



kelvingrove
primary and
nursery
school

A primary and nursery school for children aged 3-11, with an autistic unit and children's centre. Aiming for excellence in the education and development of children from the Forest Hill and Sydenham areas.

Year 5 Curriculum Meeting

This presentation will be uploaded to the school website.

Meet the Team

Lavender Class



Mr Gough

Violet Class



Mrs Cooper

Blue Class



Mrs Sanders



Miss Magee



Miss Gibbs



Ms Grist



Mr Kat



Ms Bala



Mr Bailey

PE PPA



Mr Gibbs

French PPA



Mrs Blanks

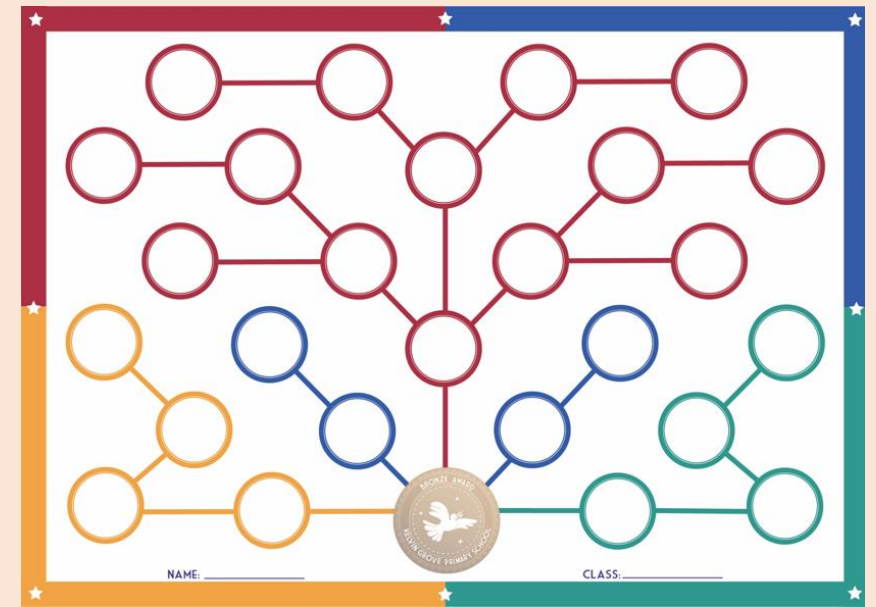
Maths PPA



Miss Plummer

Expectations

- Attendance & Punctuality
- Kelvin Grove Core Values
 - ✓ Compassion
 - ✓ Building Community
 - ✓ Self Improvement
 - ✓ Health & Wellbeing



Our token system



Compassion



Self Improvement



Building Community



Health and Wellbeing

Expectations / The key to success in Year 5!

- Learning behaviours (develop independence and the ability to reflect and improve in lessons)
- Attendance and punctuality (be in school everyday that you can be)
- School values (build class and school community by displaying school values)
- Mobile phones and online safety - please support and monitor your child's use of a mobile phone if they have one

Y5 pupils do not need to bring a mobile phone to school but we understand that you may want them for a particular reason e.g. the child walks to/from school on their own

Support at home

- Reading

Each child is encouraged to take home a reading book from the class book corner. It would be great for your child to work through the class's Reading Challenge.



Lavender Class
Reading Challenge

Instructions:
Complete a task and ask an adult to sign the card. When you have completed each task within one section, see Mrs. Campbell or Miss. Bines and you will receive a sticker. Once you have completed all the tasks, you will receive a prize.

Task	Date completed	Signature of adult
Read to your pet or to a soft toy.		
Read under the covers with a torch.		
Read a comic.		
Read a book about animals.		
Read a book by an author who has the same initials as you.		

Signed and dated by Mrs. Campbell or Miss. Bines: _____

Yellow:

Task	Date completed	Signature of adult
Read a book about your favourite hobby or interest - for example: performing, football, art, superheroes, space.		
Listen to an audiobook.		
Read a book with a one-word title.		
Read a bedtime story to your mum or dad, instead of them reading one to you.		
Read a book set in the past.		

Signed and dated by Mrs. Campbell or Miss. Bines: _____

Pink:

Task	Date completed	Signature of adult
Read a joke book.		
Read a book by Enid Blyton or Roald Dahl.		
Draw a picture of a character from your favourite book and explain why they are your favourite.		
Read an adventure story.		
Read a book that teaches you a new skill - for example, a recipe book, or a book of magic tricks.		

