



Parent Information Meeting 2023 Year 5

Welcome!

Meet The Team

5 Willow

Ms N. Teves

5 Maple

Miss R. Asif

Support Staff

Ms Wojcik (1-1 LSA)

Ms Patel

Mr. Tobias

Phase Leader

Ms Siddique

Meet The Team

Other adults working in the classrooms:

- Mrs. A Parmar (Learning Mentor)
- Mrs. Solanki (Inclusion)
- Coach Zack (P.E)
- Volunteer

Overview of the Curriculum

This half term, the children will be focussing on their wellbeing to support their learning. Some subjects [Art/DT/Music/Computing will be taught next half term.]

Core Subjects	5-7	7-11
English	✓	✓
Mathematics	✓	✓
Science	✓	✓

Foundation Subjects	Key Stage 1 (5-7)	Key Stage 2 (7-11)
Art and Design	✓	✓
Citizenship		
Computing	✓	✓
Design and Technology	✓	✓
Modern Foreign Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical Education	✓	✓
PSHE	✓	✓
Religious Education	✓	✓

Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				

English

Writing

Immersion in the text

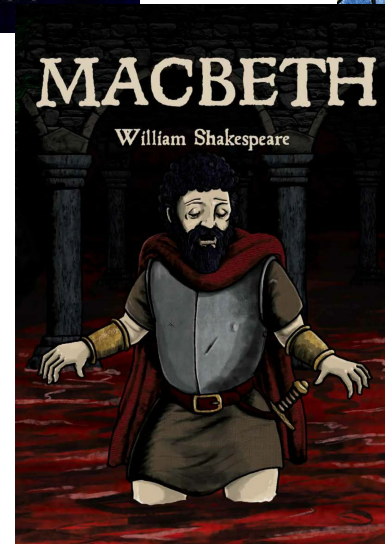
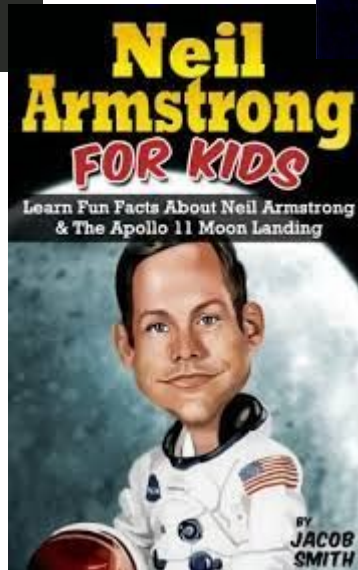
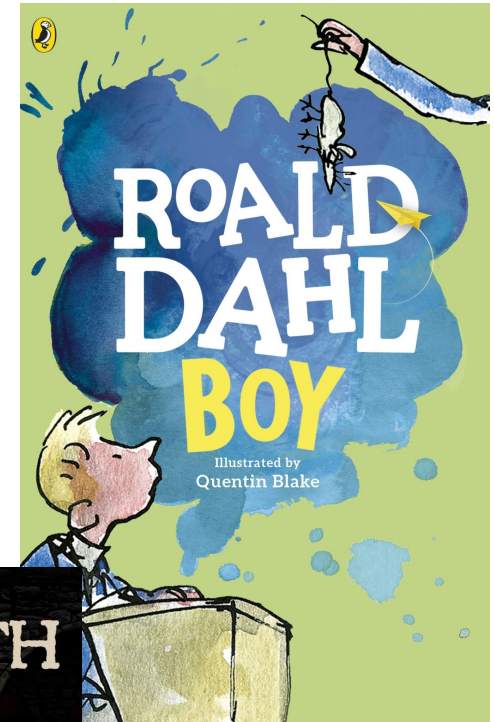
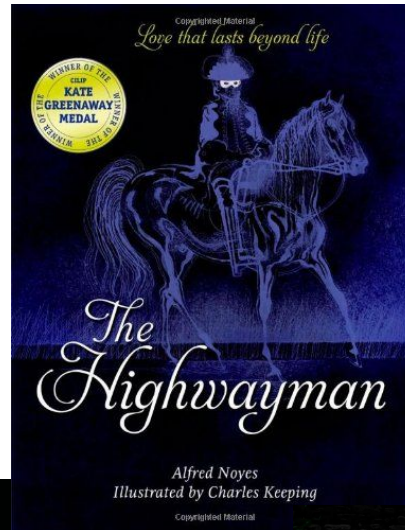
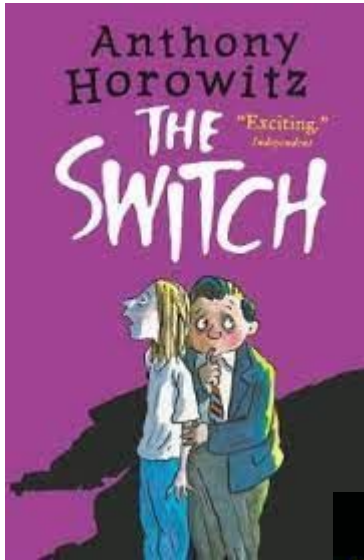
Model

