



RED HOUSE
SCHOOL

Year 5 Curriculum Booklet

AN EDUCATION
ENJOYED

CONTENTS

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

YEAR 5 SUBJECTS

Art and Design

Computing

English

French

Geography

History

Mathematics

Music

PHSE & RSE

Physical Education & Games

Religious Studies

Science

HOMEWORK

FURTHER ADVICE AND HELP

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Our vibrant family atmosphere is a great strength at Red House Junior School and this is highly valued by children and parents. We enjoy challenging each other, working hard and having plenty of fun!

Children are happy and confident with a 'can-do' attitude. They feel comfortable to take risks and to learn from mistakes. Through hard work and determination to be the best that they can be, they see great success. Developing self-belief and resilience from an early age is paramount with benefits stretching far beyond their time at Red House.

At the Junior School we pride ourselves on focusing on the individual child. Teachers form strong bonds with the children in their class. By understanding and treating every child as an individual they discover their unique personalities, interests and abilities. Teaching can then be tailored to suit the needs of pupils.

A handwritten signature in black ink, appearing to read 'Simon Haywood', with a horizontal line underneath.

Simon Haywood.

(Head of the Junior School),

ART AND DESIGN

Overview

Year 5 pupils will take part in a wide variety of tasks to offer a broad and balanced curriculum. In Art lessons, they will develop work inspired by several artists and movements. They will build on key skills of drawing and painting, reviewing and modifying work as they progress. In Design and Technology Lessons, they will work with a range of materials to design, create and evaluate final products that meet a specific brief.

Curriculum Content

Autumn Term

In Design and Technology, children will further develop their understanding of mechanical systems. They will learn about controlling movement with a cam mechanism as part of an automata animal. They will make a simple cam mechanism to formulate an understanding of how different cams can be used to produce different movements. Children will extend their making skills by developing techniques in cutting, shaping and joining to combine components.

In Art, linked to their work on the Victorians in History, pupils will study the work of William Morris. Pupils will use pencil and colour to create designs inspired by the work of William Morris. They will study the use of reflection and rotation and produce a piece of work using printmaking. Towards the end of the Autumn Term and into the Spring Term, pupils will take part in Forest School sessions around the theme of South and Central American Art. They will use the book *A Crow's Tale* as their inspiration to create designs on textiles using natural dyes that they have created themselves.

Spring Term

Children will continue their Forest School work on South and Central American Art. In Design and Technology, children will design and create clothing for the school Fashion Show.

Summer Term

In Design lessons in the Summer Term, linked to their Geography topic on sustainability, children will learn where, when and how a variety of ingredients are grown, reared, caught and processed. They will then have the chance to sample some spring seasonal food before designing their own balanced seasonal meal.

In their study of wildlife drawing in Art, pupils will use pencil, white pencil, print and modelling to create quality artwork that shows progression in skills. The children will have the chance to explore the work of sculptor, Brancusi, and paper designer, Richard Sweeney.

Assessment

Formative assessment will be used throughout the year and pupils will be given points for development.

Differentiation and Support for MAGT Pupils

Projects will offer extension tasks, giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set, allowing pupils of different abilities to achieve their potential.

COMPUTING

Overview

Computing is a practical, creative, and knowledge-rich subject. In Year 5, pupils will work with a variety of different software packages to develop their skills and apply them in different contexts. The importance of staying safe online is also emphasised throughout the year.

Curriculum Content

Autumn Term

Children will use Scratch to build and edit algorithms for simple games. They will develop their skills in writing algorithms, as well as editing and debugging codes. Children will further develop and extend their coding skills by programming the BBC micro:bits to carry out a variety of tasks. Children will also continue to develop their understanding of how to stay safe online.

Spring Term

In their unit on 3D modelling, pupils will extend their drawing skills to create 3D models using a range of software. They will manipulate 2D shapes into 3D shapes and make groups and components. In their Game Creator topic, children will plan and create playable quest games, finding ways to maximise their playability.

Summer Term

In their Radio Station unit, children will use software and digital devices for recording sound. Based around the theme of a Radio Station, it is designed to encourage a creative approach that includes interviewing, making adverts and using jingles. Finally, children will explore strategic searching. They will learn to use search engines with increasing efficiency. They will learn how to refine their searches using various techniques, such as using Boolean operators and using keywords. Children will also learn to look for clues to decide if a website can be trusted and whether the information presented is reliable.

