

# Welcome to Year 5



North Cheshire Jewish Primary School

Mr Brian Roscoe  
Mrs Chris Hession

# Year 5

## Partnership between home and school



- \* Working together we can maximise our impact to help your children build skills for future success.

# Independence

- \* Have they got their:
- \* Reading Journal
- \* Hebrew reading book
- \* PE Kit – labelled
- \* Homework





# Homework



- \* Monday: Spelling Investigation/language work - to be handed in the following Monday
- \* Tuesday: Schofield & Sims Mental Arithmetic – to be handed in the following day
- \* Wednesday: Research/self-directed study relating to work in Geography, History, Design Technology, Art & Design, IT – aiming to develop research skills
- \* Thursday: Maths Skills Check
- \* Friday: Paired Reading/SPaG.com/Reading comprehension



# Health and Safety

- \* Staff on duty @ 8:40am
- \* Please do not leave children unsupervised before this time.
- \* If it is raining on arrival in school, line up under the covered walkway outside the Year 5 classrooms.
- \* Any issues with behaviour with other children please let us know.

# Reading

- \* We aim to inspire a love of reading by using engaging books to drive our curriculum – we do Guided Reading every day from 8.50 – 9.15 am.
- \* Building fluency and comprehension is key
- \* Reading VIPERS
- \* Relating reading to real-life contexts and the wider world.
- \* Accelerated Reader



# Writing

- \* Nelson Handwriting
- \* SPaG.com
- \* Modelled Writing
- \* Our writing is inspired by the class texts we read each half term:





Autumn 1: SeaBEAN by Sarah Holding

Autumn 2: How to Train Your Dragon by Cressida Cowell

Spring 1: Rain Player by David Wisniewski

The Great Kapok Tree by Lynne Cherry.

Popol Vuh - A Sacred Book of the Maya

Spring 2: Holes by Louis Sachar

Summer 1: Wonder by R J Palacio

Summer 2:

Wolves in the Walls by Neil Gaiman



# DEAL - Drama Engagement Active Learning

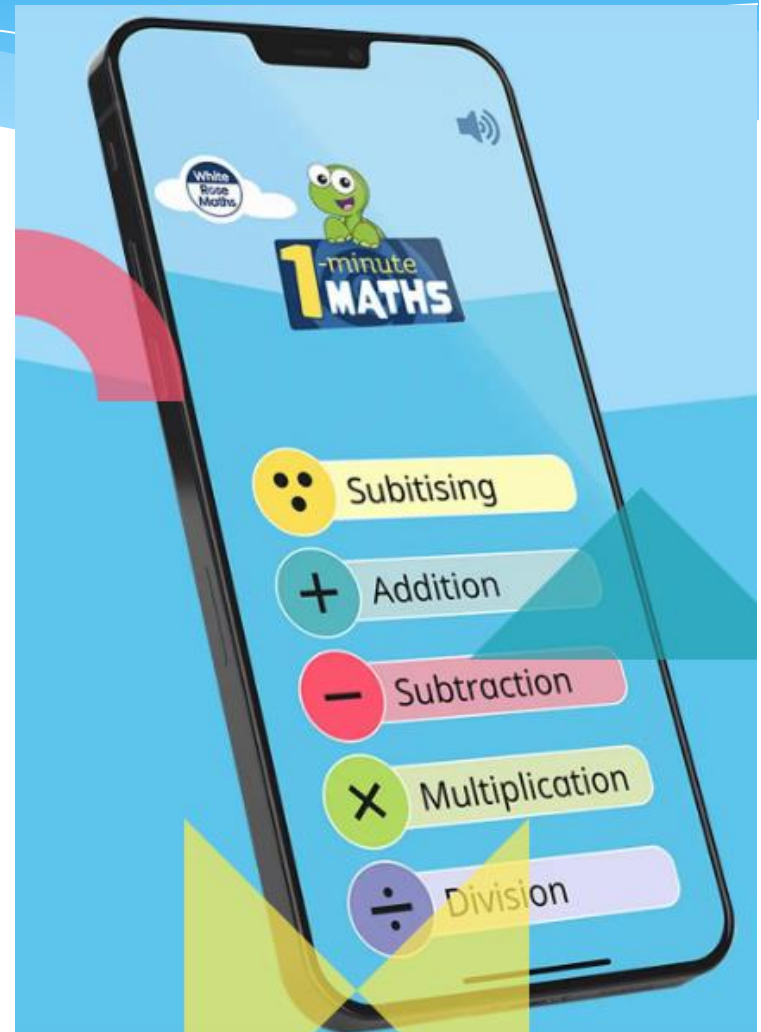
- Engage children in their learning through memorable experiences, inspiring them to develop skills throughout the curriculum by firing their imaginations.
- Enhance speaking & listening skills through creative, fun activities that also develop thinking and writing skills.
- Encourage inclusivity and build up the confidence of all children through collaborative learning opportunities.