Independent

Reading

- Daily Reading - Homeschool Readers
- LRC
 - Guided Reading/Destination Reader

Books we will be using in English this year



Long Term Plan for Year 5

Long Term Plan Year 5 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Switch - Setting description - Character description - Diary entry <i>Read faster – further in the book</i>	Childhood the Tales of a boy - Biography – Neil Armstrong Autobiography – Roald Dahl/ Qudsia Story writing – Change the autobiography into a story with a different ending	The Highwayman - Poetry - Persuasive letter - Debate/ Argument - Discursive text (discussion)	- Insert book – discuss Qudsia - - Description - Narrative (Extended Piece – Beginning/Middle/End) - News report	Macbeth - Script – monologue (letter) - Soliloquy - Argument/Persuasive writing (statement)	Dr Who (The Advent of Fear) - Narrative - Setting description - Character description - News report
Maths	Refer to MATHS LTP					
Science	Animals including humans (life cycle, reproduction and puberty)	Earth and Space Katherine Johnson: American Mathematician: US aeronautics and space programme	Properties and changes of materials	All living things - Plants	All living things – Animals and Other	Forces (to link with DT)
Computing	<div>Unit 5.4 Databases</div> <div>Weeks – 4</div> <div>Programs – 2Question, 2Investigate</div>	<div>Unit 5.1 Coding</div> <div>Number of Weeks – 6</div> <div>Main Programs – 2Code</div> <div>Silas Adenkunle: First gaming robot</div>	<div>Unit 5.2 Online safety</div> <div>Weeks – 3</div> <div>Programs - Various</div>	<div>Unit 5.3 Spreadsheets</div> <div>Weeks – 6</div> <div>Programs – 2Calculate</div>	<div>Unit 5.5 Game Creator</div> <div>Weeks – 5</div> <div>Programs – 2DIY 3D</div>	<div>Unit 5.7 Concept Maps</div> <div>Weeks – 4</div> <div>Programs – 2Connect</div>
Art/DT		Greece – Greek Art and Pottery Influenced by African tribal Art Romero Britta(Brazilian) Jean-Michael Basquiat	Landscapes and Landmarks [watercolours] Cori Abrahams: similar to Picasso		Environmental Art – Andy Goldsworthy	
Design Technology	Cooking [DT] Researching recipes Cooking Greek food			Indus Valley writing [soft clay] and jewellery design		Design a product with a mechanical system (link with forces)

						Mechanical systems: Black engineers Ursula Burns: CEO Xerox
History		Ancient Greece [History] A study of Greek life and achievements, and their influence on the western world e.g. Literature, the Olympics Africans in ancient Greece		The Indus Valley (History Focus) Life of the Indus Valley people, living comparisons, reasons for extinction etc		Immigration [from 1948]
Geography	Greece (Geography focus) Map skills, coordinates, island of Greece, climate, weather		India [The River Indus and trade, human features] Link with Art – Taj Mahal		Pollution [effects of an environmental issue – traffic congestion etc]	
RE	Hinduism	Hinduism	Sikhism	Sikhism	Birth and Death – In all religions	Birth and death – In all religions
PSHE	(My BNK WORKSHOPS) ONE DECISION UNITS: <u>KEEPING/STAYING SAFE</u> Peer Pressure Adults' Views Children's Views <u>COMPUTER SAFETY</u> Image Sharing Adults' Views Children's Views	(My BNK WORKSHOPS) ONE DECISION UNITS: <u>KEEPING/STAYING HEALTHY</u> Smoking Adults' Views Children's Views <u>ENTERPRISE (XMAS FAIR)</u>	ONE DECISION UNITS: <u>RELATIONSHIPS (GROWING & CHANGING)</u> Puberty Adults' Views Children's Views <u>SRE (2 lessons)</u> Male and Female Changes Puberty and Hygiene	ONE DECISION UNITS: <u>FEELINGS AND EMOTIONS</u> Anger Adults' Views Children's Views Mindfulness videos (Visualisation & breathing) Flower Breath Magic Cloud Butterfly Meadow Enchanted Forest	ONE DECISION UNITS: <u>BEING RESPONSIBLE</u> Looking Out for Others Adults' Views Children's Views	ONE DECISION UNITS: <u>THE WORKING WORLD</u> Enterprise Adults' Views Children's Views <u>A WORLD WITHOUT JUDGEMENT</u> Inclusion and Acceptance Adults' Views Children's Views
PE	PPA + Swimming	PPA + Swimming	PPA + Swimming	PPA + Swimming	PPA + Dance Y5 Units	PPA + Gymnastics Y5 Units
Music	Music Express: Our Community	Music Express: The Solar System	Music Express: Life Cycles	Music Express: Keeping Healthy	Music Express: At the Movies	Music Express: Celebration
MFL [KS2]	Spanish External Teaching	Spanish External Teaching	Spanish External Teaching	Spanish External Teaching	Spanish External Teaching	Spanish External Teaching
Trips	Term 1 – During Autumn 2 – Earth and Space The Royal Observatory – Greenwich (£4)		Term 2 – Trips to the Neasden Mandir and The Southall Gurdwara		Term 3 – During Summer 1 – Lights Camera, Action The Welsh Harp – Wembley (the effects of water pollution)	

