



# Welcome to Year 5 Curriculum Evening



## **Overall effectiveness**

**GOOD**

Quality of Education

**GOOD**

Behaviour and Attitudes (includes attendance)

**GOOD**

Personal Development

**OUTSTANDING**

Leadership & Management

**GOOD**

Early Years Provision (Reception & Acorns Nursery)

**OUTSTANDING**



# Meet the Team



Miss Nelson



Mrs Eke



Mrs Luxon



Mrs Sisterson



# Meet the Senior Leadership Team

- Sandra Cunningham: Head Teacher  
*[head@claygate.surrey.sch.uk](mailto:head@claygate.surrey.sch.uk)*
- Marita Cunniffe: Inclusion Lead  
*[sen@claygate.surrey.sch.uk](mailto:sen@claygate.surrey.sch.uk)*
- Hilary Ali: Deputy Head  
*[hilary.ali@claygate.surrey.sch.uk](mailto:hilary.ali@claygate.surrey.sch.uk)*



# Our CPS Values

## *CPS Values*

*Safe and healthy*

*Courageous*

*Achievers*

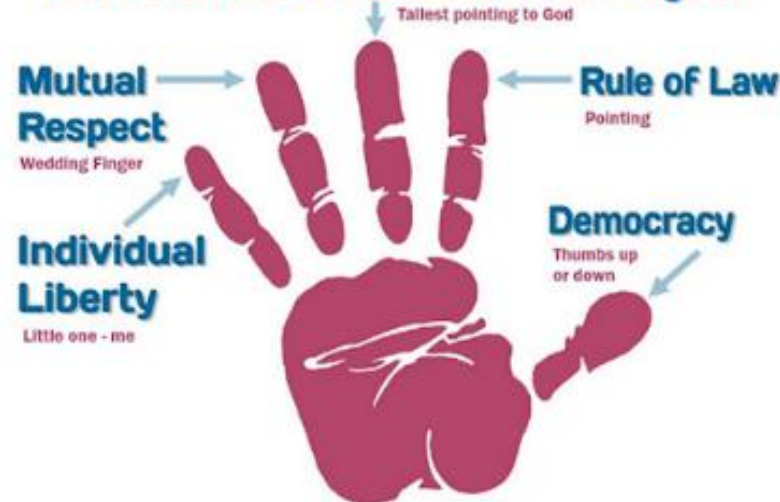
*Respectful*

*Responsible*

*Friendly*



### Tolerance of Different Cultures & Religions





# Our Expectations

- Independence (including walking in / out independently)
- Behaviour
- Smart uniform and ready for learning (KS2 Cold Weather Uniform from Oct half term includes a tie)
- Birthday books for class library are welcome. Reminder that we don't give out sweets for allergies and religious reasons.



# Attendance and Punctuality

- Punctuality is important
- Learning starts promptly at 8.45am with a learning task and interventions
- Children who are late will miss learning, the outline of the day, a positive calm start to the day and can have self-esteem/social skills impacted
- Too many of our children are regularly missing school – the government expects a minimum of 95% attendance
- *Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school (DfE)*





# Attendance Protocol

- Contact the office via phone or email if your child is absent. If we do not hear from you, our absence protocol is triggered and you will be contacted for safeguarding purposes
- CPS follows NHS guidance (the '48 hour rule'): *"Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours)"*
- Attendance is monitored closely by the school and the LA Inclusion Officer
- Attendance below 90% is classed as 'Persistent Absence' and will result in a referral to the LA Inclusion Officer





# Do I need to keep my child off school?

<b>Chicken Pox</b> Until all spots have crusted over	<b>Conjunctivitis</b> No need to stay off but school or nursery should be informed	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> No need to stay off but school or nursery should be informed	<b>Hand, foot &amp; mouth</b> No need to stay off but school or nursery should be informed	<b>Impetigo</b> Until lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> Until after first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> No need to stay off but school or nursery should be informed	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
	<b>Flu</b> Until recovered	<b>Head Lice</b> No need to stay off but school or nursery should be informed	<b>Threadworms</b> No need to stay off but school or nursery should be informed	<b>Tonsillitis</b> No need to stay off but school or nursery should be informed	



# Timetable

- PE is on a Monday and a Friday and children should come to school in their PE kit
- Our swimming blocks are after half term in Autumn 2. Children should wear PE kit on a swimming day
- Home learning is set via Google Classroom
- Enrichment every **Wednesday** will be MFIT/Computer Science this term
- At the end of enrichment blocks for music & drama and computing, families will have the opportunity to come into school to share the children's learning



# Home Learning

- English and mathematics Home Learning given out on a Friday, back on a Wednesday
- Each piece should take approximately twenty minutes. English written in pen, maths written in pencil, or children can type and edit using a computer
- Home learning club once a week offers children safe space and support to complete home learning
- All work to be uploaded on to Google Classroom. No paper copies please
- Weekly spelling quiz on a Friday. The children are tested on 7 current spellings and 3 from previous weeks
- Useful websites – xtables rockstars, Doodle and anything else!