# White Rose Maths

- \* We use White Rose Maths supplemented by NCETM, Classroom Secrets, Groups Work etc ...
- \* Maths Skills Checks
- \* Schofield & Sims Mental Arithmetic books weekly
- \* Encourage your child to make jottings and to develop a range of mental strategies

# White Rose app

- \* Designed for use both in class and at home, our 1-minute maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks.
- \* Can also access on via the website



# Communication

- \* Appointments to see teachers.
- \* The end of the day is preferable to the morning due to daily preparation.
- \* Weekly Digest/newsletters/Class Dojo and on our website [www.ncjps.org.uk](http://www.ncjps.org.uk)



## NCJPS Year 5 Curriculum Long Term Planning Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Why are counties and cities important to the United Kingdom's past and present?	Why was there a struggle between the Anglo Saxons and Vikings and who won what?	In which ways was the Mayan Civilization more or less advantaged than Britain in AD900?		Could the Geography of Central America cause the Mayan civilization to disappear?	Is there more to North America than just the USA?
History/Geography	Uk Counties and Cities	Anglo Saxons and Vikings	The Mayan Civilisation	The Mayan Civilisation	North America and Central America - The Great Lakes - regional comparison	
Science	Earth and Space	Animals including Humans	Properties of Materials		Forces	Living Things (life cycles of animals and reproduction)
English	Sea Bean by Sarah Holding	How to Train Your Dragon by Cressida Cowell	Rain Player by David Wisniewski The Great Kapok Tree by Lynne Cherry. Popol Vuh - A Sacred Book of the Maya Mayan Civilisation (Explore!) by Izzi Howell	Holes by Louis Sachar	Wonder by R J Palacio	Wolves in the Walls by Neil Gaiman
Maths	Roman Numerals Place Value Addition & Subtraction	Multiplication & Division Fractions	Multiplication & Division Fractions	Decimals & Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume



## NCJPS Year 5 Curriculum Long Term Planning Map

Computing	Research skills	Online safety	Code Studio	Code Studio	Google Earth Linked with mapping North America and Central America	Modelling and simulation: Lego WeDo Sketch Up
Art / DT	DT Mechanical Systems Pop-Up Lap Book	Art & Design Formal Elements of Architecture	Art & Design Skills	DT Structure: Bridges	DT Textiles - Stuffed Toy	Art & Design Every Picture Tells a Story
Music	South and West Africa	Composition to represent the festival of colour	Composition notation - theme, Ancient Egypt	Blues	Looping and remixing	Musical Theatre
PE	Gymnastics Swimming	Dance Swimming	Basketball Multisports - Invasion Games	Athletics Multisports - Invasion Games	Cricket Gymnastics	Rounders Gymnastics



## NCJPS Year 5 Curriculum Long Term Planning Map

<p><b>Personal, Social, Health and Economic Education (PSHE)</b></p> <p><b>RSE</b></p>	<p><b>Keeping/Staying Safe</b></p> <p>Peer pressure</p> <p><b>Keeping/Staying healthy</b></p> <p>Smoking</p> <p>My Happy Mind - Meet Your Brain</p>	<p><b>Feelings And Emotions</b></p> <p>Anger</p> <p>My Happy Mind - Celebrate</p>	<p><b>Being Responsible</b></p> <p>Looking Out for Others</p> <p>My Happy Mind - Appreciate</p>	<p><b>Living In The Wider World (DELETE)</b></p> <p><b>Computer Safety</b></p> <p>Image Sharing</p> <p>My Happy Mind - Relate</p>	<p><b>Relationships (inc RSE)</b></p> <p>Puberty</p> <p>My Happy Mind - Engage</p>	<p><b>The Working World</b></p> <p>Enterprise</p> <p>Adults And Children's Views</p> <p><b>A World Without Judgement</b></p> <p>Adults And Children's Views</p> <p>Inclusion and iAcceptance, including same sex marriage and LGBT+Q)</p>
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## NCJPS Year 5 Curriculum Long Term Planning Map

