

YEAR 5 CURRICULUM EVENING



Killick Class

Mr Hollyoake

AGENDA

- Welcome and Introductions
- Pupil Expectations
- School Day
- Oracy
- MyEd
- Healthy Packed Lunches
- Carrot Points
- Homework
- Online Learning Platforms
- Reading
- Times Tables
- Curriculum - Topics to be covered/Swimming/Mfl etc...
- PE Non-Participation
- SRE Curriculum
- Home School Agreement
- Questions



PUPIL EXPECTATIONS

- Behaviour in and out of school
- Uniform: jewellery, appropriate clothing and footwear, PE kit etc...
- Mobile phones
- Punctuality (children should arrive at 8.40-8.50 and be collected at 3.20).
- Wygate Way and REACH
- Try their best and have fun! 😊



SCHOOL DAY

8.40am - Arrive at school

8.40-8.55am - Securing Skills (maths)

8.55am - Assembly (Monday, Wednesday and Friday)

9.30am - 10.30am - English

10.30-10.45am - Break time

10.45-12pm - Maths

12-1pm - Lunch time

Afternoons

Handwriting, Class Book, Humanities, Spanish, PSHE, Guided Reading

Arithmetic Paper, Bedrock Vocabulary, RE, Computing & E-Safety, Science, PE
& Music



SCHOOL DAY

- Changes to the day may occur if there are events going on.
- Swimming will be on a Thursday morning. Mr Hollyoake to communicate start date at a later date.
- Children need to have their PE kit in school every day just in case there are last minute changes to the day (kits can be washed over the weekend).

MYED

- MyEd is the centralised system which the school uses to share information.
- All parents have been given a log-in and a password to access this, this will continue the same as previous years.
- Main source of information for the school: viewing letters, messages, newsletters and class news.
- This is where you book in your child for after school clubs.
- If you have a message, you will receive a notification.
- You can also update personal details or inform the school of any absences.
- If your child is going to be attending an appointment this information needs to be told to the office staff please.

HEALTHY PACKED LUNCHES

- <https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>



Benefits of a Healthy Packed Lunch

- ✓ It will help your child to consume a healthier diet & encourage life-long good eating habits
- ✓ They will have better levels of concentration & energy throughout the day
- ✓ It will support your child to have better oral health & to maintain a healthy weight
- ✓ A healthy packed lunch can be a great opportunity to contribute to your child's 5-a-day
- ✓ You know exactly what is included in their lunch so can see what is eaten, as well as control portion sizes
- ✓ It can reduce food waste – *eg. leftovers from home can be used to make a healthy lunch*
- ✓ If children come to school with a healthy, varied lunchbox it can help to encourage others to try new foods (great if your child is a little picky!)

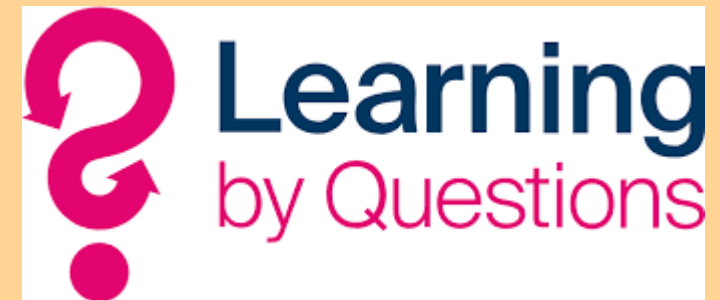
CARROT POINTS

- Continuing with the Carrot Points system.
- Children can use their MyStickers account to keep track and spend their points in the 'Carrot Shop'.
- Lots of rewards on there available.
- Points given for a range of things e.g. showing the Wygate Way, good presentation, being a role model, good manners etc...
- Points are lost when a cross is issued following the behaviour policy.



HOMEWORK

- Homework now set on LBQ, accessed from QR code in spelling book
- If new log-in sheet needed let Mr Hollyoake know.
- Should take no longer than an hour.
- If children want to do extra work at home, then that is great and I encourage them to bring it in (not compulsory!)
- Any issues please get in contact.