Assessment

At the end of each unit, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Extension tasks are built into all units to provide challenge for children with a talent for Computing. Tasks and resources are adapted where children require additional support.

ENGLISH

Overview

In Year 5, English lessons focus on the key areas of reading comprehension, writing composition, spelling and grammar. We aim to develop children's love of reading by exposing them to a wide range of modern and classic texts and poetry, and English lessons are often based on a shared class novel. Throughout the year, exercises will be taught to improve the pupils' spelling ability and to encourage the use of accurate punctuation and grammar.

Curriculum Content

Autumn Term

Children will study the poem *The Dreadful Menace*, linked to their Geography topic of mountains. They will analyse the use of personification and internal monologue before creating their own performance poems. Following this, pupils will read *Street Child* by Berlie Doherty. The book will provide the stimulus for creative and non-fiction writing, as well as some exciting drama activities. Weekly reading lessons will focus on developing the children's comprehension skills and furthering their understanding of comprehension questions across a range of genres. There will be plenty of opportunities for cross-curricular writing linked to our history topic. Also linked to their History topic, children will read the Sherlock Holmes story *The Blue Carbuncle*. Children will then study the classic poem *Jabberwocky*, designing and creating their own mythical creatures before writing non-chronological reports and quest narratives.

Spring Term

This term, pupils will read *Kensuke's Kingdom* by Michael Morpurgo. The book will provide the stimulus for creative writing, including setting and character descriptions. Children will also write diary entries and balanced arguments. Children will then study some of the plays of William Shakespeare, including *Twelfth Night*, *A Winter's Tale* and *Julius Caesar*. Children will look at Shakespeare's use of pathetic fallacy and focus on developing their vocabulary and comprehension skills. To link to their History Topic of World War 2, children will create writing inspired by war diaries and war poetry.

Summer Term

Children will read the novel *The Nowhere Emporium*. They will study the use of a range of authorial devices before creating suspense narratives and biographies. Linked to their topic of sustainability, children will complete a unit of work based on Climate Change. They will create a range of texts, including information texts, diary entries, poetry and reports.

Assessment

Throughout the year, teachers will assess pupils' writing against a series of age-related criteria. Children will be given writing targets and next steps for learning. Writing is also moderated in teams within and across Key Stages.

Differentiation and Support for MAGT Pupils

Pupils will be given extension tasks to further develop their writing and reading skills. Pupils who require additional support will be provided with this as required, which may include interventions such as Lexia or Toe By Toe. Some children may be provided with a laptop where appropriate.

FRENCH

Overview

In Year 5, we offer a relevant, broad, vibrant and ambitious French curriculum that will inspire and excite our pupils, using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning to ensure that that pupils feel well-prepared to study French beyond Key Stage 2.

Curriculum Content

Autumn Term

Children will continue to develop their phonic knowledge by consolidating their knowledge of key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. They will learn about the seasons of the year and how to express their preferences. Children will also learn the transactional language needed to purchase items.

Spring Term

In the Spring term, children will develop their knowledge of how to present themselves both orally and in written form in French. Pupils will focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and their nationality. Children will also develop the skills to make a presentation about their family in both spoken and written form in French, integrating previously learnt language with newly acquired language. They will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, including the change from first person singular to third person singular

Summer Term

In the Summer term, pupils consolidate much of the grammar covered in previous year groups (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside transactional language. Pupils will also develop the knowledge and skills to present both orally and in written form about where they live and what their home is like.

Assessment

Throughout the year, pupils' speaking, listening and writing skills will be assessed through informal tasks and quizzes to allow teachers to plan next steps for learning.

Differentiation and Support for MAGT Pupils

More able pupils are guided towards tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher-level questioning allows them to become more flexible, spontaneous and creative language learners.

GEOGRAPHY

Overview

Throughout Year 5, pupils will develop their geographical skills and knowledge. They will learn how to use maps and atlases and will also take part in practical fieldwork. Children will study different locations around the world and learn to compare them to their own locality.

Curriculum Content

Autumn Term

Pupils will study mountains in the autumn term. They will study the different ways in which mountains have been formed, and how different features of mountain ranges have been formed over time. They will consider the climate of mountainous regions and evaluate the impact that tourism has on these areas.

Spring Term

Children will study The Americas. They will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas.