# Online Safety

- Taught explicitly through our PSHEE and Computing curriculum, plus regular discussion and direct teaching whenever Chromebooks are used
- Consider children's online access
- 4 Cs: Content, Contact, Conduct and Commerce
- Social media: many apps have a minimum age use e.g. WhatsApp is 16 years old.
- Check privacy settings and monitor usage
- Where are devices stored? Is there unlimited access e.g. in bedrooms?
- Speak to school staff if you have concerns or need support



# Reading

- Importance of reading AND reading aloud
- How to use these books
- School adults record in green pen
- Reading expectations
- AR quizzing at home
- Book of interest from class/school library weekly





# Curriculum

Claygate Primary School

Year 5 Autumn Term 1 2023



Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	Writing to persuade. Text type - brochure.. Text features: Planned repetition, personal pronouns, hyperbole. SPaG: Adverbials, conjunctions	Writing to persuade. Text type - brochure.. Text features: Planned repetition, personal pronouns, hyperbole. SPaG: Adverbials, conjunctions	To inform: diary - recount newspaper report - City of Baghdad	To entertain: Legend? setting description spag punctuation expanded noun phrases	To entertain: Legend?	To inform: Non-chronological report - California	To inform: Non-chronological report - California
<b>R4M</b>	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and <u>non-fiction</u>	2a give / explain the meaning of words in context 2c summarise main ideas from more than one paragraph	2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text	2a give / explain the meaning of words in context 2e predict what might happen from details stated and implied	2a give / explain the meaning of words in context 2g identify / explain how meaning is enhanced through choice of words and phrases	2a give / explain the meaning of words in context 2c summarise main ideas from more than one paragraph	2a give / explain the meaning of words in context 2d make inferences from the text / explain and justify inferences with evidence from the text
<b>Spelling Spelling Shed</b>	Words ending in ious	Words ending in <u>cious</u>	Ending in <u>cial</u> or <u>tial</u>	Ending in <u>cial</u> or <u>tial</u>	Ending in <u>cial</u> or <u>tial</u>	Challenge words	Words ending in ant
<b>Mathematics</b>	Number: Place Value. Read and write numbers - up to 1 million.	Number: Place Value. Compare and order numbers up to 1 million.	Number: Place Value. Round numbers within 1 million.	Number: Addition and subtraction. Mental strategies.	Number: Addition and subtraction. Multi-step problems.	Multiplication and division. Multiples, factors and prime numbers.	Multiplication and division. Multiply and divide by 10,100,1000.
<b>Science Snap Science Feel the Force</b>	How can we measure forces?	Why does an object fall?	How can we slow down falling objects?	How does the shape of an object affect its movement in liquid?	How far can you stretch?	How can we use levers to help us?	How can we lift a heavy load?