READING



- Children will be coming home with a 'banded' reading book and a 'reading for pleasure' book by Friday 18th September. All children will be listened to by an adult and their book band will be reassessed in line with their reading.
- Please encourage the children to read this and add this to Boom Reader so the books can be changed regularly.
- They may move up or down levels: this isn't a bad thing!
- They record when they have read and you can also do this on 'Boom Reader'.

READING FOR PLEASURE

- We are continuing to develop and encourage reading for pleasure in school.
- It contributes to our world knowledge, imagination and well-being and develops children's literacy.
- It is important that children see teachers and parents as readers as this helps to contribute to their own enjoyment of reading.
- Once a week, we will have a session in the library to enhance this.



KS2

- As children get older, with lots of other activities competing for their time, how can you encourage them to make time for reading?
- Here are some of our ideas:
- Read yourself! It doesn't matter what it is - pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in - if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other - it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops - children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories - perhaps you could try the Harry Potter series or *A Series of Unfortunate Events*.
- Don't panic if your child reads the same book over and over again.



VIPERS

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did....? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

BOOM READER

- Online reading record.
- A place where you and your child can log what they have been reading at home.
- Monitored by class teacher at school.
- When your child has read in school it will be added to their online record.
- Really important to keep a track on how often children are reading but also gives you a chance to discuss this with them at home.





TIMES TABLES



- Children need to know the multiplication and the division facts
- In Year 5, all children are expected to know all of the times tables up to 12×12
- Children need to be fluent in the times tables, including the division facts, in order to achieve a certificate
- Times table fluency is vital to ensure children can access all areas of the Maths curriculum
- TT Rockstar competitions will take place throughout the year (dates TBC)





TIMES TABLE CERTIFICATE CRITERIA



Certificate:	Criteria:
Pink	I can count in 10's up to 100. I can double, halve and share numbers to 20.
Red	I can count in 2's, 5's and 10's forwards, backwards and starting from different numbers.
Blue	I can recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables.
Green	I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Purple	I can recall and use multiplication and division facts for times tables up to 12×12 .
Silver	I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
Gold	I can calculate multiplication facts for 2-digit numbers $\times$ 1-digit numbers and 3-digit numbers $\times$ 1-digit numbers.
Ultimate	I can calculate multiplication and division facts up to 12×12 , multiply and divide whole numbers and decimals by 10, 100 and 1000, and calculate multiplication facts for 2-digit numbers $\times$ 1-digit numbers and 3-digit numbers $\times$ 1-digit numbers within a given time.



YEAR GROUP EXPECTATIONS



Year 1:

By the end of Year 1, all children should be able to count in 2s, 5s and 10s (forwards, backwards and random).

Year 2:

By the end of Year 2, all children should know their 2, 3, 5 and 10 times tables

Year 3:

By the end of Year 3, all children should know their 2, 3, 4, 5, 8, and 10 times tables

Year 4:

By the end of Year 4, all children should know all times tables up to 12×12

Year 5:

Consolidating and embedding in other areas of the curriculum (silver/gold certificate)

Year 6:

Consolidating and embedding in other areas of the curriculum (silver/gold certificate and ultimate)