Summer Term

This term, children will think about the needs of a settlement, and the needs of the planet. They will find out where resource such as power and food come from and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared. A trip to Gibside will allow children to use their map-reading and orienteering skills in a real-life context.

Assessment

Formative assessment will be used throughout the year to assess pupils' progress against age-related expectations.

Differentiation and Support for MAGT Pupils

Children identified as having a talent for Geography will be provided with extension activities to further develop their skills. Activities will be adapted where required to provide additional support.

HISTORY

Overview

In Year 5, children will continue to study time periods from History, including the Victorian Era and the time from the Stone Age to the Iron Age. Children will study World War 2 and the events leading up to it. They will consider the use of both primary and secondary sources when learning about events from history.

Curriculum Content

Autumn Term

During their study of the Victorians, pupils will gain an overview of the Victorian period in Britain as well as some of the major changes during this period. There is an emphasis on allowing pupils to consider the sources of evidence that form our understanding of this period of British history and to make links to modern times. They will consider some of the major changes and their effects during this period, including the impact of the Industrial Revolution and the railways. They will also consider different perspectives on these changes. Children will study significant people and events during this period and become familiar with historical sources and accurate vocabulary relating to this time.

Spring Term

In the Spring term, children will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia. Children will develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.

Summer Term

In their Stone Age to Iron Age unit, children will learn about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain

Assessment

At the end of each unit, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Extension tasks are built into all units to provide challenge for children with a talent for History. Tasks and resources are adapted where children require additional support.

MATHEMATICS

Overview

In Year 5, Mathematics lessons focus on two key aspects of mathematics: fluency and reasoning. Arithmetic skills are practised frequently and there is a focus on developing pupils' knowledge and application of number facts and the multiplication tables. Mathematics lessons focus on developing a secure understanding of mathematical concepts using high-quality visual representations and concrete resources. Red House Junior School is part of the *NCETM Problem-Solving Schools Programme*, meaning that we aim to instil children with the confidence and skills to tackle problems in a range of contexts.

Curriculum Content

Autumn Term

Children will study place value in numbers to 1 million, including how to represent large numbers in a different way and adding and subtracting powers of ten. They will also extend their knowledge of Roman Numerals and learn how to compare and round numbers. In addition and subtraction, children will learn how to add and subtract numbers with more than five digits and also how to solve missing-number problems and balancing equations. Children will learn the vocabulary of multiples, factors, prime numbers, square numbers and cube numbers and how to multiply by 10, 100 and 1000. In their study of fractions, children will learn about equivalent fractions and how to convert between mixed numbers and improper fractions as well as how to order and compare fractions. Finally, children will progress to adding and subtracting fractions (including mixed numbers) with different denominators.

Spring Term

Children will revise the formal method of short division, including with remainders, and learn how to carry out long multiplication calculations. They will multiply unit and non-unit fractions by integers and learn how to calculate the whole when given a fraction of an amount. In their work on decimals and percentages, children will learn how to write numbers with up to 3 decimal places and recognise equivalent fractions and decimals. They will learn how to round to the nearest tenth and study percentage, including equivalent fractions, decimals and percentages. In addition, pupils will learn to calculate perimeter and area and how to interpret a range of charts and tables, including timetables and line graphs.

Summer Term

Children will learn about the properties of shape, including different type of angles and how to use a protractor to measure angles. They will calculate missing angles around a point and on a straight line and learn about parallel and perpendicular lines. Children will move on to studying coordinates, translations and reflections. To further their understanding of decimal fractions, children will learn how to add and subtract decimal numbers and divide and multiply decimals by 10, 100 and 1000. Children will study negative numbers, including how to count through zero, compare and order negative numbers and find the difference. Finally, children will learn about converting measures and calculating volume.

Assessment

Regular low-stakes arithmetic quizzes are used throughout the year to identify next steps for learning. End-of-unit tests are used in to check pupils' progress and pupils are given a termly Multiplication Tables Check. In addition, Year 5 pupils will be assessed in Arithmetic and Reasoning at the end of each term; these scores are recorded and shared with Key Stage Leads to identify any interventions that may be required.

Differentiation and Support for MAGT Pupils

Differentiation is provided through adult support, use of resources, retrieval practice and timely intervention. MAGT pupils will be offered extension tasks to take their learning to the next level.