# Curriculum

<i>Computing Kapow: Online Safety</i>	Online protection	Online communication	Online reputation	Online bullying	Online health	How to stay safe online - oracy presentation	How to stay safe online - oracy presentation
<i>Art &amp; Design Technology</i>	DT: Electrical systems: Electronic greetings cards						
	Islamic Art - Linked to Baghdad						
<i>History: The round city - Baghdad</i>	Perfect time for the perfect city	Perfect place for the perfect city	Building the perfect city	City of books and learning	Learning about the world	Changing the world	Assessment task
<i>Geography: Why is California so thirsty?</i>	Why is water so important?	Farming in California	Why is California running out of water?	Growing almonds	The California Aqueduct	What next for California?	Assessment task
<i>OUTDOOR PE FOOTBALL</i>	Controlling the ball with your feet	Passing a ball over a long distance using your feet	Dribbling and turning with a ball using your feet	Defending in a 2v2	Controlled kicking to score a goal	Working as a team in different scenarios	Incorporating taught skills in match play.
<i>INDOOR PE DANCE</i>	Dance How can you cooperate and collaborate with a partner to create a dance?	Perform at a variety of levels and directions and use all of the space.	I can dance in canon with a group showing good energy, timing and strength.	I can dance in unison with a group showing good energy and timing.	I can show different use of formations when performing, showing position, control and fluency.	I can show different use of formations when performing, showing position, control and fluency	Incorporating taught skills to develop choreographed dance.
<i>MFL</i>	Greetings and personal information	Talking about sisters and brothers	Avoir in the third person	Saying what people are like using the 3rd person of être	To say the school subjects	Likes and dislikes at school	Assessment task
<i>RE Christianity The family of Jesus</i>	Judea in the first century BC	The coming of the Messiah	Mary and Joseph	The Annunciation	Mary visits her cousin Elizabeth	Why are these stories important for Christians?	Assessment task
<i>PSHE Jigsaw: Being me in my world</i>	I can face new challenges positively and know how to set personal goals	Being me in Britain	Year 5 Responsibilities	Rewards and consequences	How behaviour can affect everyone and impact a group	I can understand how democracy and having a voice can benefit the school.	Reflect and review
<i>Enrichment Block Beech Rowan</i>	MFIT Computing						

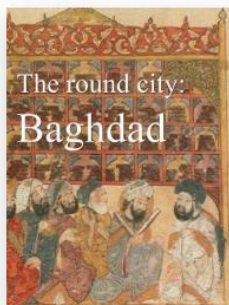






# The Year 5 Curriculum

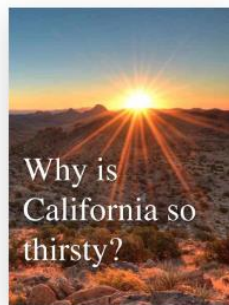
## Autumn 1



The round city: Baghdad

History

[Download now](#)



Why is California so thirsty?

Geography

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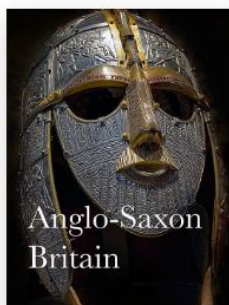


The family of Jesus

Religion

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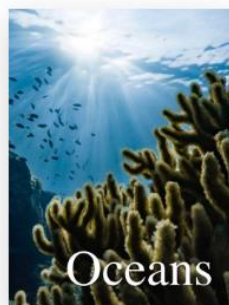
## Autumn 2



The Anglo-Saxons

History

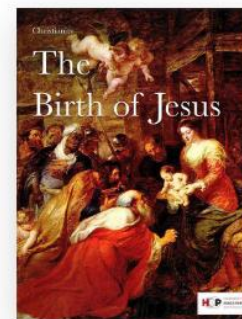
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Oceans

Geography

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The birth of Jesus

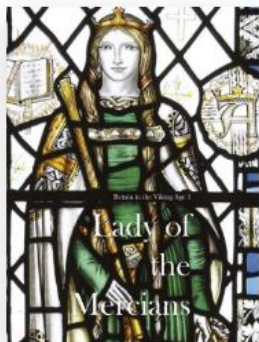
Religion

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# The Year 5 Curriculum

Spring 1



Vikings 1 – Lady of the Mercians

History

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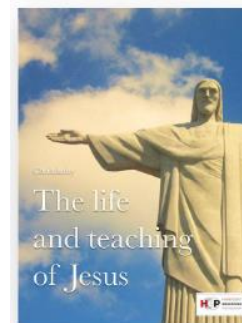


Migration

Geography

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Spring 1

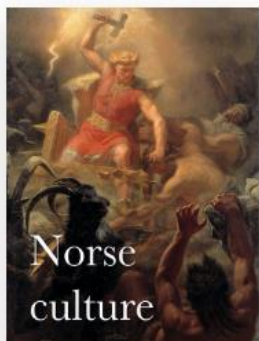


The life and teachings of Jesus

Religion

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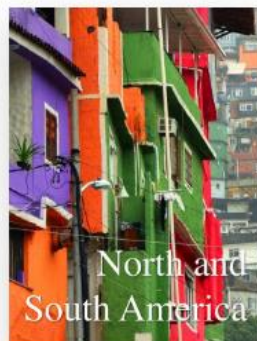
Spring 2



