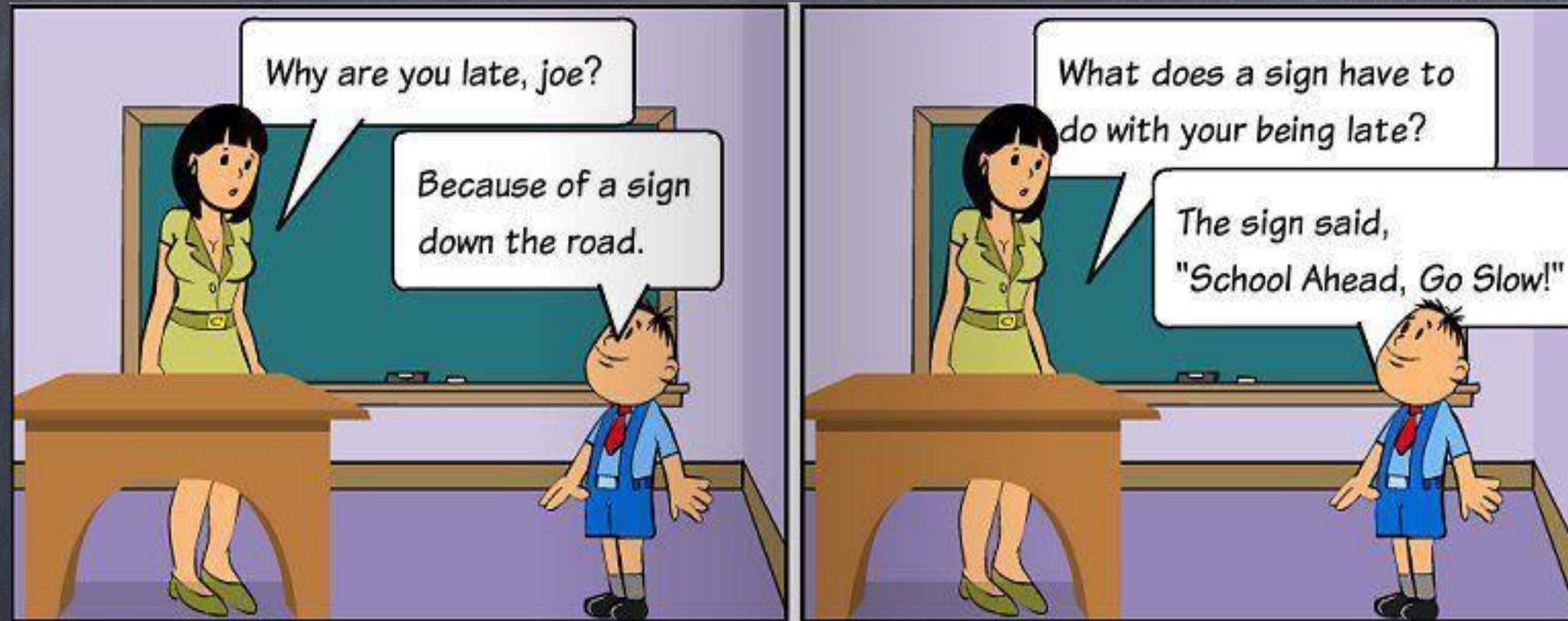


Year 5 Curriculum Evening



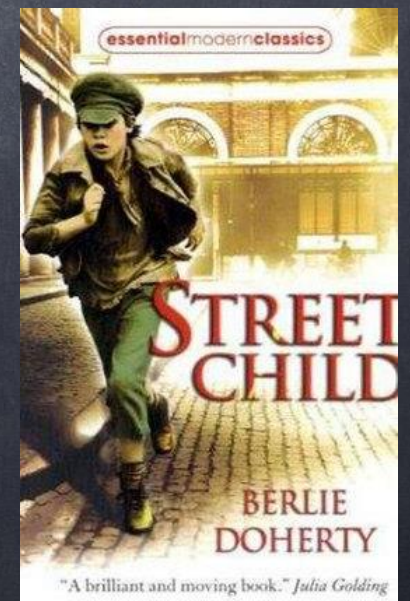
Amber- Mr O'Rourke
Aquamarine- Mr Went
Emerald- Ms Taylor



The Year 5 Curriculum

English

- All work centres around a range of high quality fiction and non-fiction texts in Year 5.
- Continue to explore poetry and performance in more detail.
- Greater emphasis on understanding spelling strategies and applying these in writing.
- Wider understanding of grammatical rules and application of these in writing across the curriculum.





English

- English is taught by the class teacher where children explore Year 5 objectives outlined in the curriculum in reading, writing and grammar/punctuation.
- During each week we will have a grammar and punctuation focus. We then have a comprehension focus while we carry on with our text that we are focusing on. Spelling is taught through our RWI programme. Writing takes place in a three-week cycle, where children produce two pieces of writing of the same genre.
- Class teachers will provide written feedback for children on their first piece of writing. Children will then work with a peer to assess the second piece of writing against the Year 5 writing standards.

Maths

- Work centres around 5 blocks of work that are based on different strands of Maths (number, shape and space, geometry, using and applying, written calculations).
- Greater emphasis on written arithmetic using the four operations, fractions and decimals as well as reasoning.
- The school is continuing to use bar modelling to help children solve problems in maths.
- Ensure children are confident with their times tables to 12 X 12.
- Greater emphasis on concisely justifying and explaining their thought processes, not just answering the questions.



Maths

Ms Taylor



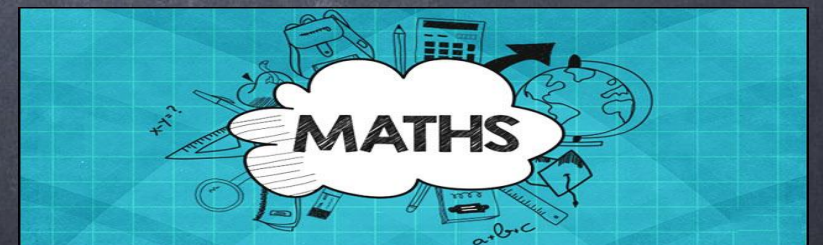
Mr Beckwith

Both these smaller groups are currently working on Year 5 objectives. The pace of learning is slightly slower and there is more support in their classes.