<p>English- Genre - The children will be learning all about The Switch-Character description, setting description and diary entry.</p> <p>Reading The Switch- The children will apply their growing knowledge of new words to read aloud and to understand the meaning of new terms that they meet.</p> <p>Writing and spelling The children will be revising plurals, using silent letters, word endings, descriptive language and homophones. Writes legibly, fluently and with increasing speed.</p> <p>Grammar and punctuation The children will be learning about fronted adverbials, complex sentences, conjunctions, adverbial phrases, expanded noun phrases, sentence starters, paragraphs, modal verbs, relative pronouns, brackets and clauses.</p> <p>Key vocabulary Adverbs, adjectives, expanded noun phrases, nouns, parenthesis, clause, cohesion.</p>	<p>Maths – Number The children will be learning about Place value, rounding, inverse operations, and multi-step problems.</p> <p>Addition and subtraction The children will be learning to add two 4-digit numbers with more than one exchange. The children will also be learning about</p> <p>Area and perimeter of 2D shapes, measurement – Time</p> <p>Multiplication and division multiply and divide up to 4 digit numbers inverse operations, multi-step problems.</p> <p>Key vocabulary rounding, estimating, terms relating to addition, subtraction, multiplication and division.</p>	<p>Science – Animals including humans</p> <p>In this unit, the children will learn about life cycles, including that of humans. They will understand the process of reproduction and explore gestational periods for different species. Children will work scientifically by taking measurements using a range of scientific equipment and recording data and results using diagrams and labels.</p> <p>Key vocabulary Gestation, Fetus, fertilisation, species, baby, toddler, adolescent, adult, elderly person, puberty.</p>
<p>Religious Education – Who is to blame if we do wrong?</p> <p>The children will be looking into the Torah – that it contains 613 laws (including 10 commandments), they will be learning that all denominations celebrate the coming of age/start of own responsibility for own religious actions/commitment to adhere to these laws through Bat or Bar Mitzvah ceremonies. The children will be identifying features of adult baptism and confirmation. The children will also be making comparisons with infant baptism and Jewish ceremonies.</p> <p>Key vocabulary – Responsibility; atonement; soul; free will; judgement; Kingdom of God; sacrament; Confession; equality; omniscient; temptation; sacrifice; blame</p>	<p>Geography – The children will look into the Oil/gas rigs and mining Rio and settlement. They will be looking into how does the extraction of minerals from the earth impact on the terrain and environment. The children will be making a comparative study of the open cast mining Oil Sands in Alberta and gold mining in the Yanomami Reserve in Brazil. They will also be learning about the impact of gold mining in the Yanomami Reserve in Brazil. The children will be learning to use a variety of maps, satellite images and specifically searched internet based data, children explain how and why Rio has grown in the last 100 years. They will compare its development to Tokyo or London.</p> <p>Key vocabulary – Greenhouse gases, carbon dioxide, absorbing infrared, radiation, ecosystem, living things, environment, mineral, resource.</p>	<p>Art – The children will be learning about Drawing – I need space</p> <p>The children will be exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; They will be developing independence and decision-making using open-ended and experimental processes; combining drawing and calligraphy printmaking to create a futuristic images.</p> <p>Key vocabulary: mechanism, paper based, output, input, motion, structure, movement, mechanical system pop out book.</p>
<p>Computing –The children will be looking at on-line safety and Programs variously. Exploring purple Mash. We will explore the programme Purple Mash and use these to apply to other subjects</p>	<p>RELATIONSHIPS (GROWING & CHANGING) The children will be learning about: Puberty, Adults' Views, Children's Views SRE (2 lessons) Male and Female Changes. Puberty and Hygiene</p>	<p>PE –The children will be focusing on Gymnastics. Willow class has PE on Wednesday and Maple class on Mondays.</p>
<p>Music</p> <p>Children will be learning songs about keeping healthy.</p>	<p>Spanish –Next half term the children will be recapping previous learning about countries and nationalities.</p>	<p>Home learning is given out on Atom Learning, every Thursday and is submitted the following Tuesday at the latest. A copy is available on Google classroom Home reading book to be read and signed every day.</p>