Norse Culture

History

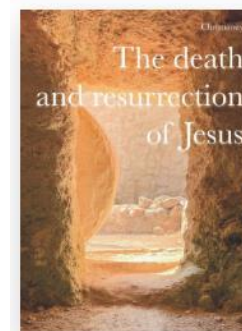
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North and South America

Geography

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Death and Resurrection of Jesus

Religion

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# The Year 5 Curriculum

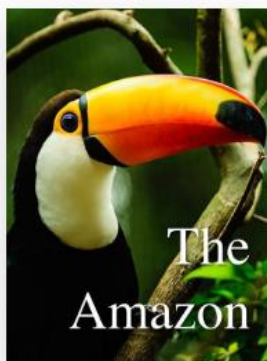
## Summer 1



Vikings 2 – Changing rulers, changing worlds

History

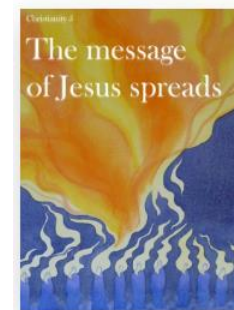
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The Amazon

Geography

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The message of Jesus spreads

Religion

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## Summer 2



Interconnected Amazon

Geography

[Download now](#)



Islam 1 Ramadan

Religion

[Download now](#)



# Curriculum

- Topic Webs posted on website
- RSE is taught in Summer Term: further details are on our website under PSHE:  
<https://www.claygate.surrey.sch.uk/page/?title=PSHE&pid=65>
- Our MFL in KS2 is French





# Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

- All staff to **model** appropriate **vocabulary**
- Children encouraged to answer all questions in **full sentences**
- Use of **sentence stems** across the curriculum and in the playground
- Weekly oracy certificates
- **‘Ask me about...’ stickers** to encourage purposeful talk at home
- Further information to be shared during the following Oracy workshops (dates tbc)



# A Growth Mindset Approach

What did you do today that surprised you?

Did you make any good mistakes today?

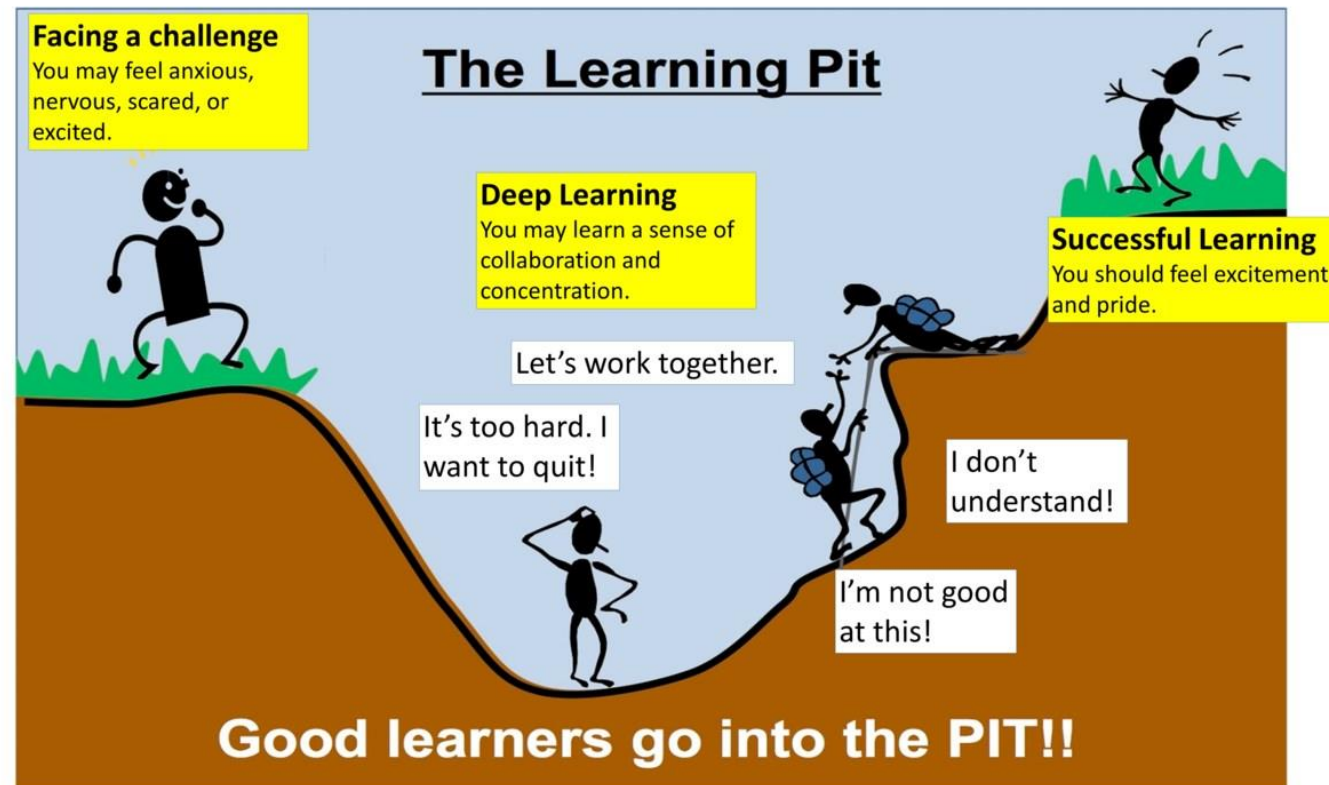
How did you learn from your mistakes today?