ORACY AT WYGATE PARK ACADEMY

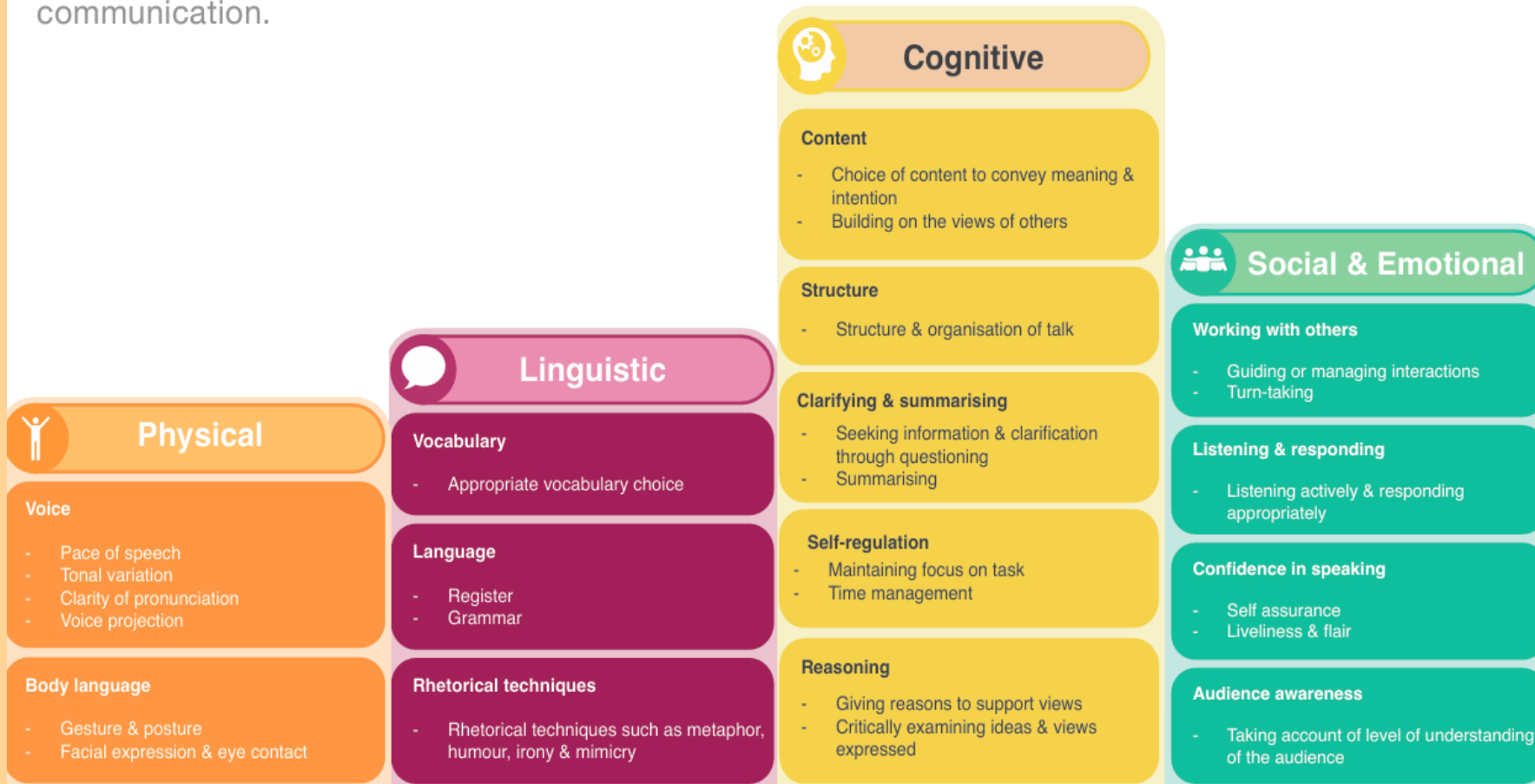
- Oracy is the ability to speak and listen effectively
- It includes expressing and presenting ideas clearly, listening to others and responding thoughtfully

Why is Oracy Important?

- Supports learning across all subjects
- Builds confidence
- Helps children explain their thinking
- Develops social and communication skills

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



We use approaches inspired by Voice 21 to give children regular opportunities to talk, discuss and present their ideas across the curriculum.

Giving Proof Of Listening Means

Listen carefully
Try to summarise what has been said and ask questions.



Face the speaker
Make sure you are looking at the speaker so that they know you are listening.



Body language
Use your body language to show that you are calm and focused.



Discussion Guidelines

We give proof of listening



We respect others' ideas



We build, challenge, summarise, clarify, and probe each other's ideas



We are prepared to change our mind



We invite others into our discussion



We try to reach a shared agreement





Student Talk Tactics

Instigate Present an idea or open up a new line of inquiry “ I would like to start by saying ____ “ I think ____ “ We haven't yet talked about ____ Instigate	Probe Dig deeper, ask for evidence or justification of ideas “ Why do you think ____? “ What evidence do you have to support X idea? “ Could you provide an example? Probe
Challenge Disagree or present an alternative argument “ I disagree because ____ “ To challenge you X, I think ____ “ I understand your point of view, but have you thought about ____? Challenge	Clarify Asking questions to make things clearer and check your understanding “ So are you saying ____? “ Does that mean ____? “ Can you clarify what you mean by ____? Clarify
Summarise Identify and recap the main ideas “ So far we have talked about ____ “ The main points raised today were ____ “ Our discussion focused on ____ Summarise	Build Develop, add to or elaborate on an idea. “ Building on X's idea ____ “ I agree and would like to add ____ “ X's idea made me think ____ Build