Mr O'Rourke



Mr Went



Both these groups are working on mastering band 5 objectives, focusing on stretch and challenge.

The Year 5 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	The Rise of Metroland		WW2 & Europe		Brazil & Rainforests	
Literacy Links Text Genres/task	Street Child – Fiction Poet's Voices- Charles Causley	Shakespeare Oranges in No Man's Land	Whole School Writing Task Friend or Foe – Fiction	Tell Me a Story – Michael Rosen - Poetry	Windrush Child	Compare and Perform – Poetry Rainforests at Risk
Science	Forces	Earth & Space Earth, Sun and Moon	Properties and changes of materials (changing state; separating mixtures)		Living Things	Animals including humans: Human Development from birth to old age
History	Life as child in Victorian Britain - Metroland		Life as a child in WW2 A study of the Battle of Britain – a significant turning point in British history		Post WW2 Migration	
Geography	Trade and Tourism		Mapping skills and field work		Brazil & Rainforests & Deforestation	
RE	What do we believe in Pinner?	Why is Diwali celebrated by Hindus and Sikhs?(Hinduism, Sikhism)	What are the 5 pillars of Islam?(Islam)	Am I always right?(Hinduism, Judaism, Buddhism)	What can we learn from religious texts? (Judaism, Islam, Christianity)	Do all actions have a consequence? (Buddhism and Jainism)
MFL	Greetings & daily routine	French cities & modes of transport	School subjects & sports	Book Review	Comparing France to French Canada	Grammar and dictionary skills
Music	Our Community	Space	Space/ Life Cycles	Life Cycles	At the movies/ Shakespeare	Celebration
PE	Gym/Tag Rugby	Dodgeball/Swimming	Yoga/Football	Badminton/Volleyball	Athletics/Cricket	OAA/Tennis
Art	Drawing- Portraits		Painting- Landscapes		Craft- Clay story mobiles	
DT		Structures- Bird Hides		Textiles – Phone Cases		Cams – Moving Toys
ICT	5.5 We are Bloggers	Coding 5A – Speed, direction and co-ordinates	5.4 We are Web Developers/e-safety	5.2 We are Cryptographers	5.6 We are Architects	Coding 5B Random Numbers and Simulation
Mind-up and PSHE	Mind Up – The Brain & Mindful Awareness Brain Breaks Jigsaw – Being Me in My World	Mind Up – Mindful listening & seeing Jigsaw – Celebrating Differences	Mind Up – Mindful smelling & tasting Jigsaw – Dreams and Goals	Mind Up – Mindful balancing & moving Autism Awareness Jigsaw – Healthy Me	Mind Up – Perspective & Optimism Jigsaw – Relationships	Jigsaw – Changing Me
Enrichment Opportunities		Theatre Workshop– Shakespeare		Bentley Priory	Zoolab – Rainforest Workshop	Buddhist Centre Visit

Teaching resources that will introduce diversity, nurture empathy and spark curiosity

[Lyfta Storyworlds for Sustainability — Lyfta](#)

-  Real human stories to connect students emotionally
-  Interactivity to engage and inspire students
-  Access to diverse people, places and perspectives from the comfort of the classroom

Lyfta focus areas

There are five key focus areas of learning and enrichment that we support at Lyfta.



