieldwork			Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones Counties and Cities of the UK	North America, Contrast Great Lakes, USA with The Lake District, UK	
Art	**Drawing** Leonardo da Vinci inspired - Anglo Saxon and Viking warrior sketches		**Sculpture** Islamic clay tiles Islamic pattern press printing		**Painting** Frida Kahlo	
DT		Sewing- pencil cases		Stomp Rockets		Mexican food
Computing	Digital Literacy **DoInk Greenscreen –** News Report (history link) **GarageBand** – 4 Chord Remix **Scratch** – Platform Game		Digital Literacy **Google Sheets** – Google Sheets **Keynote**– Animated scene (science link) **Microbits/makecode** – Microbit score counter		Digital Literacy **Eyejack** – Interactive Poster **Adobe Spark** – Web Page Design **Crumble –** Robot Orchestra	
PSHE	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
RE	What would Jesus do?		What does it mean to be a Muslim in Britain today?		If God is everywhere, why go to a place of worship?	
PE	Swimming and Games		Dance, Games, Gym, Bikeability		Lacrosse, Tennis - Games - Athletics	
Music	Music in Nature: Chords and Melodies		West African Rhythms		Stage and Song	
French	Phonetics 3 & The Date	Do You Have a Pet?	My Home	The Olympics	Clothes	Review

ENGLISH

Reading

Reading is taught through three complementary approaches:

- *Daily Reading for Pleasure* **–** Children choose their own books from our well-stocked school and class libraries or bring in a suitable text from home. They have time in class to read for pleasure.

- *Regular whole-class Book Club* – As a class, children read and discuss full novels from our Book Club spine developing their reading skills and fluency. This takes place 3 times a week.

- *Weekly dedicated Reading Lesson* **–**Children develop comprehension skills and fluency through reading high-quality, carefully chosen extracts from a range of non-fiction, poetry, classic and contemporary fiction. This takes place once a week

Writing

We aim to create a community of writers who are passionate about their learning. We do this through providing opportunities for children to write in different genres and for a range of audiences and purposes.

Handwriting

We have adopted a continuous cursive handwriting style, using an established scheme called LetterJoin. There is one pupil log in for all pupils and you can access your specific year group to practise this.