What did you do today that made your brain grow?

Did you help anyone else to stretch their brain power?

What challenges did you enjoy today?

We celebrate and talk about 'Marvellous Mistakes!'





# Enrichment

- Every Wednesday afternoon
- Children engage with a rota of activities

WEDNESDAY ENRICHMENT Years 3,5,6						
Enrichment	Computing	M-Fit	Music & Drama	Terrific Textilers	Woodland Explorers	Multisports
Curriculum Link	Computing	PSE: Jigsaw Unit Celebrating Difference	Music and Drama	Art and Design DT	Geography and PSE	PE

- All of our enrichment activities have a focus on pupil wellbeing





# Trips, Workshops and Visitors

- Learning beyond the classroom is so valuable!
- Anglo-Saxon Day – Autumn 2 Date TBC
- Visit to Wisely Gardens – Autumn 2 Date TBC
- Viking Day in Spring term – Date TBC
- Visit to HTC before Easter – Date TBC
- Residential trip to Hindleap Warren (22<sup>nd</sup>-24<sup>th</sup> April)
- Visit Chessington School for secondary school taster – Date TBC in Summer 2



# Assessment

- Assessment is ongoing
- We use evidence from work in class, Maths end of unit tests, AR STAR reading tests, Science end of unit tests to make judgements on whether your child is meeting the expected standard
- From Y2 onwards - discuss importance of tables up to 12 x 12. We check tables daily through low stakes quizzing and timed challenges
- We have formal assessment points at the end of each term or unit
- Parent consultations take place in November and March
- Main written report is shared in March
- Final summary report is shared in July
- Parent pop ins gives your child an opportunity to share their successes each half term



# Communication

- Weekly newsletter, Twitter, Instagram, podcast and Website
- Parentmail is used to share important information
- [office@claygate.surrey.sch.uk](mailto:office@claygate.surrey.sch.uk) should be used for the majority of enquiries and communication needs (Tel 01372 465 348)
- On occasion you may wish to contact a class teacher directly e.g. to share a personal update. Class teachers will endeavour to respond within 24 hours
- If you have any concerns, please first talk to your child's teacher
- Please remember Mrs Cunningham and Mrs Ali are available on the gate daily



# Safeguarding at CPS

We have a team of 4 DSLs:

- Hilary Ali – Designated Safeguarding Lead
- Sandra Cunningham
- Marita Cunniffe
- Luisa Dias

If you have a safeguarding concern, please speak to a member of the DSL team. Further information can be found under 'Safeguarding' on our website



# Volunteers & Parents Association (CPSPA)

- We have a small dedicated, trained team of volunteers. If you are interested in this role, please email Mrs Ali
- All parents and carers are automatically members of Claygate Primary School Parents Association
- Class reps organise cake sales and stalls at various events. Your class reps are:
  - Beech Class – Giselle, Liz, Sally
  - Rowan Class- Roz, Gemma



# Friends of CPS

- Friends Of Claygate Primary School: Voluntary donations (and even better with gift aid) helps us to keep CPS fully equipped and running
- We have an online donation system via the Charity Aid Foundation. We ask you to make a voluntary contribution each month per child. If you are a tax payer, you can get tax relief if you donate through Gift Aid. This also allows us to claim basic rate tax of 20% on your donation, at no cost to you.
- Here is the link to access the donation form: [HTTPS://CAFDONATE.CAFONLINE.ORG/20959](https://cafdonate.cafonline.org/20959)
- Currently across the school – we have less than 50 donors!