



ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS



YEAR 5
CURRICULUM BOOKLET
2022-23



AT ST NICHOLAS' SCHOOL
EVERYONE IS VALUED, EVERYONE IS SOMEONE



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Welcome to Year 5

This booklet aims to give you a brief idea of what life is like in Year 5 and the work your daughter will be covering.

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General Information

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Routines

Children are based with their form teacher in their form room for some of the day but will visit specialist teachers for other lessons. Everyone has a copy of their timetable on their desk and in planners.

Each day begins and ends with the form teacher in the form room. This time is used for general school admin, thinking skills, collaborative activities and class celebrations.

Each child has a school planner in which they will write their homework and any general reminders. This provides a useful contact with parents and can be used to send general messages to and from home. Please check it regularly, sign it weekly and make sure that your child brings it to school every day. There is also a Year 5 Team where homework is sometimes set and general messages for the whole year group are posted.

Children are expected to come into school independently and to take responsibility for their own possessions in Year 5.

Keeping in Touch

There will be a parents' evening in the Autumn and Spring terms as well as a report at the end of each term. You will find the dates on the termly calendar.

If you need to make contact at other times, it is usually best to write a note in your child's planner, contact the office or email your child's teacher directly. Form teachers are always happy to speak to parents and brief conversations can sometimes be had by arrangement at the beginning or end of the day.

Extra-Curricular Activities

Staff provide a variety of clubs during lunch time. Children are asked to express a preference. Once activities have been agreed, they are expected to attend every week. Activities change each term and cover a wide range including music, sport and craft.

After-school activities (including homework club) are organised by Mr Nicholls and the online form is available in advance of each term so that children can sign up for those activities they wish to attend.



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Homework

Children are set homework each night and will be given a timetable for this at the beginning of the year. The homework may be a written task, learning (of tables or spellings for example), or a topic to research.

- Please bear the following points in mind:
- Set tasks are normally intended to be completed by the children alone and they should be encouraged to think for themselves. They may well, however, benefit from a little constructive assistance from time to time;
- It is usually helpful to maintain a routine for homework;
- Bear in mind that, with proper concentration, homework should take no longer than the time stated although enthusiasm to continue should not be discouraged;
- You may occasionally find that your child is not able to complete their homework, maybe because they have misunderstood something. You may choose to help or to send the work back to school incomplete. In either case, please write a note to the teacher so that we are aware that your child needs extra support or explanation;
- Children are expected to hand homework in each day on arrival at school. If homework is regularly missing, late or incomplete, staff will notify parents via the school planner. Children will usually be asked to complete missing work.

Examinations

Formal school examinations take place in the Summer term. The dates will be published in the calendar at the beginning of the Summer Term.

In Year 5 we have written examinations in Mathematics, English, Science, (Topic) History and Geography.

Guidance will be given by teachers and time set aside in lessons to review earlier work. While we do expect children in Year 5 to prepare for examinations, very intensive revision is not appropriate at this stage and staff try to encourage a calm and balanced approach.

Results are given to children individually and there is an opportunity to go over any misconceptions or areas for improvement. Results are formally reported to parents at the end of the school year.



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Equipment

Girls should have the following equipment in school with them every day. All items should be clearly named.

- 30cm ruler
- pencils (at least 2)
- pencil sharpener
- Handwriting pen (black ink)
- coloured pencils
- glue stick
- scissors (metal blades)
- rubber
- dictionary (Oxford Primary Dictionary recommended)
- Good News Bible



Uniform and sports equipment lists are available separately from the school office. Please contact the office if you are unsure. It is especially important that clothing is clearly named, as it is often impossible to distinguish between the uniform of different girls.

Special Events

There are several events during the year which children are expected to attend. There are Open Days during the year in October (Saturday 1st) and in March. Children will need to be available on these days between 10am and 1pm and will be participating in activities for some of this time.

There is usually a Junior Music Evening held in the Spring Term which children are also expected to attend. The Summer Fayre is usually held in June and children are expected to attend to help run a stall. (These events are to be confirmed)

Although reminder letters will sometimes be sent out, this is not the usual practice as the dates of events will be found on the termly calendars.



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Challenging the Able

It is important that each child should achieve their full potential in every lesson. Children who demonstrate a good understanding of the learning objectives will be moved on to extension tasks. These tasks may be on a related topic or problem – solving activities designed to develop a higher order of thinking skills.

Progress will be monitored carefully and teachers will plan and design a range of tasks while ensuring that every child is supported and encouraged to achieve their best.

Curriculum Support

Some children may require additional support which will be provided by differentiation within lessons as well as by the Curriculum Support Department.

Pupils' need for support can vary depending on the lesson and we aim to provide for individual requirements as they become apparent. As a result, curriculum support groups are flexible.

Curriculum support takes a variety of forms: small group or individual lessons on a weekly basis, sometimes for a period of half a term with a break for half a term. Sometimes all that is necessary is a short intensive programme. Pupils are recommended for support by the teachers based on their performance in testing and during normal lessons. Parents are always informed before formal Curriculum Support lessons are started.



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Art

Children develop a variety of skills such as shading, colour mixing and cutting. Elements of drawing, painting, and pottery are covered using a variety of media with reference to other artists and craft traditions of other cultures. All these activities are directed towards engaging the children in the creative process, ensuring it is a positive, practical learning experience.