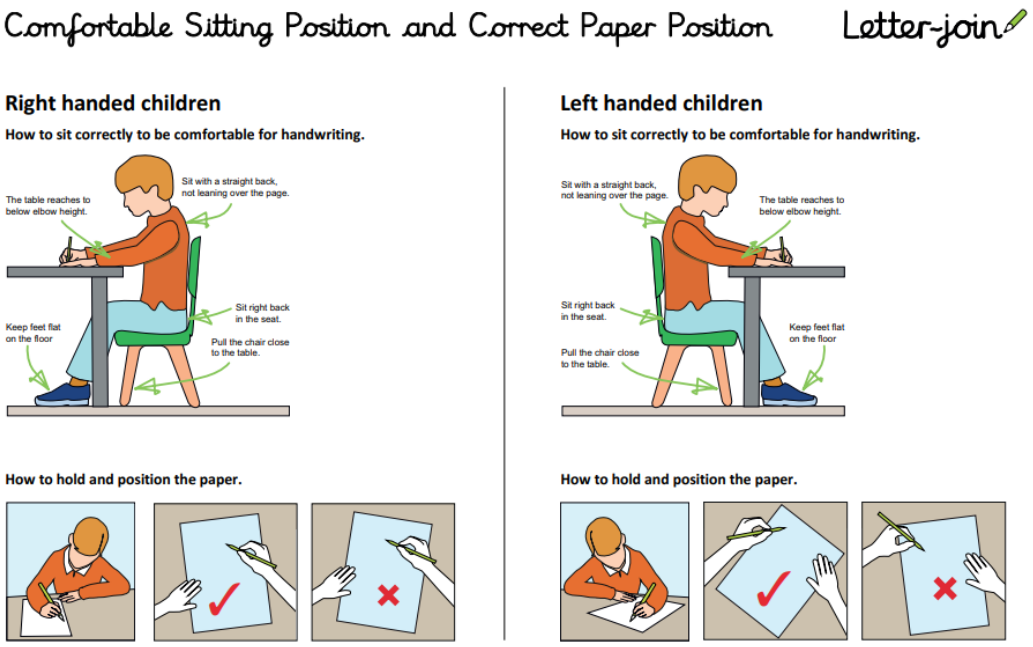
Pupil Log In www.letterjoin.co.uk

IPad and Tablet Log-in

User name:	dw5439
Swipe code:	A capital 'L' shape starting at top left.

Desktop log-in

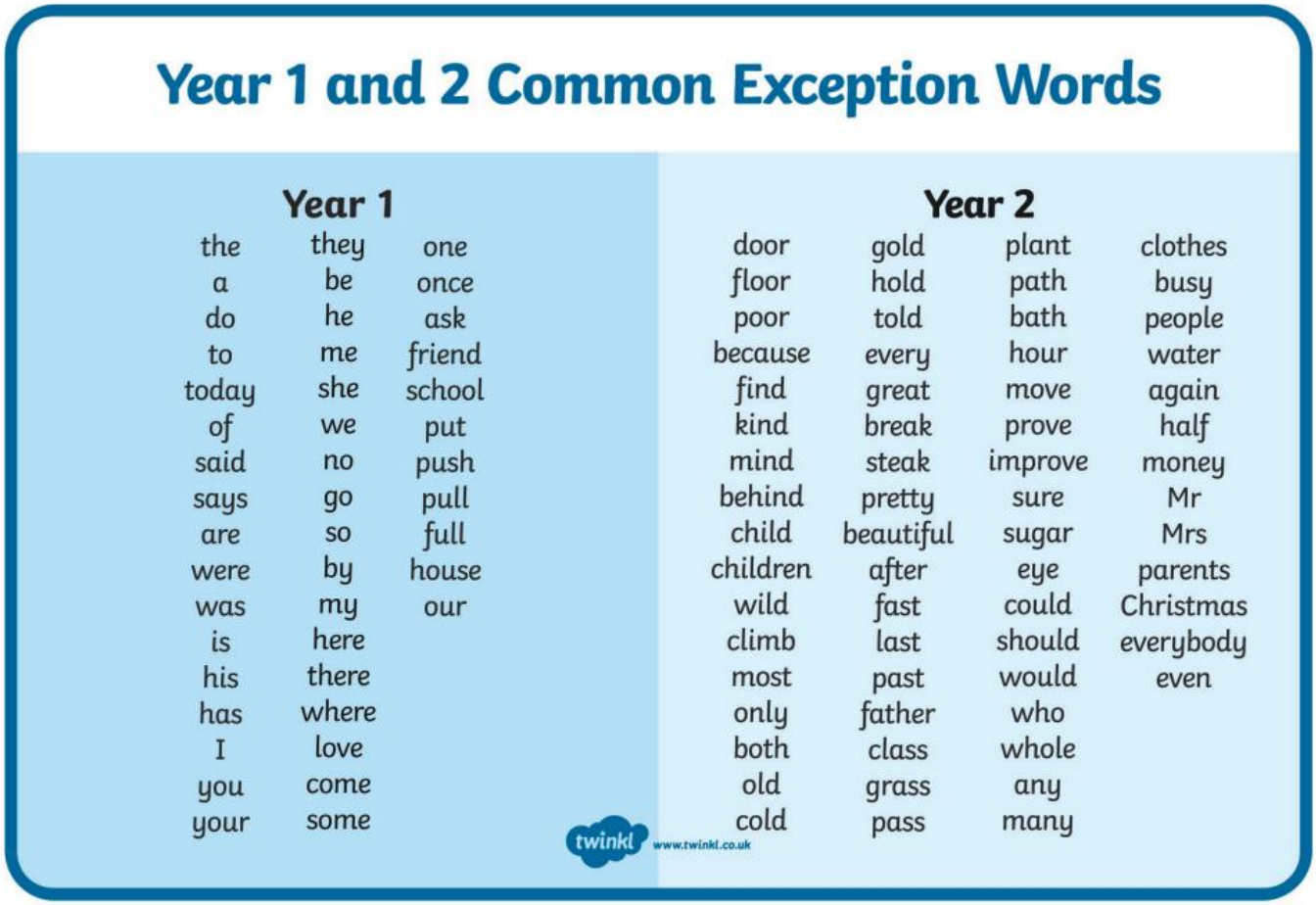
User name:	dw5439
Account Password:	home