Cultural Capital



Character Education



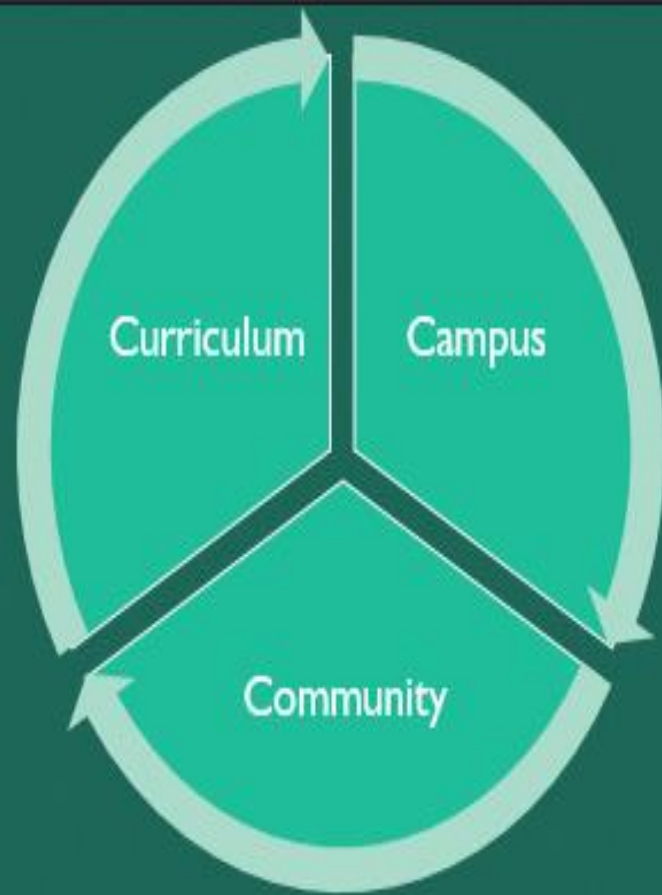
Sustainability & Global
Citizenship



Diversity, Equity and Inclusion



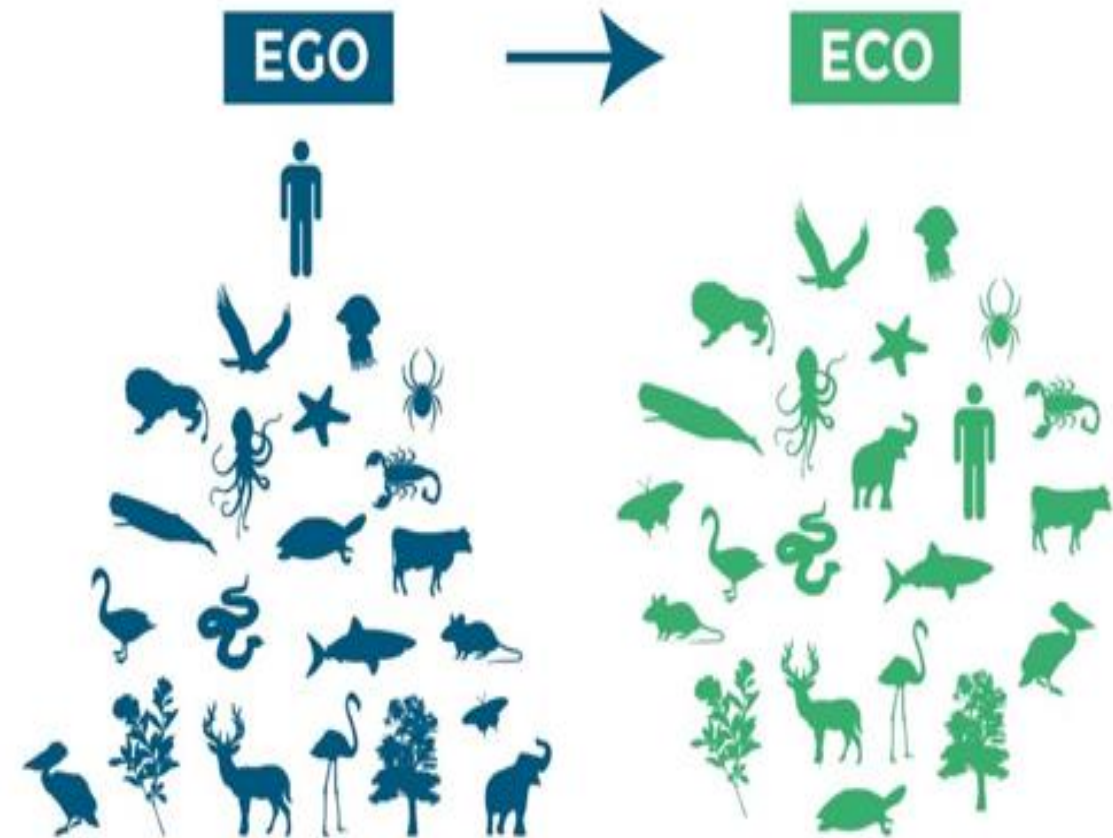
Social and Emotional
Learning



Sustainability at West Lodge is an approach to education and the running of a school that meets the needs of the current community without compromising the ability of future communities to meet their own needs. It leads to the creation of a socially-just, sustainable and equitable community that acts in an ethical way towards the ecosphere. An outward looking community which thinks globally and acts locally.

Sustainability education is an overarching framework that:

- links across all areas of the curriculum;
- affects how we view and maintain our campus;
- influences how we interact and connect with our community.



Interventions/Support

- Power of 2 Maths
- Shine Intervention
- Times Tables Rock Star
- Weekly intervention support for English and Maths in small groups
- Handwriting



Who are the SEND Team?

Hilary Haines: SENDCo

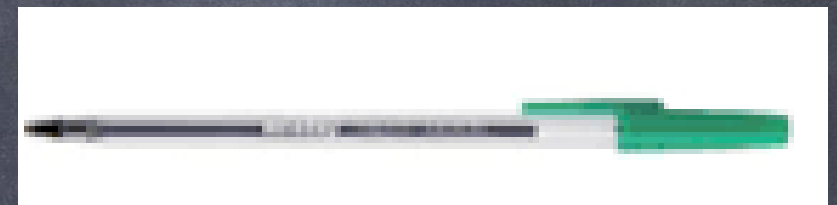
Michelle Richmond: KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader
(maternity leave)

Caroline Kinsella: Pastoral Lead and
Safeguarding Lead

Marking & Feedback

The teacher may identify positive aspects of the work by highlighting sections of work in green and sections needed to be improved will be highlighted in pink and linked to the written **EBI (Even better if)** at the bottom of the page. We will be continuing to develop the children's ability to peer assess writing together and identify ways forward.



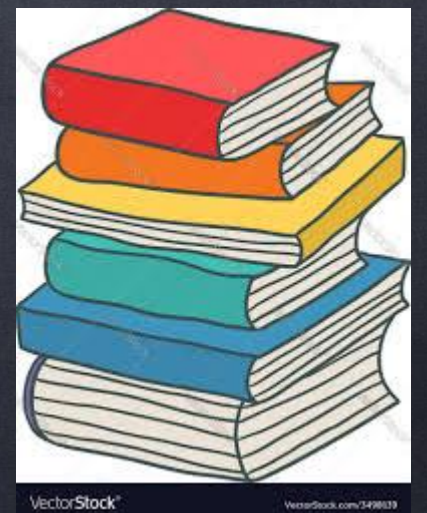
Maths

Children will receive ticks to indicate correct responses and bullet points to indicate errors and corrections to be made. They will be provided with an EBI which is responded to in the next lesson.



Homework

- Homework is given to consolidate learning that takes place within the classroom. It may be marked by the teacher or through peer/self assessment within the next lesson
- Literacy Homework will be in the CGP Books (linked to our weekly Grammar Lesson)
- All Maths homework will be set on Mymaths



Homework

Monday	CGP Grammar or Reading Comprehension	Due Wednesday
Wednesday	Maths (MyMaths)	Due Friday
Friday	Topic	Due Tuesday
	Spellings	Tested during the units.

*Holiday homework and special projects may not fit into this schedule, but specific guidance and dates will be given for such tasks.

Reading Bingo

A book by an author from a different country _____	A comic/graphic novel _____	A non-fiction book _____	A poetry collection _____
A book written by a woman _____	A book translated from its original language _____	A book recommended by your teacher _____	A book with a female main character _____
A book with a one word title _____	A biography or autobiography _____	A book that has been made into a movie _____	A book that has won an award _____
A book that is set in the past _____	A book written by an author of colour _____	A book set in a different country _____	A book published in the year you were born _____

Challenge – Can you read books that link to each of our 6 values?
Be Kind, Be Inclusive, Be Sustainable, Be Resilient, Be Curious, Be United

Comment on what they have read in their reading logs
 Children write down the titles of the books they have read in the appropriate box.