Knowledge Organiser

Oil/Gas rigs & Mining (inc open cast mining Oil Sands, Alberta)



Greenhouse gases – gases such as carbon dioxide, which contribute to the greenhouse

Ecosystem – a community of living things and their interaction with the environment

Mineral – a chemical substance formed naturally in the ground

Resource – any materials or assets that humans can make use of
Urbanisation – The growth of population and building in towns, in comparison to rural areas; in the UK, 90% of the population lives in urban areas.

Rural to urban migration – The movement of people into towns, usually to find work and affordable homes.

How the extraction of minerals from the earth impact on the terrain and environment



The children will be learning that mineral extraction is associated with a diverse range of potentially adverse impacts on environmental and human health. **Mineral extraction** (mining) and **petroleum** and **gas production** are major resource extraction activities that provide the raw materials to support our economic infrastructure. The will be analysing the enormous amount of pollution is generated from the extraction and use of natural resources. The children will research about The Environmental Protection Agency's Toxic Releases Inventory report lists mining as the single largest source of toxic waste of all industries in the United States. The children will look at what these consist of strip mines, quarries, and underground mines, contribute to surface water and groundwater pollution, erosion, and sedimentation.

Impact of gold mining in the Yanomami Reserve in Brazil:



The children will be analysing photographs that show areas where the miners have obliterated the dense, pine-green forest and replaced it with immense bronze-coloured gashes littered with felled trees and pools of stagnant water. They will particularly look into The Yanomami Reserve, which is Brazil's largest reserve for the indigenous people.

A comparative study of the open cast mining Oil Sands in Alberta and gold mining in the Yanomami Reserve in Brazil

They will conduct a study where it is estimated that a mean of 0.3% of the land surface has been affected by mining.



The children will be comparing the causes and effects in both Alberta and gold mining in the Yanomami Reserve in Brazil. They will explain that, gold miners for its mineral-rich environment have, long sought out Yanomami, Brazil's largest indigenous reserve. That in June of 2021, United Nations human rights experts brought attention to the recent increase in violence in the region, as a result of clashes between the Indigenous population and the some 20,000 illegal miners searching for gold.

The Reading Curriculum

Includes:

- **Shared reading** (Whole class, groups)
- **Guided reading** (Destination Reader in KS2)
- **Daily phonics** (Read, write Inc. programme)
- **Regular independent reading** (and paired reading, buddy reading with children in the school)
- **Hearing books read aloud on a regular basis**
- **Selecting their own choice of texts.**
- **Home/school reading** (at the child's level of reading)

Research shows that regular reading:

- improves brain connectivity
- increases your vocabulary and comprehension

Home Learning

- Home learning is given out on **Thursday** and should be returned to school completed by the following **Tuesday**.
- **Home Learning will be available on Atom.** [There will be a printed copy if your child cannot access.]
- **Your child will be asked to :**
 - read everyday [sign the reading record]
 - have a spelling task
 - a Maths task
 - an English task
 - learn times tables
- **Home learning must be completed. If it is not completed, your child may need to stay in at lunchtime to complete it.**
- Remember to read the **knowledge organiser** with your child every term. Also support your child with the half termly **home learning project**.
- Let us know what you think of the knowledge organisers and projects !

Educational Visits this year

- We are hoping to arrange educational visits every term.
- All educational visits are based on the children's learning. We hope to visit museums, attend workshops and exhibitions to enhance their learning.