Signed and dated by Mrs. Campbell or Miss. Bines: _____

Green:

Task	Date completed	Signature of adult
Read a non-fiction book.		
Read a book that was written in the year you were born.		
Read a book set in a school.		
Read a magazine or newspaper.		
Read to a younger person.		

Signed and dated by Mrs. Campbell or Miss. Bines: _____

Purple:

Task	Date completed	Signature of adult
Read a book with a friend.		
Read a biography.		
Read a book that your mum or dad loved when they were little.		
Read a book that's been made into a film.		
Read a book written by an author who has the same first name as you.		

Signed and dated by Mrs. Campbell or Miss. Bines: _____

Orange:

Task	Date completed	Signature of adult
Read a fantasy book.		
Read a book written by an author who also writes books for adults.		
Read a book set in the future.		
Choose and read a book just because you like the cover.		
Read a biography or a book based on a true story.		

Signed and dated by Mrs. Campbell or Miss. Bines: _____

Congratulations, you have completed your Reading Challenge!

Support at home

- Reading

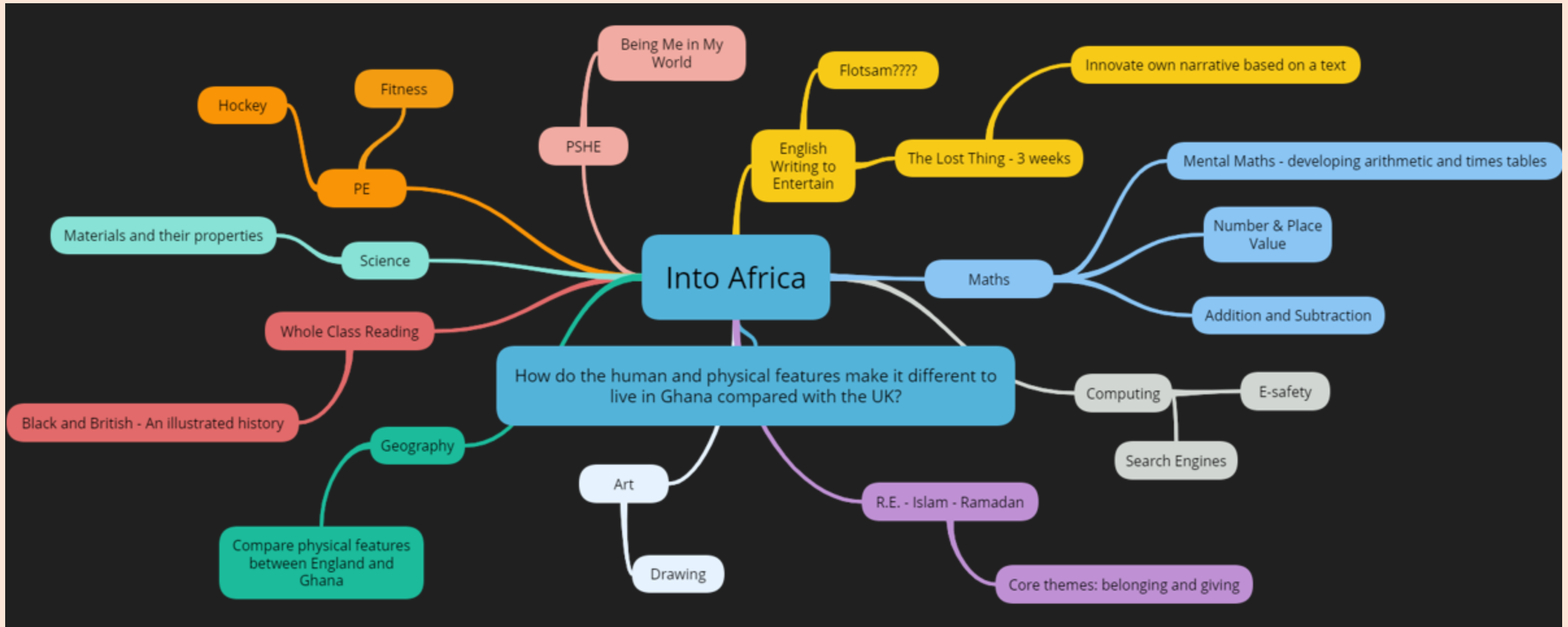
They will also be able to visit the school library fortnightly to access a wider range of books. These need to be looked after and returned to school in order to choose another book.