Knowledge Organisers

WHAT IS A KNOWLEDGE ORGANISER?

A summary of the core knowledge and vocabulary that we expect all children to acquire in long term memory by the end of the unit of work.

HOW IS A KNOWLEDGE ORGANISER USED?

- They are used in lessons and as homework
- They are designed to be easily 'quizzable'
- Children can self-quiz and test each other
- Used to revise a topic taught in previous terms
- Not everything we teach but the key information that children should know
- Knowledge and vocabulary that often has meaning outside the topic
(transferrable vocabulary)

Knowledge Organiser

Year 5 ♦ History ♦ Autumn 1: Victorians



Key Vocabulary

Word	Meaning
British Empire	Lands that Britain controlled all over the world.
Coronation	The formal service of making a person king or queen of a country.
Factory Acts	Laws passed by government to protect people working in dangerous factories.
Mines	Underground areas where people worked digging out minerals.
Paupers	Very poor people who have no way of feeding or supporting themselves
Ragged School	A school to teach poor children .
Workhouse	Places set up by the government where poor people with no money could go and be given a bed, food and work.
Disease	Illnesses for example, cholera, smallpox and typhoid.
Reign	The length of time a king or queen rules a country.

Ignite ♦ Grow ♦ Inspire

Queen Victoria

- Born in **1819** in Kensington Palace.
- Her uncle, King William IV, who had no children of his own, passed the crown on to Victoria when he died.
- She was **18** years old when she inherited the throne in **1837**.
- She was the first monarch to live in Buckingham Palace.
- Queen Victoria was on the throne for nearly **64** years.
- She died in **1901**.



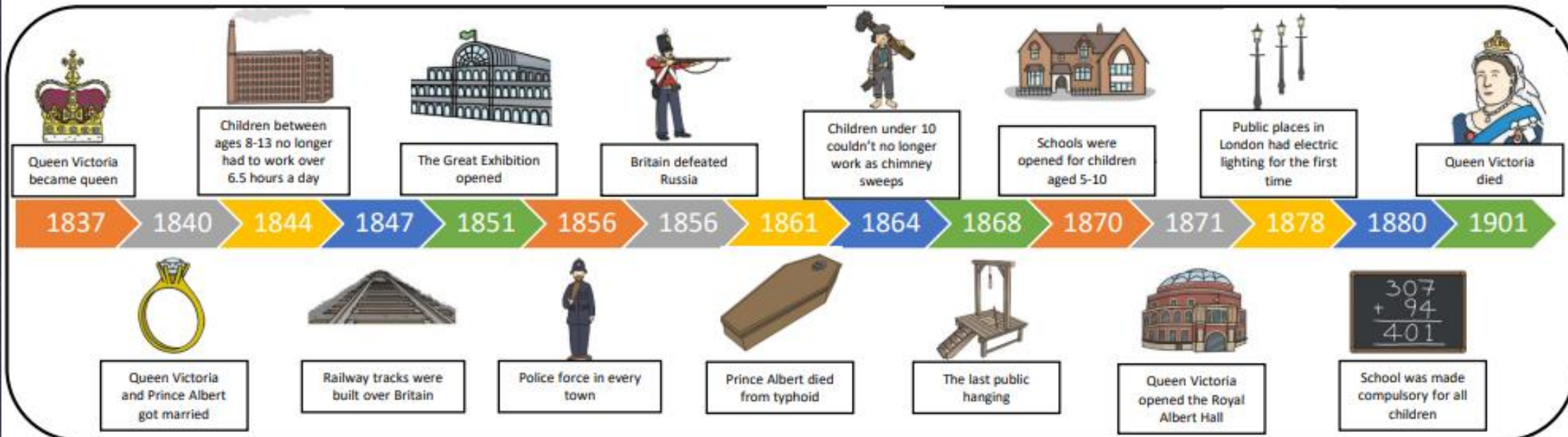
Victorian Schools

- At the start of Victoria's reign, only **wealthy children** went to school or had tutors.
- Education was **not free**.
- **Girls** were taught skills such as **sewing or cooking**.
- **Boys** were taught subjects such as **reading and arithmetic** (maths).
- **Poorer children** had to **work** and never learnt how to read or write. This changed during Queen Victoria's reign.



Knowledge Organiser

Year 5 ♦ History ♦ Autumn 1: Victorians



Industrial Revolution

- Towns and cities changed.
- Victorians **built** schools, libraries, stations, shops and hospitals.
- Tower Bridge** is an example of Victorian engineering and is now a symbol of London



Tower Bridge

- Opened in June **1894**.
- It took **8-years** to build and the original architect never saw his bridge completed.
- 432 construction workers** build Tower Bridge under the watchful eye of **Sir John Wolfe Barry**.
- It was build as a result of a competition.



Extending your learning:

- Read a book set in the Victorian times
- Make a list of Victorian inventions
- Research a life of a Victorian influencer
- Visit London Bridge and Albert Hall
- Watch Oliver Twist or A Christmas Carol