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THIS YEAR EACH TERM THERE WILL BE AN ORACY-BASED ACTIVITY FOR HOMEWORK

- Some examples may include...
- Explain your learning: Teach an adult or sibling something that you have learnt this term
- Debate: Do you agree or disagree with a statement? Why?
- Describe and guess: Describe an object and see if others can guess what you are describing.
- Story retell: Retell your favourite story in your own words
- Opinion talk: What is your favourite and why?

SUPPORTING ORACY AT HOME

- You can help by:
 - Talking regularly with your child (Ask open-ended questions)
 - Encouraging full sentence answers
 - Modelling good listening and turn-taking
 - Building vocabulary in everyday situations
 - Encouraging storytelling about their day
 - Giving thinking time before they respond
 - Praising confidence and effort in speaking

ONLINE LEARNING PLATFORMS

- **Times table Rockstars:** online tool for practising times tables, excellent and engaging way to help consolidate knowledge, low stake, important to be confident to access most areas of maths
- **EdShed:** online tool used in school for spellings, can be accessed at home, tasks set by the teacher and can play various spelling games (this will be part of their homework)
- **Bedrock Vocabulary:** done only in school, a platform to widen children's vocabulary

BOOM READER

- Online reading record.
- A place where you and your child can log what they have been reading at home.
- Monitored by class teacher at school.
- When your child has read in school it will be added to their online record.
- Gems given for reading.



CURRICULUM

Term 1 - Vikings

Term 2 - Renewable Energy

Term 3 - The Mayans

Term 4 - The Mayans

Term 5 - Ancient Greeks

Term 6 - Ancient Greeks



PE NON-PARTICIPATION

Physical Education is highly important for the mental and physical well-being of our children.

Pupils should participate in PE lessons unless there is a suitable reason. School must be notified and provided with information as to why the child is unable to take part. This helps us assess which appropriate role they may take in the lesson. Although the pupil may be unable to participate practically in the lesson, this does not mean that they are unable to be a part of the wider learning experience. This will also ensure that children are better prepared to re-join lessons when able.

Depending on the reason for non-participation the pupils could be asked to:

- Act as a coach/leader for a group.
- Provide peer assessment (being a critical friend).
- Act as an official.
- Create questions to ask the group to assess other pupil's knowledge.

Children who forget their kit will participate by wearing spare PE kit which has been purchased by the school.

SRE

We aim to promote personal wellbeing and development through the mindful approach of Jigsaw PSHE.

From September 2020 the Department for Education made Relationships Sex Education and Health Education compulsory in all schools.

Rules-

- No personal questions to be asked
- Show respect for the views of others
- Use appropriate language
- Only talk about what has been discussed in class with children of the same age or older.

What we will cover-

- Influence of media on body image
- Puberty
- Conception (including IVF)