Design Technology

Children will explore a range of products and techniques during the year including construction, fabric and mechanisms. They will design 'Day of the dead' masks to go alongside their learning in Topic and a working clock which will involve applying their maths skills and knowledge. They will analyse existing products and then design and build their own, refining their work as they go and evaluating their end result.

Design Technology gives the opportunity for the development of practical and social skills in a relaxed and enjoyable environment.

Drama

The children have two lessons of Drama per week. The use of staging, lighting, sound, props and costumes is integrated into lessons. They will also perform in a Junior production.

There is plenty of opportunity for devising and writing their own pieces throughout the year, as well as working with existing scripts. Among other topics, they will be introduced to Shakespeare and take part in workshops on 'A Midsummer Night's Dream'.





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English

In year five we use a class text as a driver for all of our English lessons to teach reading and writing skills. There will be a focus on spelling, punctuation and grammar skills within written work. Individual reading and library skills are regularly reinforced: girls have a personal reading diary, in which they keep a record of books that they have read. These are checked by staff and certificates awarded for regular reading.

There will be a weekly spelling lesson and list sent home to learn for a test at the end of the week.

DEAR Time (Drop Everything And Read) takes place at 1.45pm. Sometimes the class teacher will use the class text to teach specific reading and comprehension skills. At other times, the class teacher will have the opportunity to listen to individuals while children read their own choice of reading or library book.



French and Mandarin

French is taught using an interactive oral approach. Children will be involved in a variety of activities including role play, songs, games and poems. In French, this will include learning vocabulary connected with food and drink, shopping and likes and dislikes. In Mandarin, pupils will learn to pronounce the consonants and vowels with the four different tones, write some basic strokes and simple Chinese characters, and say the basic greetings and introduce themselves.



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Geography and History

In Autumn term year 5 study the 'Amazing rainforests which is a geography based topic. This includes learning about their structure and where they are in the world. We also find out about their importance and the threat they are under. We will look at the importance of our Oceans and the effect of plastic pollution. Some of the work is based on examining maps and photographic evidence. Other topics we will study include 'The Ancient Greek civilisation' which is a history based topic.

Information Technology

ICT skills are taught in dedicated lessons and are applied throughout the curriculum. Lessons are tailored to fit the abilities of each group and will include work on word processing, presentation graphics, coding and Internet research.





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Mathematics

Maths is taught through a mastery curriculum where children have plenty of opportunities to build their reasoning and problem solving skills. The topics we follow have number at the heart and a large proportion of time is spent reinforcing number to build competency. Children stay together as they work through the topics as a whole group, broadening and deepening their understanding through differentiated problem solving activities.

During the year they will be learning:

- Place Value
- Addition and Subtraction
- Statistics
- Multiplication and Division
- Perimeter and Area
- Fractions
- Decimals and Percentages
- Properties of Shape
- Position and Direction
- Converting Units
- Measuring Volume



If you are unsure about the methods your child has been taught, please ask her teacher or use the Calculations Policy which we will provide.



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Music

In Year 5, pupils have two lessons per week, which are delivered in the Music Room. In these lessons they sing and follow an introductory course on the Keyboard. They will also study three topics during the year, learning about The Orchestra, African Music and Folk Music. These units develop pupils' abilities to compose and perform, and encourage them to extend their musical vocabulary.

Many pupils have individual instrumental lessons and are members of one of the instrumental groups or the Junior Orchestra. All year 5 pupils sing in the Junior Choir and may also audition to join the Junior Chamber Choir.

Physical Education

All children have a double Games and a single PE lesson every week. These take place either outside on the field, courts or astro or in the sports hall with specialist teachers.

Their double Games lesson on a Wednesday afternoon (also known as their games afternoon) provides the opportunity for more inter-school fixtures and playing against local independent schools. These matches will mainly be in the core sports of netball, hockey, football and cricket. They will have the opportunity to take part in inter-school fixtures each term as well as inter-house matches, which you are welcome to support. There is also an inter-house Sports Day in the Summer Term.

In their PE lesson we cover a breadth of activities for example; cross country, dance, tennis, athletics, badminton.

Additional to this curriculum time there are a range of sporting extra-curricular clubs each term for the children to enjoy as well.

Through physical activity pupils will develop an understanding of health and fitness. They will also learn valuable life skills such as: teamwork, communication, resilience, empathy and perseverance. They will understand the value of both winning and losing.





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Personal, Social and Health Education

This is formally taught once a week in Year 3. PSHE contributes to how the girls learn and focuses on the physical, moral, social and vocational self. Throughout the year the following topics will be covered: behaviour, relationships, self – esteem, peer pressure, health, exercise, family life and moral dilemmas.

The girls will have the opportunity to discuss their own feelings and ideas as well as listen to the opinions of others.

Additionally, PSHE will often take place informally during form periods with their form teacher.

Religious Studies

Children build on their understanding of the Christian religion during the first term. They study the structure and importance of the Bible in detail. During the spring they examine the basic beliefs and practices of Islam and they will visit a Mosque.

The year concludes with a consideration of the ways in which Christians apply the teachings of Jesus in everyday life.

Science

Children are taught in form groups. In Year 5 our Science topics are Plant and Animal lifecycles; Properties and changes of materials; Earth and Space; Living things and their habitats. Investigations and research are an important part of our learning and children develop skills in interpreting scientific data.





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