Topics throughout the year:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Into Africa	Why should we remember? (WW2)	Guardians of the Planet	Treasured Tombs and Fascinating Pharaohs	Painting on Walls	Out of this World
(Geography)	(History)	(Science)	(History)	(History & Art)	(Science)

Curriculum map – Autumn 1

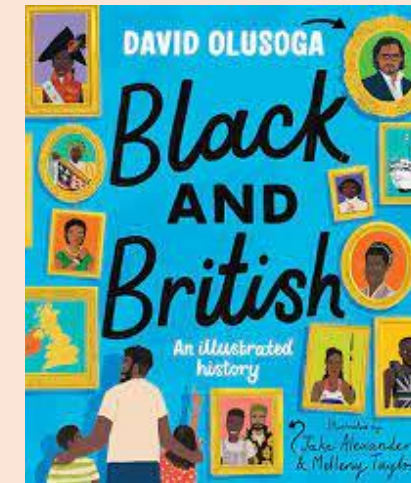
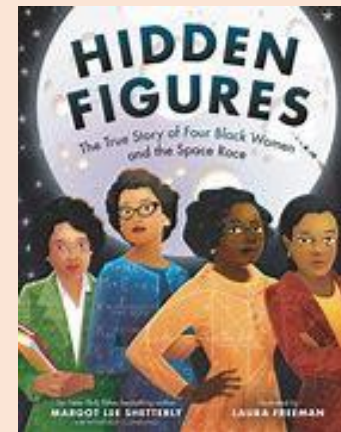
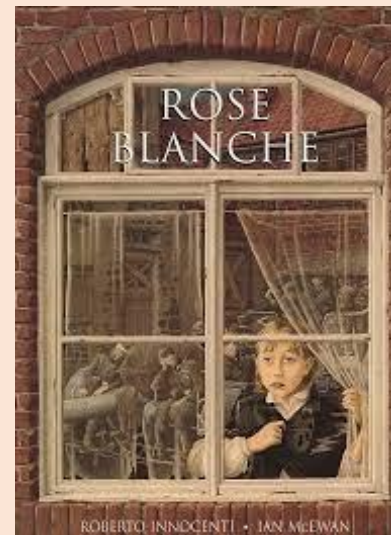
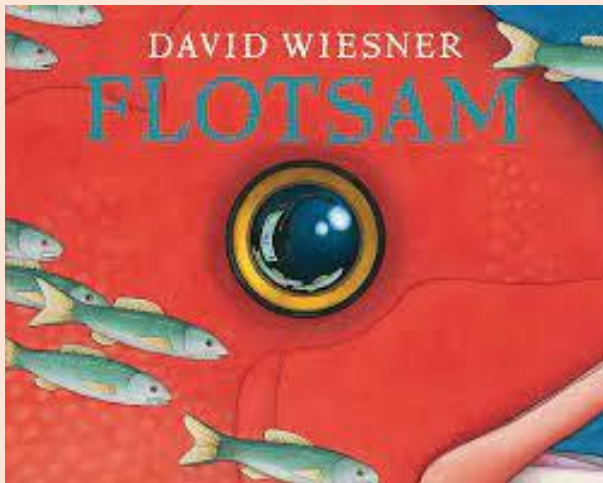
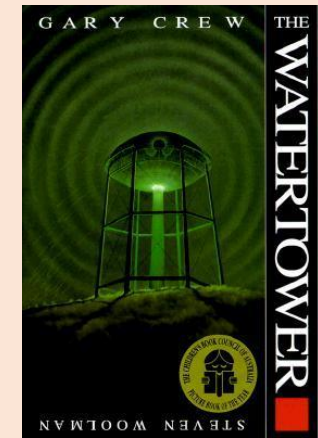
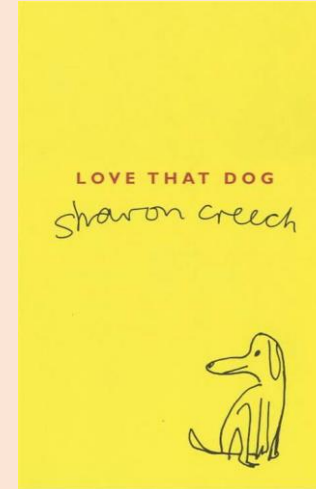
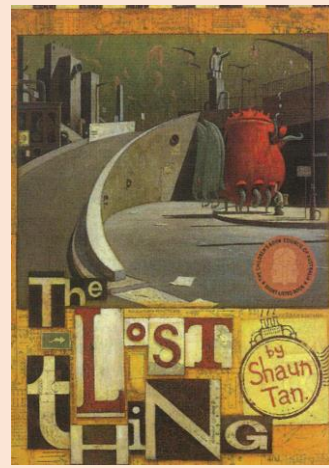