Spelling

We teach spelling weekly using the Essential Spelling and Word Knowledge scheme. Children are allocated weekly word lists, an overview of which is available. Children will be tested on these spellings on a Thursday/Friday.

In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see below.



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

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Year 3 and 4 Statutory Spellings

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward
forwards
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

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Years 5 and 6 Statutory Spellings

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

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MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzles and problem solving.

The key learning objectives for Year 5 are to:-

- Interpret negative numbers in context
- Read Roman numerals to 1000, including years
- Recognise and use square and cube numbers
- Identify multiples and factors, including finding factor pairs and common factors
- Use vocabulary: prime numbers, prime factors and composite (non-prime) numbers
- Know prime numbers up to 19
- Multiply and divide numbers by 10, 100 or 1000, including decimals
- Use long multiplication for multiplying numbers of up to 4 digits by one or two digits
- Divide numbers using standard written short division
- Convert between mixed numbers and improper fractions
- Compare and order fractions and identify, name and write equivalent fractions
- Add, subtract and multiply fractions and mixed numbers by whole numbers
- Read and write decimal numbers as fractions
- Round decimals with 2 decimals places to whole number or to one decimal place
- Read, write, order and compare numbers with up to 3 decimal places
- Recognise % symbol and explain as a fraction with denominator of 100
- Understand and use common approximate conversions between metric and imperial
- Measure and calculate the perimeter and area of shapes and estimate the area of irregular shapes
- Use the properties of rectangles to find missing lengths and angles
- Identify 3-d shapes from 2-d representations
- Know angles are measured in degrees and compare acute, obtuse and reflex angles
- Draw and measure angles to the nearest degree and identify angles at a point, in a turn and on a straight line
- Complete, read and interpret information in tables, including timetables

Feedback

Providing children individual feedback is essential if they are to make good progress. Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen.

Achievement and attainment

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school-based tests and tasks.

Statutory assessments

Below are is a list of statutory assessments that take place in all state schools across the country. These will be discussed further at the curriculum meeting.

- Reception Baseline Assessment
- Year 1 Phonics Check
- Year 2 SATs and Phonics Check
- Year 4 Multiplication Check
- Year 6 SATs

HOME- SCHOOL PARTNERSHIP

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress please make an appointment to see the relevant class teacher.

How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Curriculum Meetings Share what the children are going to learn.	**Online Parents Evening** How they have settled. Strengths and development points. Parents/carers share relevant information. **Open Morning** Children will share with parents/carers their learning.	**Mid - Year Report** Current academic performance Attendance Attitude Targets	**Open Morning** Children will share with parents/carers their learning.	**Face to face Parents Evening** How they have progressed. Strengths and development points. Parents/carers share relevant information.	**End of year report** Achievement in all subjects. Personal and social comments. Targets for the next year. **Open Morning** Children will share with parents/carers their learning.

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

Homework
Homework tasks will be listed on Google Classroom each week.

The following homework will be set:

- Reading (at least 4 times a week) from Reception – Y6
- Spelling practise and spelling lists from Y1-Y6
- Maths homework from Y1-Y6
- Occasionally teachers may set additional tasks which will be communicated via Google Classroom

Developing reading at home
Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors. Children enjoy being read to, whatever their age, and this helps to develop their vocabulary and their love of books.

Developing maths at home
It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in

mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together.