MUSIC

Overview

Pupils will study a range of musical styles and develop their ability to learn key words associated with Music. They will have opportunity to develop performance skills on multiple instruments, whilst underpinning essential music theory knowledge. They will listen to a range of music from different eras, as well as studying music from other cultures. They will use a range of musical software to develop composition skills, as well as incorporating singing in most lessons.

Curriculum Content

Autumn Term

Students in Year 5 will be developing their knowledge of the orchestra and identifying instruments by sight and sound. They will have the opportunity to listen to a range of music, including Benjamin Britten's *Guide to the Orchestra*. Their keyboard knowledge will be underpinned whilst exploring through practical activities in performing and composing. They will enhance their singing ability by joining in with class songs.

Spring Term

Pupils will develop their awareness of notation and musical signs that indicate tempo, volume and expression. They will learn about several orchestral instruments including the cello, clarinet and trombone. Alongside orchestral and percussive material, folk songs are the basis of classroom work. Pupils will learn how short rhythms and melodies are put together. In addition, pupils will be starting to learn the recorder and reading music to perform.

Summer Term

Pupils will be introduced to famous composers and their lives and explore the music created. Pupils will continue with regular keyboard playing to help develop their note recognition and awareness of rhythmic patterns. Songs for the performance at the end of term will form part of the singing activities.

Assessment

Throughout the year, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Tasks and resources are adapted where children require additional support and appropriate challenge will be provided for children with a talent for Music.

PHSE & RSE

Overview

In PSHE lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of wider communities. They learn about the world and the communities within it. In Year 5, PSHE covers three main themes: Health and Wellbeing, Relationships, and Living in the Wider World. Year 5 children are encouraged to play an active part in the school community through their roles as Head Children and prefects.

Curriculum Content

Autumn Term

Pupils will focus on goals and aspirations. They will discuss achievements they have accomplished so far, and the type of attitude that helps us to succeed. Pupils will identify ways of applying a growth mindset to new challenges. Opportunities will be provided for children to share their aspirations for the future, and they will consider different jobs and careers. We will also explore some of the difficulties faced by stereotyping.

Spring Term

Children will further develop their understanding about thoughts and emotions, both positive and negative. The lessons will centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life. The second unit this term, entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks.

Summer Term

In the first half of the summer term, children will learn that we all have a responsibility to live as global citizens. This unit is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In the second half of the term, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

PHYSICAL EDUCATION AND GAMES

Overview

PE & Games provides a unique and vital contributor to a pupil's physical and development and well-being. It is highly regarded at Red House that PE & Games play a major role in helping pupils achieve their full potential.

The main focus of Games lessons in Year 5 is to improve basic skills required to play each game and to develop a solid understanding of rules and tactics in a competitive environment. The range of activities will change every half-term throughout the academic year.

Curriculum Content

Autumn Term – Boys

During this term, Year 5 will cover a range of physical activities including rugby, swimming and cross-country running for the boys and hockey, netball, swimming and cross-country running for the girls. In games, the programme is aimed to develop an increased level of understanding of basic tactics and rules, and how to apply these in a competitive environment. In other individual activities, pupils will continue to work on techniques and their individual performances will be recorded and monitored.

Spring Term

During this term, pupils will cover a range of physical activities including football, hockey and swimming for the boys and hockey, netball and swimming for the girls. In games, the programme is aimed to develop an increased level of understanding of basic tactics and rules, and how to apply these in a competitive environment. In swimming, pupils will develop their technique in all 3 basic strokes and their individual performances will be recorded and monitored. Pupils will also be given the opportunity to take part in House competitions in all of these activities this term.

Summer Term

During this term, Year 5 will cover a range of physical activities including cricket, tennis and athletics. In games, the program is aimed to develop an increased level of understanding of basic tactics and rules, and how to apply these in a competitive environment. In athletics, pupils will be given the opportunity to improve in a variety of individual events and their performances will be recorded and monitored. There will also be some preparation work for Sports Day, which takes place this term.

Fixtures

Parents are very much encouraged to support our sport teams on the side-lines. Details of all matches can be found on the school website (through the link 'Sports Fixtures & Results') or the following address can be saved onto your mobile phone home screen for easy access to this information: <https://www.redhouseschoolsport.co.uk/>

Differentiation and Support for MAGT Pupils

All pupils are encouraged to engage in the co-curricular sports clubs on offer and PE staff can also provide information to feed pupils into our local sports clubs. Where applicable, pupils can participate in District, County, Regional and National competitions. In addition to this, our more talented players will get the chance to play in competitions beyond their own age category with older year groups.