Example Timetable

Year 5 Timetable											
	8:40 – 9:00	9:00 - 9:40		9:40 - 10:55	10:55 - 11:10	11:10 - 12:25	12:25 - 12:55	12:55 - 1:15	1:15 – 2:00	2:00 – 3:00	3:00 - 3:15
Monday	Registration Early Work	9.00 – 9.35 Spelling	9.35.9.50 Assembly	English	B R E A K T I M E i n M A I N P L A Y G R O U N D	Maths	B R E A K T I M E i n P A X T O N P L A Y G R O U N D	L U N C H i n M A I N H A L L	Spelling	Topic	R E A D A L O U D
Tuesday	Registration Early Work	Whole Class Reading		English		Maths			Handwriting	Topic	
Wednesday	Registration Early Work	Whole Class Reading		English		Maths			Spelling	Topic	
Thursday	Registration Early Work	Whole Class Reading	English			Maths			Reading for enjoyment	Topic	
Friday	Registration Early Work	Whole Class Reading	English			Maths			Spelling	Topic	
		Through the day, cho choosing reading books									

Reading

- Whole Class Reading
- Reading in English
- Reading records – to record home reading
- Reading support in addition to whole class reading (Targeted Intervention)



Year 5/6 statutory spelling words

Year 5 and 6 Statutory Spelling Words						Checklist		
Name: _____								
Word	R	W	Word	R	W	Word	R	W
accommodate			conscious			foreign		
accompany			controversy			forty		
according			convenience			frequently		
achieve			correspond			government		
aggressive			criticise			guarantee		
amateur			curiosity			harass		
ancient			definite			hindrance		
apparent			desperate			identity		
appreciate			determined			immediate		
attached			develop			immediately		
available			dictionary			individual		
average			disastrous			interfere		
awkward			embarrass			interrupt		
bargain			environment			language		
bruise			equipment			leisure		
category			equipped			lightning		
cemetery			especially			marvellous		
committee			exaggerate			mischievous		
communicate			excellent			muscle		

See middle pages of reading record

Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW			Number Fractions A VIEW				
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW			Measurement Perimeter and area VIEW		Statistics VIEW		
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW			Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW	

Maths Fluency

Autumn Term

- Count in thousands beyond 1000
- Add to and subtract from 10,000 using units of 1000, 100, 10 etc. (e.g. $3000 + 7000 = 10,000$, $10,000 - 8000 = 2000$, $9500 + 500 = 10,000$)
- Add and subtract 1000s across 10,000 boundaries using mental strategies to bridge
- Count in 1000s and 10,000s across 100,000 boundaries
- Add to and subtract from 100,000 using units of 10,000 and 1000.