NO OUTSIDERS

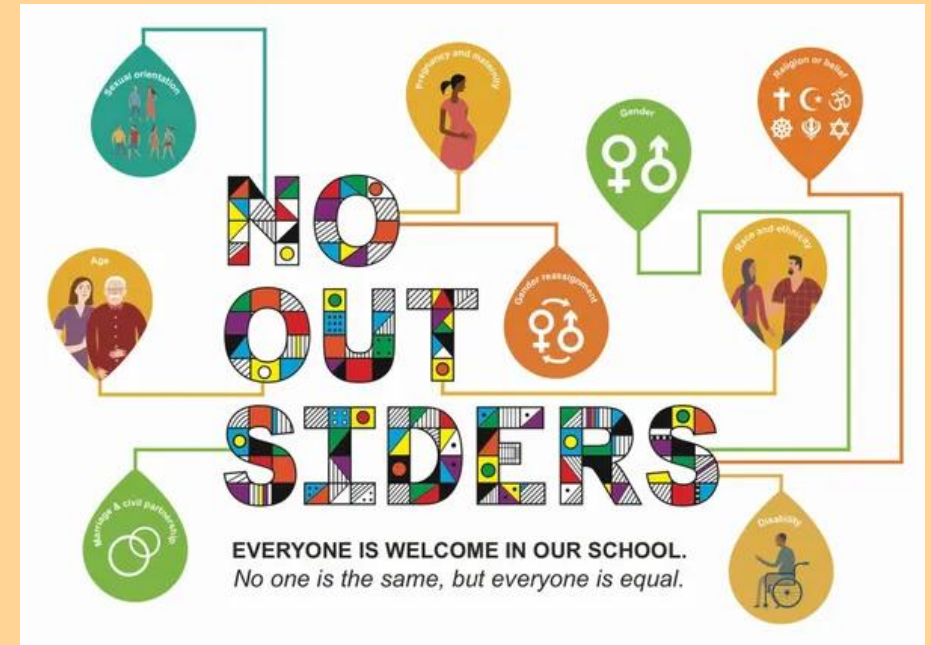
Here at Wygate Park we promote the motto:
'All different, all welcome'.

1 x No Outsiders Session per term

1 x No Outsiders assembly per fortnight

Tolerance and diversity taught through age-appropriate picture books.

Being unique is amazing be proud of who you are, show kindness to those who are different even if we don't have the same beliefs or opinions as them.



HOME-SCHOOL PARTNERSHIP

What is a home-school agreement?

A simple promise between the school, parents or carers, and pupils about how we will work together.

SCHOOL

The school promises to...

- provide a safe, supportive place to learn
- teach well and keep families informed
- listen and respond when help is needed

FAMILY & PUPIL

Families and pupils promise to...

- attend regularly and arrive ready to learn
- follow school expectations
- communicate, support learning and ask for help

One shared agreement. One clear understanding.



HOME SCHOOL AGREEMENT:



As a school we will:

Provide a safe, happy and inclusive environment where every child is valued, respected and listened to.

Deliver high-quality teaching and an engaging, ambitious curriculum that meets the needs of every child.

Provide appropriate support and reasonable adjustments to help your child achieve their full potential.

Promote high standards of behaviour and address bullying, discrimination and harmful behaviour promptly and fairly.

Support your child's physical health, mental wellbeing, personal development and emotional welfare.

Promote equality and teach children to respect and celebrate the differences between people.

Help your child develop confidence, responsibility and a strong moral compass, with our #REACH values underpinning everything we do.

Keep you informed about your child's progress, achievements, attendance, behaviour and any areas of concern.

Communicate important information about policies, meetings, workshops and events clearly and in a timely manner.

Work in partnership with parents and carers, listening and responding to questions or concerns respectfully and appropriately.

As a parent/carer I will:

Ensure my child attends school regularly and arrives punctually, ready to learn, by 8:50 am and inform the school promptly of any absence and provide an appropriate reason.

Let the school know about any concerns or circumstances that may affect my child's learning, behaviour, attendance or wellbeing.

Work in partnership with the school and attend meetings to discuss my child's progress and support their development.

Support the school's expectations for behaviour and encourage my child to follow its policies and routines.

Encourage and support my child with home learning, reading and other opportunities to practise their learning.

Read messages provided through the school website and MyEd to stay informed about policies, meetings, events and matters concerning my child.

Support the school's values and encourage my child to treat every member of the school community with kindness, inclusion and respect.

Communicate respectfully and constructively with staff, pupils and other members of the school community while respecting their privacy and confidentiality.

Help my child use the internet, mobile phones and other technology safely, responsibly and in accordance with age restrictions and school expectations

As a pupil I will:

Attend school regularly, arrive on time and be ready to learn.

Follow our #REACH values every day: Resilience, Empathy, Ambition, Challenge and Honesty.

Treat everyone with kindness, respect and fairness, following our "No Outsiders" message.

Take responsibility for my choices, actions and behaviour.

Try my best, participate positively and take responsibility for my learning at school and at home.

Listen carefully, follow instructions and avoid disrupting the learning of others.

Reflect on my behaviour and learning, respond positively to feedback and learn from my experiences.

Tell a trusted adult if I feel worried, unhappy or unsafe, or if I am concerned about someone else.