Ignite ♦ Grow ♦ Inspire

Sustainable Development Goals

16 PEACE, JUSTICE AND STRONG INSTITUTIONS





*Treat others as you yourself
would like to be treated!*

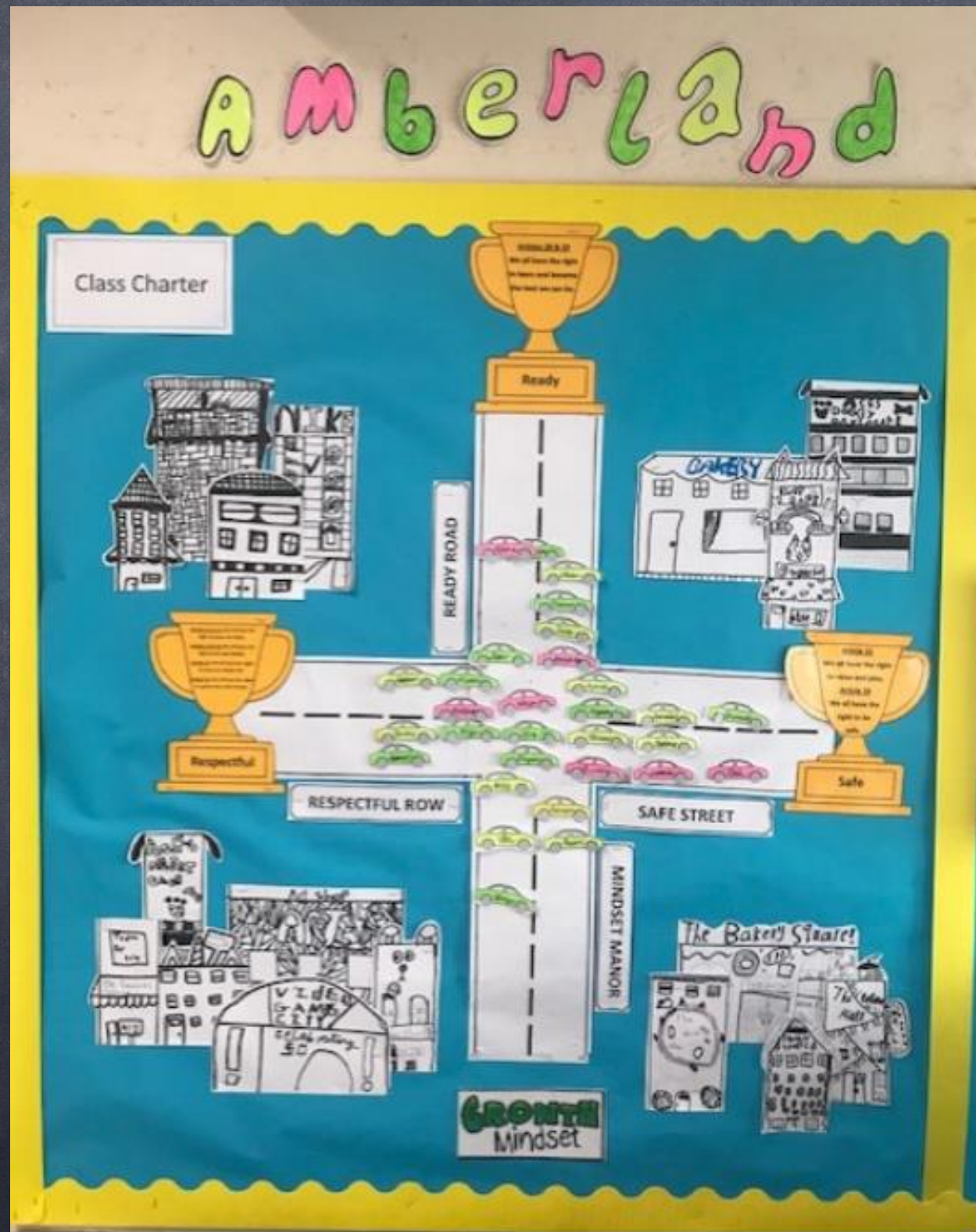
Ready, Respectful and Safe.