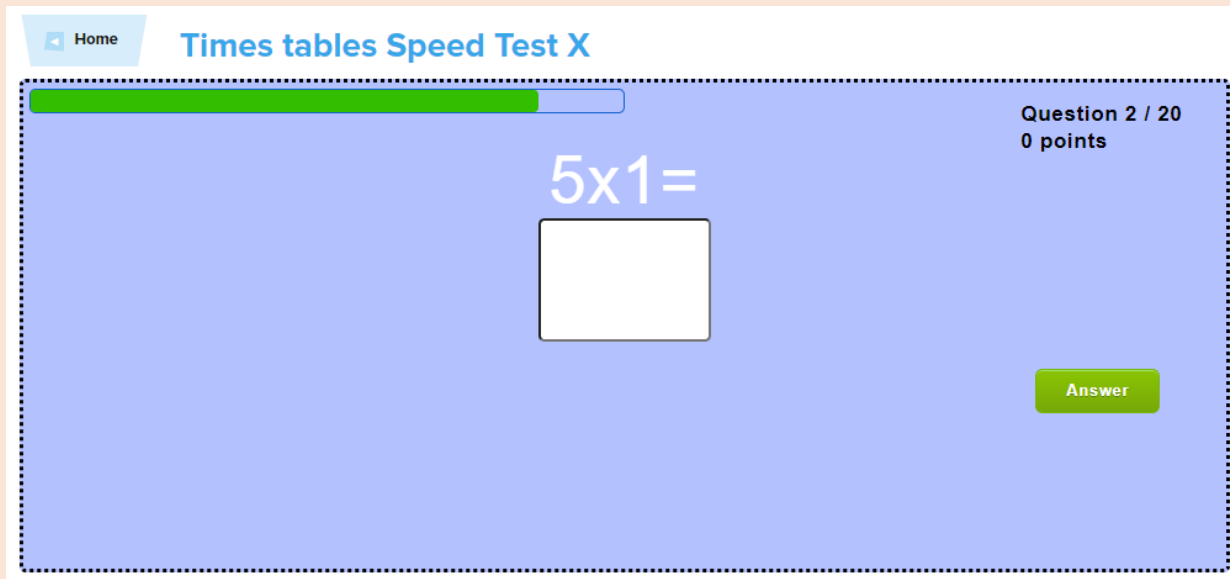
Spring & Summer Term

- Understand and adopt strategies to solve additions and subtractions
 - If one addend is increased and the other decreased by the same amount, the sum stays the same
 - If one addend is increased or decreased and the other addend kept the same, the sum increases or decreases by the same amount.
 - If the minuend and subtrahend are changed by the same amount, the difference stays the same.
 - If the minuend is increased or decreased and the subtrahend is kept the same, the difference increases or decreases by the same amount.
 - If the minuend is kept the same and the subtrahend is increased or decreased, the difference increases or decreases by the same amount.
 - The value of expressions on each side of an equals symbol must be the same. We can use this knowledge to balance equations and solve problems.

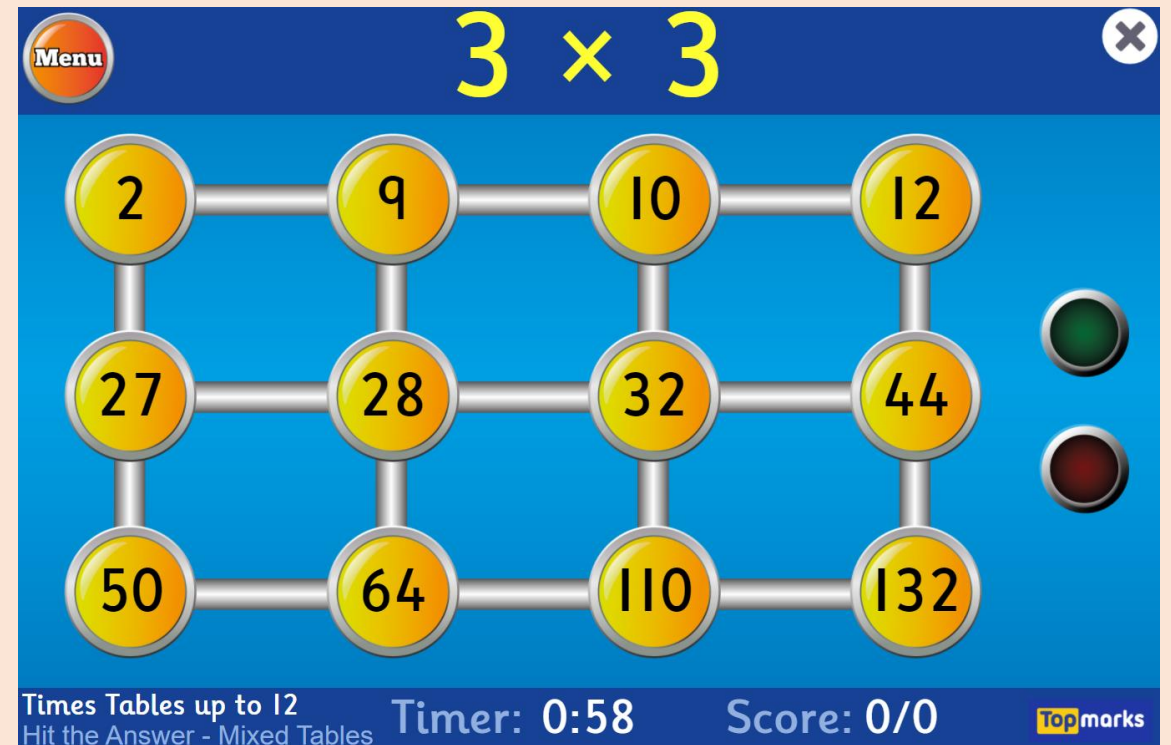
Times Tables

Last year we practised our times tables a great deal as we need to know them for Maths objectives taught across the academic year and because we had a national test conducted at the end of Year 4. It is important that the children continue to practise their times table and related division facts recall this year as it will enable them to achieve objectives taught in the fractions, decimals & percentages strands.