Take care of the school's buildings, equipment, grounds and the belongings of others.

Follow my class charter and represent the school and its values positively, both inside and outside school

SIGNED CHILD: _____

SIGNED PARENT/CARER: _____

SIGNED ON BEHALF OF WYGATE PARK:

Mrs W. Devine/Dr C. Early

YOUR NEXT STEP

Read it. Talk about it. Sign and return it.

Why reading, discussing and signing it matters-

It helps home and school support your child in the same way

These three steps turn a form into a strong partnership.

1

READ

Know what everyone can expect

Check the school's commitments and what is expected from parents, carers and pupils.

2

DISCUSS

Make it meaningful for your child

Talk through the agreement, answer questions and agree how you will support it at home.

3

SIGN & RETURN

Show a shared commitment

Both parent or carer and pupil sign it, then return it promptly to school.

Please return the signed agreement to school by the requested date.

What is an ICT home-school agreement?

A shared promise about how pupils will use devices, school systems and the internet safely and responsibly.

THE SCHOOL

The school promises to...

- provide safe, secure and filtered systems
- teach digital skills and online safety
- protect information and respond to concerns

FAMILY & PUPIL

Families and pupils promise to...

- follow the school's acceptable-use rules
- protect passwords and personal information
- be kind online and report anything worrying

Safe choices online need teamwork at school and at home.

Why reading, discussing and signing it matters

It helps children use technology safely, confidently and responsibly.

1

READ

Everyone knows the rules

Reading it makes acceptable use, privacy and online behaviour clear from the start.

2

DISCUSS

Children make safer choices

Discussing it helps children recognise risks, protect information and report worries.

3

SIGN & RETURN

Home and school work together

Signing shows a shared commitment—and returning it confirms that everyone will play their part.

Clear expectations protect learning, wellbeing and the whole school community.



COMPUTING HOME/SCHOOL AGREEMENT:



As a pupil I will:

Use a suitable online name or avatar instead of my real name whenever appropriate.

Keep personal information, photographs and passwords private.

Only communicate online with people I know and use privacy, reporting and blocking tools when needed.

Remember that anything posted online may become public and can be copied, changed or shared.

Communicate respectfully and behave responsibly when using apps, social media and online games.

Check whether online information is reliable and ask an adult if I am unsure.

Tell a trusted adult immediately if I see or receive anything upsetting, inappropriate or suspicious online.

Use devices for a reasonable amount of time and follow agreed limits.

Respect copyright and obtain permission before using images, information or other people's work.

Use Academy technology for learning, look after equipment, and never access inappropriate content, install unauthorised files, or interfere with another pupil's work or data.

As a parent/carer I will:

Talk regularly with my child about how they use the internet, including the websites, apps and games they access.

Encourage my child to show me their online activities and ask open, supportive questions about their experiences.

Check privacy and security settings with my child and ensure personal information is not shared publicly.

Follow the age restrictions for social media platforms, apps, games and other online services.

Keep internet-enabled devices, including games consoles, in shared family spaces where appropriate.

Agree reasonable boundaries for screen time, mobile-phone use and online activities.

Remind my child never to meet an online contact in person without my knowledge, permission and appropriate adult supervision.

Monitor my child's online communication appropriately and reassure them that they can report anything worrying without fear of being punished.

As a school we will:

Provide pupils with safe, reliable access to school computers and approved online learning tools.

Teach pupils how to use technology responsibly, respectfully and safely.

Use appropriate filtering and monitoring systems to help protect pupils from unsuitable content.

Keep pupils' personal information secure and follow data protection requirements.

Explain clearly how school devices, accounts, email and internet access may be used.

Inform parents about any significant concerns or incidents involving their child's use of technology.

Provide guidance and support to help families encourage safe and balanced technology use at home.

SIGNED CHILD: _____

SIGNED PARENT/CARER: _____

SIGNED ON BEHALF OF WYGATE PARK:

Mrs W. Devine/Dr C. Early

ANY QUESTIONS?

- Thank you for coming and supporting your child
- Any questions through the year please get in contact.
- Newsletters will come out termly.
- Follow us on X (Twitter) to keep up to date with what we're up to:

@MrHollyoake