RELIGIOUS STUDIES

Overview

Religious Studies enables children to investigate and reflect on some of the most fundamental questions asked by people. At Red House School, we develop the children's knowledge and understanding of the major world faiths and other world views. We enable the pupils to develop a sound knowledge of not only Christianity, but also of other world religions.

Curriculum Content

Autumn Term

Year 5 will study Peace. This unit will look at each religion's view of peace and take children on a journey through different acts of achieving and creating peace. The children will compare and contrast the concept of peace across religions. They will then look at symbolic people of peace and well-known symbols of peace before creating their own.

Spring Term

The spring term will focus on Worship. Children will focus on aspects of worship across different faiths. They will explore what worship is, what it means to religious believers and how believers worship differently. Children will consider different forms of worship and work independently, and with others, to share their learning about worship through music, art and objects. They will finish the unit by discussing freedom to worship around the world.

Summer Term

In their unit on forgiveness, children will explore what is meant by forgiveness and the role forgiveness plays in world religions. Children will learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur. Children will also develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. They will use their knowledge of the beliefs held by Jewish people and Buddhists to help them draw comparisons regarding views on forgiveness. Children will explore the feelings involved when people forgive and are forgiven, through a drama activity. They will use their understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

SCIENCE

Overview

The principal focus of science teaching in Year 5 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. In Year 5, pupils will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. Though carrying out a range of practical investigations, children will begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.

Curriculum Content

Autumn Term

In their 'Properties and Changes of Materials' unit, children will learn about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate thermal insulators, making predictions and forming conclusions. Furthermore, they will have chance to investigate electrical conductors. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials.

Also in the Autumn Term, children will learn about famous scientists and inventors. They will learn about the life and work of David Attenborough and how CSI technicians use scientific techniques to analyse evidence and prove or disprove theories. They will use chromatography to analyse ink and use this evidence to support their own theories. Furthermore, they will learn about Leonardo da Vinci's ideas about the proportions of the human body, seen in his work *The Vitruvian Man*. The children will measure their height, arm span and other measurements to see whether da Vinci's theories about proportion were accurate.

Spring Term

In their unit on Forces, children will learn about gravity, friction, water resistance and air resistance. Children will also learn about the use of mechanisms such as levers, gears and pulleys. The children will identify forces and find out about Isaac Newton and his discoveries about gravity. They will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity. They will also work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat. They will have the opportunity to work in a hands-on way to explore friction.

In the second half of the Spring Term, pupils will learn about the earth and its place in the solar system. They will discuss evidence that the earth is a spherical body and learn about the geocentric and heliocentric theories of planetary movement.

Summer Term

In their unit on 'Living Things and Their Habitats', children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will learn about different types of mammals and their different life cycles, writing reports to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles.

Finally, children will learn about the changes that human beings experience as they develop to late adulthood. Children will learn about the life cycle of a human being. They will compare the gestation period of humans and other animals and investigate the development of babies. Linked to their RSE lessons, they will learn about the changes experienced during puberty and why these occur and will also look at the changes that other animals experience. Children will look at the body as humans get older and look at how the life expectancy of humans has changed over time.

Assessment

Teachers carry out formative assessments throughout the academic year. Summative assessments may be used at the end of each unit.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning and practical investigations. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

HOMEWORK

In Year 5, children receive homework each night from Monday to Thursday. This will include spelling, Maths, English and Topic homework. Homework should take approximately 20 minutes to complete. Children are provided with a homework timetable at the start of Year 5.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 5, and to use the pupil planner to communicate any problems to the class teacher.

Homework facilities in school

Pupils may stay for Session 6, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff. If children finish their school day at the Senior School, they may attend Tea & Prep, which also takes place during the school week, Monday-Friday from 4pm until 6pm

Pupils may attend a weekly homework club, where a teacher will be available to support children with their homework.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Mason at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for class teachers can also be written into the pupil planner.

Year 5 Class Teacher (Mrs Victoria Smith)

vicky.smith@redhouseschool.co.uk

SENCo (Mr Ian Barnbrook-McKay)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

ian.mckay@redhouseschool.co.uk

Head of the Junior School (Mr Simon Haywood)

simon.haywood@redhouseschool.co.uk