Here is a reminder of some websites that your child can use to support them. We are also continuing to use Times Tables Rock Stars (TTRS).



<https://www.timestables.co.uk/speed-test/>



<https://www.topmarks.co.uk/maths-games/hit-the-button>

Home Learning

- Reading daily and completing our Reading Journals
- Weekly Mathematics tasks, set on Mondays and to be completed by the following Monday (this will begin once the logins have been re-issued)
- Twice a half term, we will send spelling home learning linked to the spelling rules and patterns taught over the course of the term
- Topic home learning will commence from next term

Home School Agreement



Kelvin Grove Primary School - Home School Agreement

As members of the Kelvin Grove School community, we will work together to ensure that all children are happy, safe, supported and able to learn and achieve their potential.

	As a school, we will:	As parents/carers, we will:	As a pupil, I will:
Safety (including e-safety)	<ul style="list-style-type: none"> Actively ensure that all children are kept safe at all times. Ensure that all staff working in school receive regular safeguarding training and understand the school's safeguarding procedures. Ensure that all visitors to school are aware of and adhere to the school's safeguarding policy. Involve external agencies where necessary to safeguard children's wellbeing. Educate all children in an age-appropriate way about how to stay safe online. 	<ul style="list-style-type: none"> Teach our child how to be safe online. Monitor our child's usage and activity on the internet. Teach our child how to use their mobile phone responsibly if we choose to give them one. Prevent our child from accessing social media or software that it is not appropriate for their age. 	<ul style="list-style-type: none"> Use the internet safely and responsibly. Behave in an appropriate way online – this includes how I use my mobile phone if I have one. Report any concerns I have about online activity (including activities on mobile phones) to my parents or an adult at school.
Health	<ul style="list-style-type: none"> Ensure that children's emotional and mental well-being are monitored closely and prioritised. Maximise all opportunities for outdoor play and learning. Provide weekly, high quality physical education lessons for all children. Provide high quality extra-curricular sports clubs that children of all ages can participate in. Provide healthy school meals for all children – including providing a daily fruit or vegetable snack for younger children. 	<ul style="list-style-type: none"> Talk to our child about their mental health and well-being and teach them how to recognise the range of emotions they might experience. Provide our child with a healthy packed lunch and snack. Encourage our child to keep active in their free time and educate them on the importance of keeping active and eating healthily. Walk to school if possible or use public transport. If using a car is necessary, we will park a reasonable distance away from the school to give our child the opportunity to walk part of their journey to school. 	<ul style="list-style-type: none"> Try and express how I feel in an appropriate way and ask for help to manage my feelings if I need it. Keep active. Make healthy choices about the food I eat. Participate in extra-curricular sports activities either at school or outside of school if I can. Walk to school if possible or use public transport. Encourage my parents to park further away from school if we drive so that I can walk part of my journey to school.
Learning (including home learning)	<ul style="list-style-type: none"> Provide a curriculum that is broad, balanced, diverse and enriching. Teach high quality lessons to children that provide the appropriate level of challenge and enables them to make progress. Provide interesting and enriching home learning activities that support and extend the curriculum. Keep parents and carers appropriately informed at regular intervals throughout the school year about their child's learning and progress. 	<ul style="list-style-type: none"> Engage with what our child is learning at school. Encourage our child to give their best to their learning. Support our child's learning at home by reading with them daily, helping them to develop an understanding of number and learn their times tables. Support our child to complete their home learning and assist them with projects they may be given. Attend parents' evenings so that we can stay informed about our child's learning and progress. 	<ul style="list-style-type: none"> Try my best in each lesson and have a positive attitude towards my learning. Be a curious learner and ask appropriate questions so that I can understand more. Make thoughtful and relevant contributions in lessons so that others in my class can learn more. Be resilient when I find areas of my learning difficult. Take pride in the way I present my learning.

PE days and Key Dates

- **PE kits** worn to school on alternate Mondays (PPA) and every Wednesday. Kit includes black or grey shorts/joggers/leggings, plain white t-shirt (with or without KG logo), KG jumpers and trainers
- Nethercott meeting – Wednesday 4th October (time TBC – after 5pm)
- Parents' Evenings: Tuesday 17th & Wednesday 18th October



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How to contact us:

If you need to contact us, please do this through the school office. We can arrange a time when we can call you, or a face-to-face meeting, if that is more appropriate.

For queries about letters and any payments you might be making please contact a member of the admin team via the school office.