<p><b>Ivrit</b></p>	<p>Vocab list from HaKol Chadash.</p> <p>Using the new vocabulary in conversational and written Ivrit.</p> <p>Shops, schools, work</p>	<p>Different constructs of הוֹלֵךְ</p> <p>Practice writing and translating vocab lists in correct Hebrew script</p> <p>Instructions continued</p>	<p>Vocab list from HaKol Chadash.</p> <p>Words to introduce a question continued.</p> <p>Practice writing and translating vocab lists in correct Hebrew script</p>	<p>Using the new vocabulary in conversational and written Ivrit.</p> <p>Practice writing and translating vocab lists in correct Hebrew script</p> <p>Instructions continued</p>	<p>Vocab list from HaKol Chadash.</p> <p>Using the new vocabulary in conversational and written Ivrit.</p> <p>Words that show possession - מִלִּיּוֹת יָחַס - continued.</p>	<p>Words to introduce a question continued.</p> <p>Asking questions (שאלות).</p> <p>Practice writing and translating vocab lists in correct Hebrew script</p> <p>Instructions continued</p>
<p><b>Jewish Studies</b></p>	<p>Whole School Spiral Parashah Curriculum</p> <p>Whole School Spiral Festivals Curriculum</p> <p>Rosh Hashanah Yom Kippur Sukkot Simchat Torah</p>	<p>Whole School Spiral Parashah Curriculum</p> <p>Whole School Spiral Festivals Curriculum</p> <p>Chanukah</p> <p>Etgar Curriculum</p>	<p>Whole School Spiral Parashah Curriculum</p> <p>Whole School Spiral Festivals Curriculum</p> <p>Tu Beshvat</p> <p>Etgar Curriculum</p>	<p>Whole School Spiral Parashah Curriculum</p> <p>Whole School Spiral Festivals Curriculum</p> <p>Purim Pesach</p>	<p>Whole School Spiral Parashah Curriculum</p> <p>Whole School Spiral Festivals Curriculum</p> <p>Yom HaZikaron Yom Ha'atzma'ut</p>	<p>Whole School Spiral Parashah Curriculum</p> <p>Whole School Spiral Festivals Curriculum</p> <p>The Three Weeks Tisha B'Av</p>





## NCJPS Year 5 Curriculum Long Term Planning Map

	<p>Etgar Curriculum Chapters 1 - 2 The Jewish Calendar Jewish History</p> <p>Chumash Unit 1 Avram Goes to the Land</p>	<p>Chapters 3 - 4 Numbers &amp; <u>Gematriah</u> Tanach</p> <p>Chumash Unit 1 Avram Goes to the Land continued</p>	<p>Chapters 5 - 6 Mishkan The Mishna &amp; Sages</p> <p>Chumash Unit 2 Avram and Lot Part Company</p>	<p>Etgar Curriculum Chapters 7- 8</p> <p>Israel Tefillah</p> <p>Chumash Unit 2 Avram and Lot Part Company continued</p>	<p>Etgar Curriculum Chapters 9 -10 Mitzvot Tzitzit, Tefillin &amp; Mezuzah</p>	<p>Etgar Curriculum Chapters 11 - 13 Shabbat Kashrut Brachot</p> <p>Etgar Trip</p>
<p><b>Significant Events and Trips</b></p>	<p>VR Experience - Space</p>	<p>Anglo Saxon and Vikings Living History Day at Tata's Tun</p>	<p>Coding Workshop Dr Diane Davies Maya Archaeologist</p>	<p>Potions Workshop Catalyst Science Discovery Centre</p>	<p>Etgar London Trip KD High School Taster Day</p>	<p>Longdendale River Investigation</p>

# Educational visits

VR Experience - Space

Anglo Saxon and Vikings Living History Day at Tata's Tun

Coding Workshop

Dr Diane Davies Maya Archaeologist

Potions Workshop at Catalyst Science Discovery Centre

Etgar London Trip – 27<sup>th</sup> June

KD High School Taster Day

Longdendale River Investigation

# NTS – termly assessments

- \* Children take tests in Reading Comprehension, Maths, Spelling and Grammar each term and they also carry out independent writing tasks which are teacher assessed
- \* Science is teacher assessed at the end of every topic.
- \* We undertake a range of assessments throughout the year, some formal and others informal, to track your child's attainment and progress and to help inform our teaching.

# Questions

Any questions?