Synagogue

National History Museum

Temple

Science museum

National portrait gallery

We ARE Preston Manor

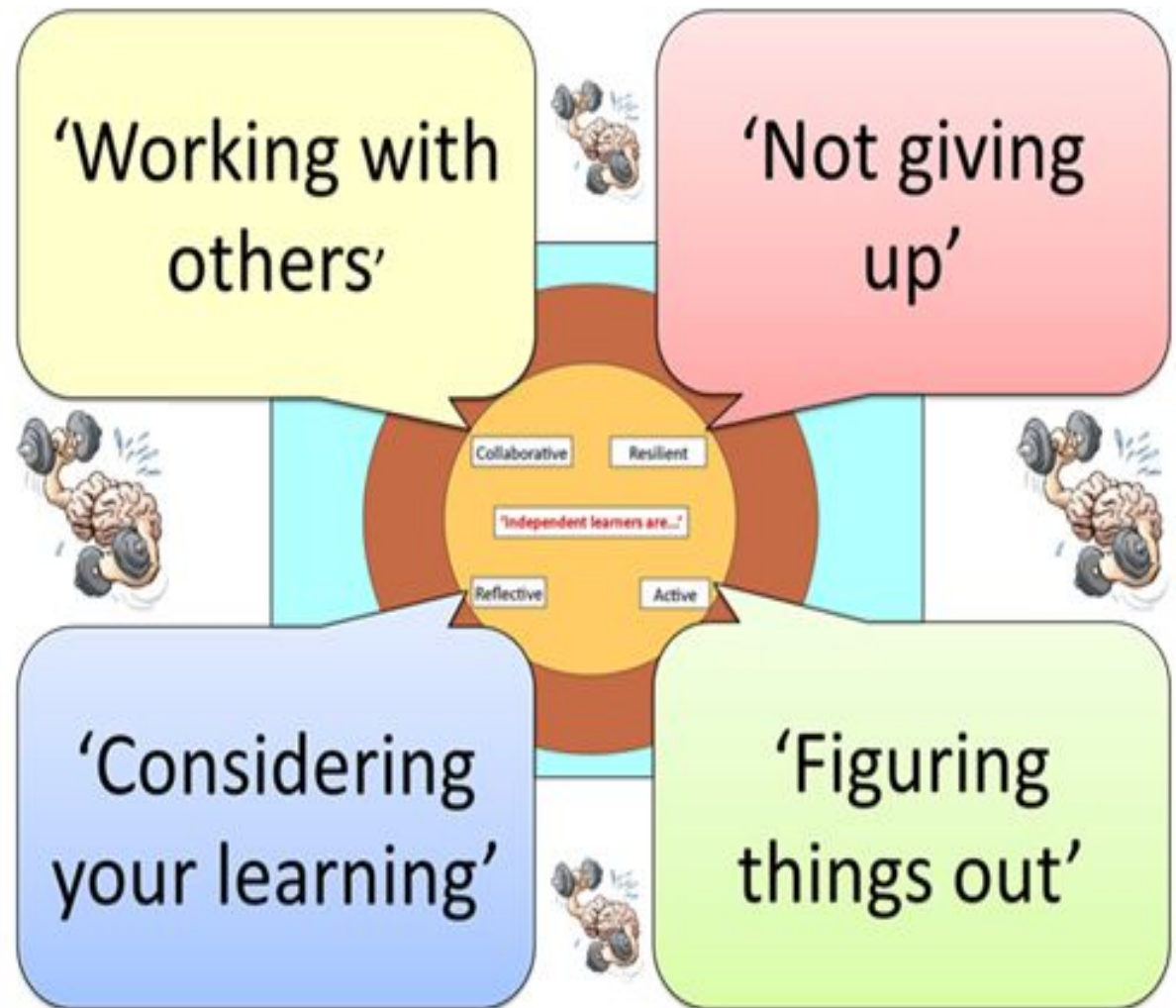
A = Ambition

R = Responsibility

E = Excellence

....works alongside the Learning Identity...

- Each learning approach has a motto to help students understand it



Behaviour Expectations



Our Behaviour System



To receive a GOLD Award at the end of the week the pupil needs to have reached Gold **once** in the week.



To receive a SILVER Award at the end of the week the pupil needs to have reached Silver **2 times** in the week.



To receive a BRONZE Award at the end of the week the pupil needs to have reached Bronze **3 times** in the week.



All children start the day on green.