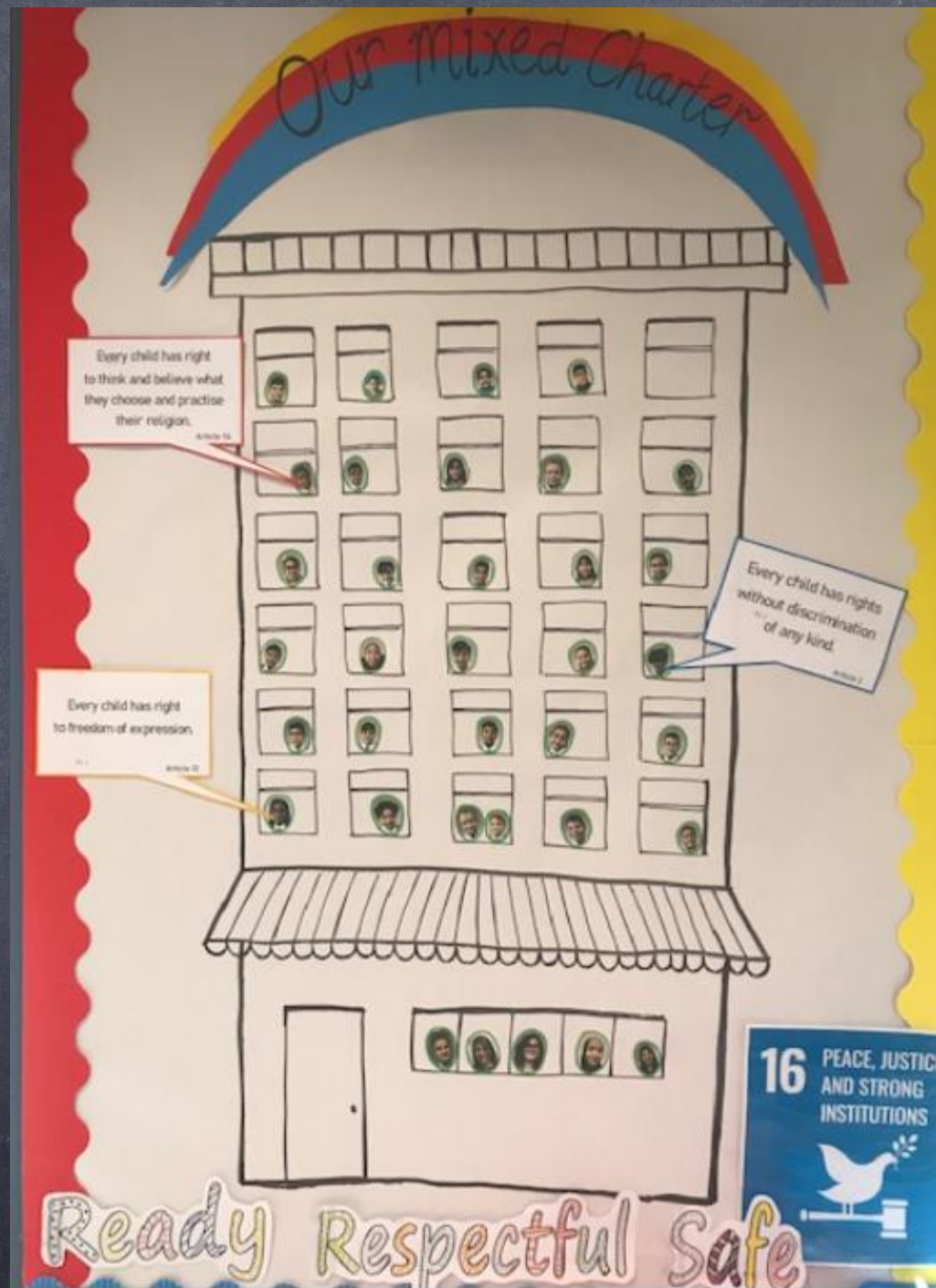
School Values



Class Charters

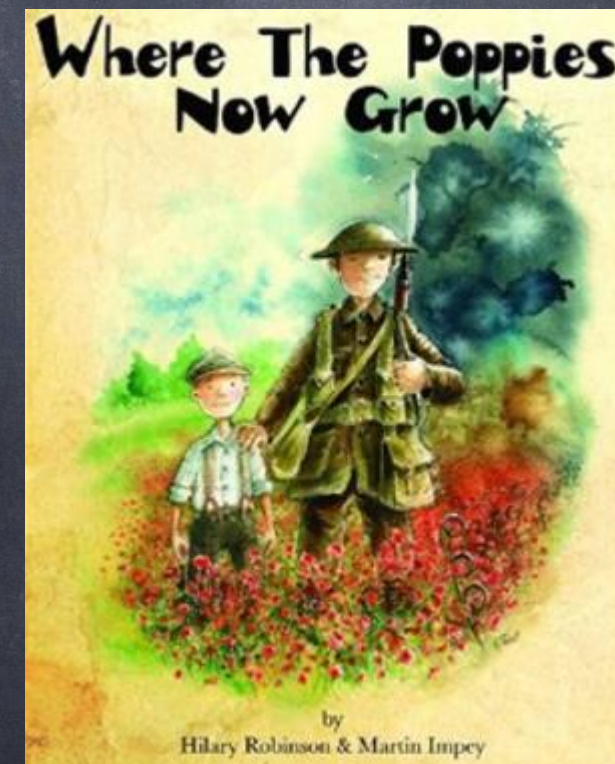
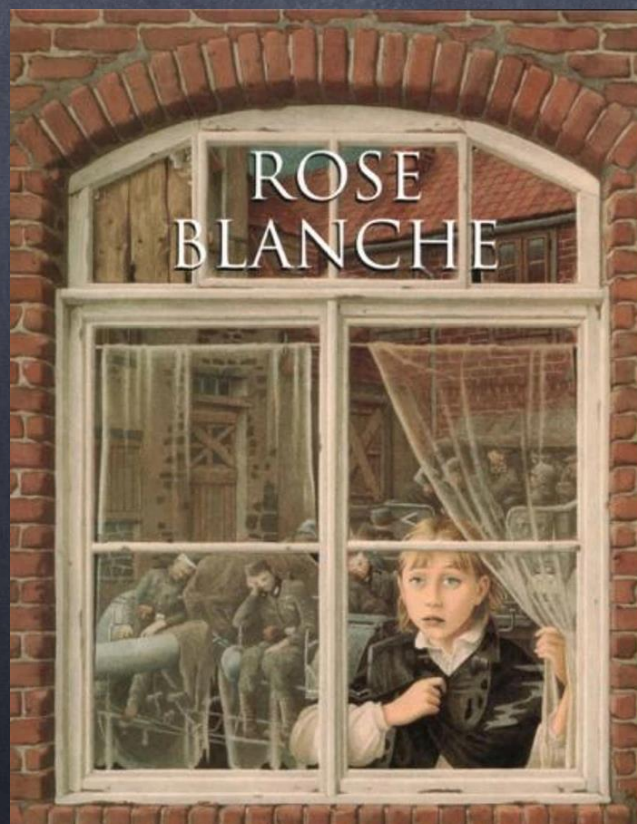
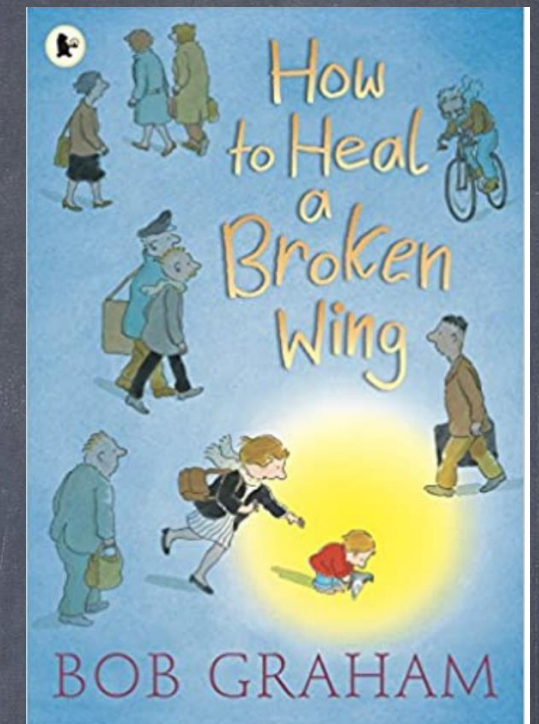


Class Charters



NO OUTSIDERS

'All different, All welcome'



Rewards – Positive Recognition

Praise	Offer praise...The Right Way • Praise effort and strategy, not intelligence • Make praise specific • Praise in private • Offer praise only when there's a good reason Using rights respecting language when talking to children.
Regular Communication to parents	Verbal reports to parents/carers at the end of the school day or comments made in diary/school link books.
Individual Rewards	Achievement Certificates & commended work - in assemblies Opportunity to share work with members of the leadership team
Class Rewards	Golden Moments Book – shared golden moments as a class are recorded and celebrated
House-points	House Cup awarded in assembly, sports shield awarded after Sports Day- mufti days as rewards. There will be a weekly update in Thursday's US Assembly.
Headteacher's Award	Awarded half termly to a child from each class who has shown incredible effort, perseverance, hard work and a willingness to face challenges! (Postcard home)
Recognition for special achievements that occur out of school	In assemblies positive recognition for special achievements that have occurred out of school.