Verbal warning



1. Reflection Sheet in class (time out at reflection table).
CT discussion with child about behaviour.

2. If behaviour persists, second reflection sheet (time out in parallel class).



Child sent to phase leader- fills out reflection sheet and letter sent home to parents. (At phase leaders discretion, children sent to them for red behaviour may be sent on to the Head, to be recorded in the red book or possible lunchtime detention.

Reminders

- Make sure children arrive at school on time every morning. Please continue to observe social distancing with your child.

The Year 5 start time is : 8:30The Year 5 finish time is :15:20

- Please ensure that children bring their reading record to school **every day**. This should be signed and dated by an adult. **Children should be reading for at least 10 minutes every evening.**
- Home Learning is set on Tuesday and must be completed in Atom, or returned to school by Thursday.
- Send your child with a water bottle.
- If you would like to discuss anything with the teacher, please contact the office. The teacher will phone you.
- P.E is on Monday/Thursday Maple class and Wednesday /Thursday Willow class.
- The correct school uniform must be worn everyday – no trainers
- For safety and hygiene, please make sure that your child brings the correct P.E. kit as follows:

Our P.E Uniform

Blue t-shirt with school logo or plain



Navy blue shorts,
leggings or jogging
bottoms



Black plimsolls

Uniform Stockists

Rumbles School Uniform Shop

598 High Road, Wembley, HA0 2AF , 0208 902 1393

Mayfair Sports

463 Kingsbury Road, London, NW9 9DY, 02082048117

My Clothing (online)

<https://myclothing.com/ueslink/19444.school>

Healthy Packed Lunches and Playtime Snacks

A child at school should have about a third of their daily nutrient requirements at lunchtime. This means they need food that is going to provide them with enough energy, protein, fibre, vitamins and minerals.

A healthy snack : a piece of fresh fruit, dried fruit, a cereal bar or yogurt pouch
NOT biscuits, sweets or crisps

What is in a healthy lunch?

A good packed lunch contains:

- A starchy food, such as bread, rolls, pitta bread, naan bread, potatoes, rice, noodles.
- These foods are good for children to fill up on.
- A good source of protein, iron and zinc such as meat, fish, beans or eggs.
- A good source of calcium such as milk, cheese, yoghurt or fromage frais.
- And one portion of fruit and one portion of vegetable or salad to provide all the other vitamins and this could include; a piece of fruit or dried fruit. A portion of vegetables could be fresh vegetables such as a carrot stick, salad or a vegetable soup or vegetable dish.

No single food contains all the essential nutrients the body needs to be healthy and function efficiently so it is important that the content of the packed lunch is **varied**.

More information can be found on

<http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide>.

The following foods should **not be included** in their school packed lunch: **crisps, cakes and biscuits or juice** as these foods do not include the important nutrients children need to grow and develop, to be healthy and active. **If your child brings these foods to school, they will not be allowed to eat them.**

Please do not send any food containing nuts, as some children have allergies. This includes peanut butter and Nutella spread sandwiches.

Attendance

- Children should aim for attendance of at least 98%.
- All attendance is regularly monitored by Mr. Atkinson and Mrs. Parmar. If there are concerns about your child's attendance you will receive a letter and print-out of their attendance, with follow up meetings, if necessary.
- Children falling below 90% attendance (= 1 day's absence per fortnight) must be referred to the Local Authority Educational Welfare Officer as 'Persistent Absentees'.
- Requests for term time leave will be authorised only in the most exceptional circumstances.
- All unauthorised leave must be referred to the LA, and may result in a Educational Penalty Notice. The fine for unauthorised attendance is £60 per parent per child, so for one child the fine would be £120 but for 2 children would be £240.

Other Year Group Specific things

- Swimming - We will announce in advance when it will take place.

Ways to help your child:

- Read with your child every night and ask questions about the book
- Encourage your child to read a variety of different print e.g fiction and non-fiction texts, print in the environment, comics, kindles/stories on ipads
- Talk to your child about what they have learned and enjoyed during the day. Try not to focus on their behaviour.
- Make sure that homework is completed by your child, if necessary with your help, and please go through it when completed.

Volunteers

- If you would like to volunteer in school, email Ms Siddique. She will let you know what to do next.
[q.siddique@preston-manor.com]
- You could help to improve the reading skills of children, or support them in small groups.
- If you are training to be a TA, you can do your placement here.

Thank you for listening.

Information sheets will be sent home with your children at the end of the day.

Questions?

If you have a question, please write it in your child's reading record. Your teacher will reply in the record.