In the Classroom

Immediate Consequences

Initial Warning	Use of 'low key' initial warnings
Follow Up Warning	Reminder of expected behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual/others) – praise will be given if the child is able to model good behaviour as a result of this warning.
Time out in own class	The child is asked to sit away from other children and work in a different area of the classroom (5 mins; 10 mins; whole session) At the end of the lesson the teacher or a member of support staff will discuss events with the child (It's important that this conversation is with the adult who issued the consequence).
Time out in another class	The child should be taken to another classroom, with work, where they will explain to the teacher the reason they are there. They will remain there for 10-15 minutes or until the end of the session. At the end of the lesson the teacher or a member of support staff will discuss events with the child.
Time in at break or lunch	A child may miss some minutes of the next available/most convenient break time. The child may be asked to reflect on the reasons why they have been asked to stay in. This may be combined with an additional task – such as writing an apology letter.
Time out with a Senior Leader (AHT, DHT, HT)	If disrespectful behaviour warrants removal from the classroom because of repeated or severe disruption to other children's learning or a serious incident then a message is sent to a Senior Leader who will attend immediately to remove the child. This may result in a more serious follow-up consequence in addition.

Follow Up Consequences	
Time with YGL	Repeat offences, regular low level disruption. This may be combined with an additional task – such as written reflections on the impact of his/her behaviour.
Withdrawn from School trip	If concerns have been raised about keeping a child safe on a trip due to persistent poor behaviour then the child may be withdrawn from a trip. In consultation with YGL & LT.
Reflection Time	Reflection time is given to children in years 3– 6 for more serious incidents, e.g. physical aggression and sustained verbal abuse. This takes place at lunchtime between 12:30 and 12:45pm (Monday to Friday). These sessions are used to encourage and develop respectful and considerate behaviour. The child will discuss their behaviour with the teacher who issued the reflection time and the Senior Leader. The child will complete a Rights Reflecting Form, which encourages them to reflect on how they should respect the rights of others and to understand the consequences of their behaviour. This form is to be taken home and signed by the parent/carer.
Meetings with Parents/Carers	Any concerns regarding sustained poor behaviour should be discussed with parents as soon as possible. The classteacher may hold a meeting with parents/carers with the support of the YGL, AHT, DHT or HT.
Individual Behaviour Support Plan	Where persistent poor behaviour occurs, an establishment of a behaviour record or home/school book may be introduced. Regular review meetings will be held with parents.

Growth Mindset and Challenge

This year we are continuing to encourage pupils to challenge themselves. Research shows that having a growth mindset develops memory and ability.

We would like the children to focus on challenging themselves and trying things that put them out of their comfort zones – even if this means that they make mistakes!





This year, the children will be continuing their journey on the MindUp curriculum during their PSHE lessons.

The purpose of the 15 lessons is to help children develop a better understanding of self and also further develop their abilities to self-regulate. The children will be continuing to take part in a minimum of 3 brain breaks throughout each school day.

The curriculum is based on four key pillars:



Unit I: Getting Focused
Lesson 1 : How Our Brains Work
Lesson 2 : Mindful Awareness
Lesson 3 : Focused Awareness: The Core Practice
Unit II: Sharpening Your Senses
Lesson 4 : Mindful Listening
Lesson 5 : Mindful Seeing
Lesson 6 : Mindful Smelling
Lesson 7 : Mindful Tasting
Lesson 8 : Mindful Movement I
Lesson 9 : Mindful Movement II
Unit III: It's All About Attitude
Lesson 10 : Perspective Taking
Lesson 11 : Choosing Optimism
Lesson 12 : Appreciating Happy Experiences
Unit IV: Taking Action Mindfully
Lesson 13 : Expressing Gratitude
Lesson 14 : Performing Acts of Kindness
Lesson 15 : Taking Mindful Action in the World

MyMaths

 **MyMaths.co.uk**
Bringing Maths Alive

Search

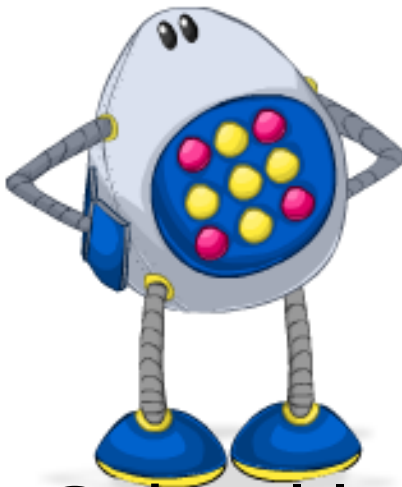
Resources
Library
Booster Packs
Games
Toolkit

My Portal ?
Login Password

Admin
Help
Contact
News
Documents
AssessmentManager

Library

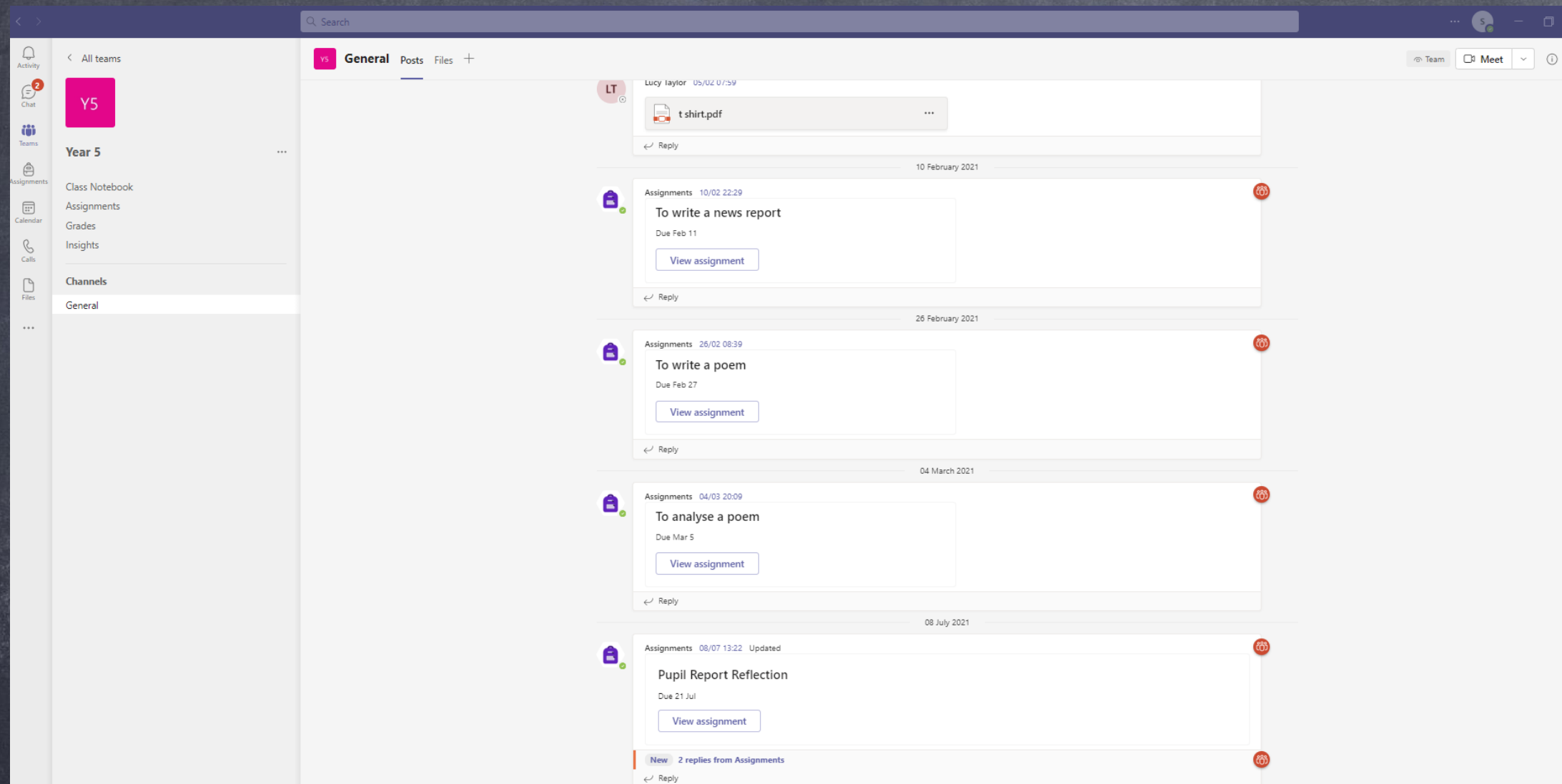
Level



Which level are you working at?

- School login: westlodge
- School password: addition
- Pupils have received personal login for 'My Portal' in Homework Diary.

Microsoft Teams



Nrich

NRICH enriching mathematics

Primary

Secondary

Topics

Search NRICH

Go

[translate](#)



Home

Students

Teachers



STEM

Latest



Approaching Midnight

This feature focuses on a strategy game for you to explore in depth.

[Past features](#)

Collections

School Maths Topics

Be a Mathematician!

Games and Interactives

Current



Trial and Improvement

Simply 'having a go' is a great way to make a start on a mathematical problem. Whatever happens, you will have learnt more about the situation and can then tweak your approach. These activities all lend themselves to this 'trial and improvement' way of working.

1 2 3
4 5 6
7 8 9

Four-digit Targets live ★

You have two sets of the digits 0 – 9. Can you arrange these in the five boxes to make four-digit numbers as

Trending

Open for solutions!

Live

Upper Primary
Live Problems

Recently solved

Solved
✓

Your Solutions!

Related

Bug Club/Reading Planet

ActiveLearn Help!



Bug Club

Welcome to the future of reading!



Log in

Username

Password [Forgotten password?](#)

School code

Log in

Will it work on my computer?
[Run a quick test](#)

Find out more and have a go.
[Register now!](#)



Username and Password in Homework Diary.
School Code Welo.

Educational Trips and Workshops

- Wednesday 27th September and Monday 2nd October – ‘Bee workshops’ (in school).
- Monday 16th October – Kingsley Hall
- Romeo and Juliet Workshop – Wednesday 6th December (in school)
- Bentley Prior Museum – Summer Term TBA
- Zoolab – Summer Term – Summer Term TBA



What can I do to support my child in Year 5?

- Read with your child and encourage independent reading time on a regular basis. Keep us updated via your child's reading record (Signed each Monday)
- Consult the diary and keep up to date with homework
- Ensure your child avoids time off school
- Ensure your child is on time each day for registration, prepared and ready with all relevant equipment



A few final reminders

Full Uniform

**PE – School tracksuit only or shorts
and house t-shirt:**

**Ensure that Reading
Records/Homework Diaries are
signed and handed in each Monday
morning.**

**Small bags only to be brought into
school.**

Snacks should be fruit

5@westlodge.harrow.sch.uk

A word cloud graphic on a dark blue background. The central text reads "ANY QUESTIONS?" in large, white, bold capital letters. Surrounding this central text are numerous instances of question words in various colors (white, yellow, orange, green, light blue) and orientations (horizontal, vertical). The words include: "WHEN?", "WHERE?", "WHO?", "WHAT?", "HOW?", "Why?", "Where?", "What?", "When?", "How?", "Why?". Some words are repeated multiple times, such as "WHERE?", "WHAT?", "WHEN?", "HOW?", and "Where?". The overall effect is a dense cluster of interrogative terms.